CODE OF PRACTICE FOR PROGRAMME ACCREDITATION UNDERGRADUATE OPTOMETRY DEGREE/OPTICIANRY DIPLOMA

VERSION 2

2022

This code of practice for Programme Accreditation – Undergraduate Optometry Degree /Opticianry Diploma was endorsed by Malaysian Optical Council (MOC) at its 80th Meeting on 10 May 2022

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SECTION I:

FUNDAMENTALS OF PROGRAMME ACCREDITATION – UNDERGRADUATE OPTOMETRY DEGREE/ OPTICIANRY DIPLOMA

1. INTRODUCTION

Malaysian Optical Council (MOC) together with Malaysian Qualification Agency (MQA) is committed to the highest standards of professionalism in optometry practice in Malaysia. Accreditation guideline that has been introduced for the optometry degree and opticianry diploma programme are aimed at upholding standards and serves as a quality assurance mechanism. This revised guideline is aimed at facilitating various Malaysian Higher Education Providers (HEPs) to attain a required standard and to continuously improve their programmes. Accreditation of programme in HEPs assures the public and the profession of a safe and standard level of optometry, opticianry education and in the long run ensures its continuous enhancement.

This guideline is designed within a framework that is compatible with the national and global human resource requirements and the socio-economic needs, while still encourages programme diversity. This guideline acts as a benchmark in the evaluation of programmes during institutional audits.

This guideline details the needs required by the HEPs in developing and running of a new programme. This document also outlines the policies, standards and procedures as well as the organizations and committees involved in an accreditation process.

2. AIM OF DOCUMENT

This document is developed for the advancement of the standards of undergraduate optometry and opticianry education in Malaysia through the formulation of policies and principles for the purpose of making professional judgements and decisions on accreditations.

3. ACCREDITING AUTHORITIES

The Malaysian Qualifications Agency (MQA) is the sole quality assurance agency in Malaysia. The MQA implement the Malaysian Qualification Framework (MQF) to ensure the quality of programmes and qualifications offered by both public and private HEPs. The MQA is also responsible for monitoring and overseeing quality assurance practices and accreditation of national HEPs.

The MQA works closely with MOC through the Joint Technical Committee (JTC) in accrediting optometry and opticianry education programmes. By the recommendations of the JTC, the MOC under section 52 (1) of the MQA Act 2007 may approve or refuse the granting of accreditation to a programme.

4. THE JOINT TECHNICAL COMMITTEE (JTC)

4.1 INTRODUCTION

The JTC was established by the MOC to fulfill section 51 (1) of the Malaysian Qualification Agency Act 2007 (Act 679), “A Joint Technical Committee consisting of representatives of the relevant professional body, an officer of the Agency and such other persons as may be deemed necessary by the relevant professional body shall be established by the relevant professional body.”

“Agency” means the Malaysian Qualifications Agency (MQA) established under section 4 of the Act 679.

The relevant professional body in this context refers to the Malaysian Optical Council (MOC).

The JTC is accountable to MOC.

4.2 FUNCTION

The functions of JTC are as follows:

I. To consider applications for accreditation of undergraduate optometry, opticianry and programme[1] under subsection 50(1)[2] of Act 679;
II. To make recommendations to grant or refuse an application for accreditation of an optometry and opticianry programme under subsection 52(1)[3] of Act 679;
III. To make recommendations for imposing conditions for accreditations under section 54[4] of Act 679;
IV. To make arrangement to conduct an institutional audit under subsection 52(3)[5] of Act 679;
V. To make recommendations for the revocation of accreditation of optometry, opticianry and programme under section 55[6] of Act 679;
VI. Other functions as determined by the MOC that may include:

a) To regularly review the accreditation standards and procedures to ensure relevance to optometry and opticianry education before submitting to the accreditation authorities;
b) To ensure an adequate pool of trained assessors;
c) To propose panel members for accreditation visits;

d) To respond to complaints or appeals concerning the accreditation process and to make proposals.

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[1]The definition of 'optometry and opticianry programme' does not include postgraduate optometry and opticianry programme.

[2]Subsection 50(1) Act 679; An application by a higher education provider for the accreditation of its local or foreign professional programme or professional qualification which complies with the Framework shall be made to the Agency within the specified period in the certificate of provisional accreditation in such form and manner as may be prescribed.

[3]Subsection 52(2) Act 679; After having considered the recommendation of the Joint Technical Committee under section 51, the relevant professional body may –

(a) Approve the granting of accreditation; or
(b) Refuse the granting of accreditation, stating the grounds for refusal.

[4]Section54 Act 679: The relevant professional body may, upon recommendation of the Joint Technical Committee at the time of or at any time after a certificate of accreditation has been issued under subsection 52(2), impose such conditions as it may deem necessary or expedient and may vary, amend or revoke any such conditions or impose new or additional conditions from time to time.

[5]Subsection 52(3) Act 679: For the purpose of considering an application under subsection 50(1), any officer of the professional body and the Agency may conduct an institutional audit.

[6]Section 55 Act 679:

(1) Subject to the provisions of this section, the relevant professional body may, upon recommendation of the Joint Technical Committee at any time, withdraw the approval for accreditation granted to a higher education provider under paragraph 52(1)(a) and the Agency shall revoke the certificate of accreditation-

(a) if the higher education provider fails to comply with the Framework for any part of it; or
(b) if the higher education provider breaches any condition for which the accreditation has been granted.

(2) A written notice of the intention to withdraw the approval and to revoke the certificate of accreditation under subsection (1) shall be served by the Agency, upon the direction of the relevant professional body, on the higher education provider and the notice shall specify the grounds for such withdrawal and revocation.

(3) The higher education provider shall be given an opportunity to make written representations within thirty days from the date of the notice in subsection (2)
.

(4) After the expiry of the period of thirty days stated in subsection (3) and after considering any representation made under that subsection, the relevant professional body upon recommendation of the Joint Technical Committee shall-

(a) issue a warning and give directions for the higher education provider to rectify the situation to the satisfaction of the relevant professional body within a specified period; or
(b) proceed with the proposed action to withdraw the approval for accreditation.

(5) If the higher education provider fails to rectify the situations as required under paragraph (4)(a), the Agency may, upon the decision of the relevant professional body, proceed to revoke the certificate of accreditation.

(6) Where the certificate of accreditation has been revoked, the Agency shall enter the date of revocation into the register and shall give notice of the revocation to the relevant authority.

4.3 MEMBERS

The members of JTC shall be as follow.

i. The Chairperson shall be a member of the Malaysian Optical Council [under section 4(1)(f)]
ii. Deputy Director General of Health (Medical), Ministry of Health by virtue of the post.
iii. Medical Practice Director, Ministry of Health by virtue of the post.
iv. Two (2) members from the Malaysian Optical Council:
    - One (1) representing Ophthalmologist [under section 4(1)(c)]
    - One (1) representing Optician [under section 4(1)(e)]
v. One (1) member shall be the Head of Optometry Services, Ministry of Health
vi. One (1) member shall be the Head of Ophthalmology Service, Ministry of Health.
vii. Two (2) members from optometry programme of local institution for Higher Education:
    - One (1) representing public HEP
    - One (1) representing private HEP
viii. One (1) member from Opticianry programme of local Institution for Higher Education.
ix. One (1) member shall be the Head of Optometry Programme Council.
x. One (1) representative from the Malaysian Qualification Agency (MQA)
xi. Two (2) representatives from the Ministry of Education (Higher Education):
    - One (1) representative from the Academic Excellent Division, Department of Higher Education.
    - One (1) representative from the Private Standard Division, Department of Higher Education.

The Secretary of JTC shall be held by the Secretary of MOC.

Members who are unable to attend the JTC meetings are not allowed to send their representatives, EXCEPT for members from Optometry Services, MOH [4.3(v)], Ophthalmology Services, MOH [4.3(vi)], MQA [4.3(x)] and MOHE [4.3(xi)].

In the absence of the Chairperson, the member of MOC representing Ophthalmologist shall chair the meeting.

4.4 APPOINTMENT OF MEMBERS

The Chairperson shall request for representatives from the participating agencies (MOH, MQA, MOHE, HEP and MOC).

The Chairman of the MOC shall make the selection and appointments.

The Chairman of the MOC shall appoint the members for a term of 3 years; EXCEPT for the Deputy Director General of Health (Medical), Medical Practice Director, Head of Optometry Services, Head of Ophthalmology Services, Ministry of Health, Representative from MOHE, who shall be members of JTC for the duration of the term of office.

All members are eligible to vote on issues raised.

The Chairperson shall have the casting vote.

4.5 SECRETARIAT

4.5.1 JOINT TECHNICAL COMMITTEE (JTC)

The Secretary of the MOC and the Head of Recognition Sector, MOC shall be the secretariat for the JTC. The Secretariat of the JTC shall be located at the Malaysian Optical Council, Ministry of Health.

4.5.2 OTHER COMMITTEES

The MQA shall be the secretariat for the management of applications from local institutions of Higher Education.

The Department of Higher Education, MOHE shall be the secretariat for programme approval from local HEP.

4.6 FUNCTIONS OF JTC SECRETARIAT

The functions of the JTC Secretariat shall be as follows:

i. Maintaining and safe keeping of documents

   The secretariat shall maintain the following documents:

   a. guidelines on criteria and standards for accreditation of optometry and opticianry programmes.
   b. documents pertaining to the procedures and processes related to accreditation
   c. documents relating to applications for accreditation and the accreditation process
   d. the Terms of Reference for the JTC

ii. Facilitating the process of accreditation

iii. Monitoring the process of accreditation

iv. Preparing the minutes of JTC meetings and reports

v. Submit JTC recommendations to the relevant authorities

vi. Select and collate all relevant decisions and operational policy statements

vii. Handle all correspondence relating to JTC.

5. AREAS OF EVALUATION

MQA has revised the evaluation areas from nine (9) to seven (7). The seven (7) areas are as follows:

Area 1 : Programme Development and Delivery
Area 2 : Assessment of Student Learning
Area 3 : Students Selection and Support Services
Area 4 : Academic Staff
Area 5 : Educational Resources
Area 6 : Programme Management
Area 7 : Programme Monitoring, Review and Continual Quality Improvement

This guideline is not prescriptive or rigid. It aims to stimulate HEP to continuously improve and develop their programme in support of the national aspiration of making Malaysia the regional centre for excellence in education.

The standards and criteria for Program Accreditation – for undergraduate Optometry Degree and Opticianry Diploma as presented in Section II will be subjected for review when deemed necessary by the JTC and other relevant authorities.

6. PROCEDURES FOR ACCREDITATION

The procedures for accreditation require an integrated approach involving both the JTC and the HEP.

The JTC monitors and ensures compliance to the standards by the HEP whilst the HEP is responsible for the establishment, maintenance and enhancement of its processes to achieve standards. The accreditation process is beneficial to the HEP as it necessitates a demanding periodic review of its processes and standard which includes areas such as the selection of students, objectives, curriculum, design and delivery, methods of teaching and learning, facilities, financial and human resources.

The HEP can derive additional benefits from the accreditation process. Such benefits include obtaining feedback from experts in Optometry/Opticianry and shared experiences from institutions and the leverage from local authoritative reports in rectifying deficiencies.

The process of accreditation of a new Optometry/Opticianry programme involves two stages – Provisional Accreditation stage and Full Accreditation stage. The flowchart for the Provisional Accreditation stage and Full Accreditation stage is as shown in Figure 1 and 2.

6.1 PROVISIONAL ACCREDITATION

The purpose of Provisional Accreditation is to establish whether the HEP has met the stipulated minimum standards to commence a programme in relation to the predetermined areas of evaluation as outline in Section II.

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6.1.1 SUBMISSION OF DOCUMENTS

The HEP needs to submit documents comprising of programme information to the MQA. The following list the needed documents.

No	Name of Document	Code/Form	Copies
1	Application for Provisional Accreditation of Programme	Form A	1 Copy
2	Database document containing – Part A: Programme Information Part B: Status of Programme Part C: 6.1 Programme Standards according to the "Guide to Preparing a Database for Programme Accreditation of undergraduate Optometry Degree and Opticianry Diploma"	MQA 01 – Optometry / Opticianry	4 hardcopies and 5 softcopies (in CD or other devices)

The guide to preparing the programme database document is given in Section III.

6.1.2 VERIFICATION OF DOCUMENTS

MQA will verify the submission of documents by HEP is in accordance with the requirements. If the documents are complete, MQA will submit one copy to the secretariat of JTC for accreditation processing. If the documents are incomplete, the HEP will have to resubmit them as required by the MQA.

6.1.3 PANEL OF ASSESSORS (POA)

JTC will decide and forward the POA names to the MQA as indicated in the "Guide for the Conduct of Programme Evaluation Visit" as in Section IV.

6.1.4 ASSESSMENT OF MQA DOCUMENT

POA will assess the programme information submitted by HEP for compliance to the standards outlined in the “Standards and Criteria for Programme Accreditation – Undergraduate Optometry Degree and Opticianry Diploma” (Section II). HEP may need to submit additional documents as per request by the POA for assessment. The chairman of the POA will present their report in JTC meeting. JTC will decide whether the information in the accreditation document complies with the standards. If yes, POA may conduct a visit to the institution. If no, HEP will be given 3 months to resubmit the document.

6.1.5 THE ACCREDITATION SURVEY VISIT

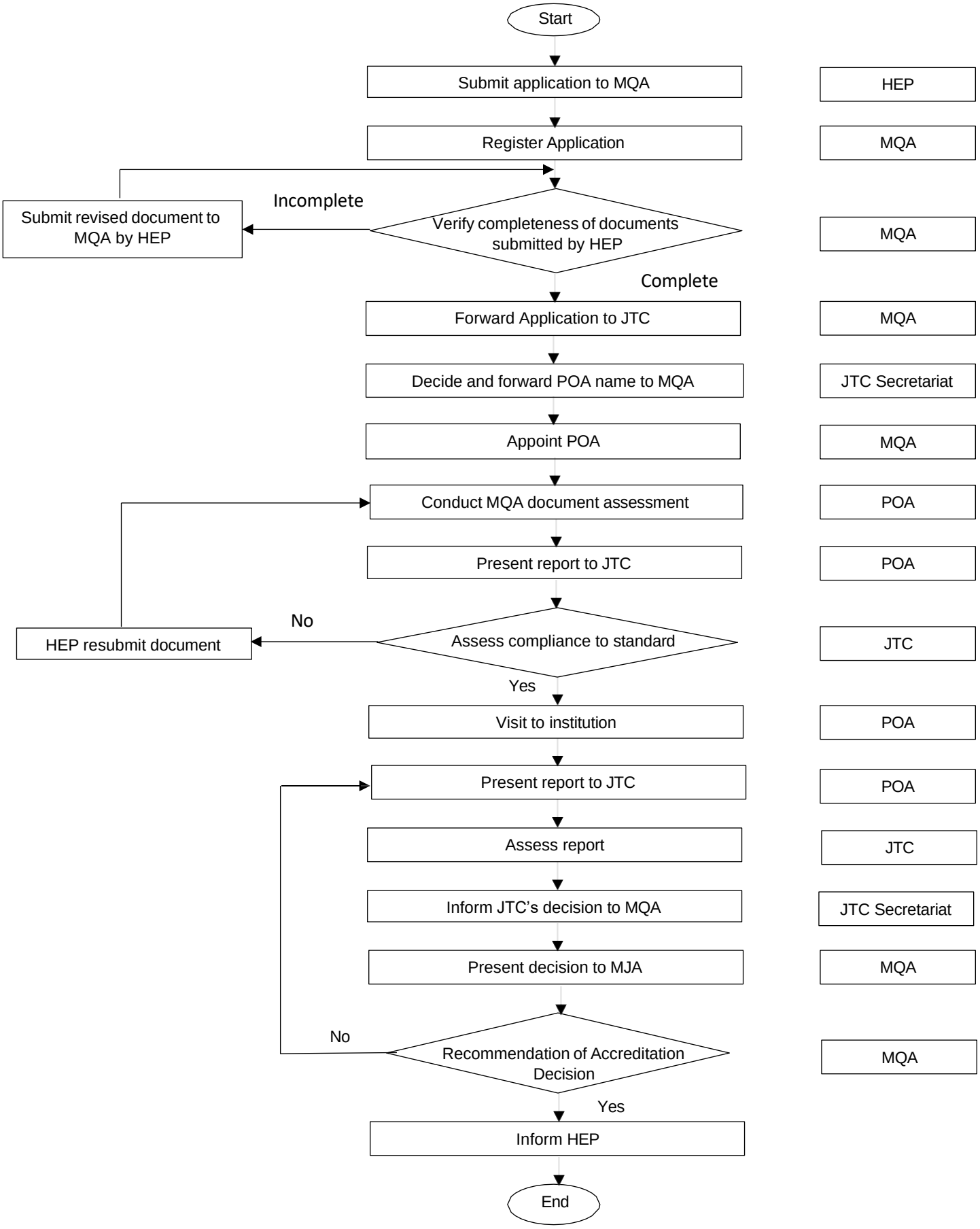
POA will conduct a visit to HEP in accordance with the “Guide for the Conduct of Programme Evaluation Visit” to assess compliance with the accreditation standards. The procedures involve in conducting the accreditation survey visit are outlined in the “Guide for the Conduct of Programme Evaluation Visit” (Section IV).

6.1.6 THE ACCREDITATION REPORT

Based on the site visit and evaluation of the accreditation documents, POA will prepare a report in accordance with the “Guide to Preparing Accreditation Report” (Section V). The chairman of POA will then present to the JTC for deliberation.

The JTC will forward its recommendation to the MOC for consideration before decision by MQA. MQA will inform HEP for the decision.

Figure 1: Flowchart for the Provisional Accreditation Process



6.2 Full Accreditation

The purpose of Accreditation is to attest whether the HEP has met the minimum standards set to conduct the programme in relation to predetermined areas of evaluation (Section II).

The term Full Accreditation is used when the HEP is granted accreditation for the 1st time after Provisional Accreditation. In subsequent to the Full Accreditation, HEP needs to renew its accreditation status, following the time period dictated by the MOC.

Full accreditation is granted for a fixed period of time and the date of the commencement of the accreditation period shall be from the day after the MOC decision is made or any other date that MQA deems fit.

6.2.1 SUBMISSION OF DOCUMENTS

The HEP needs to submit documents comprising of updated programme information and other relevant supporting documents to MQA as follows:

No	Name of Documents	Code/Form	Copies
1	Application for Full Accreditation of programme	Form B	1 copy
2	Database containing – Part A: Programme Information Part B: Status of Programme Part C: Programme Standards according to the "Guide to Preparing a Database for Programme Accreditation of undergraduate Optometry Degree and Opticianry Diploma"	MQA 02-Optometry / Opticianry /	4 hardcopies and 5 softcopies (in CD or other devices)
3	Other supporting documents (e.g., Reports on actions taken on findings of previous accreditation visit & programme curriculum)		5 softcopies (in CD or other devices)

For Full Accreditation, the institution must submit the required accreditation documents when their first student cohort enters final year of their study.

For renewal of accreditation status, the institution needs to submit the accreditation documents to the MQA not less than six months before the expiry of the current accreditation period.

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6.2.2 VERIFICATION OF DOCUMENTS

The MQA will verify documents submitted by HEP in accordance to the requirements. If documents are complete, MQA will submit one copy to the secretariat of the JTC. If the documents are incomplete, the HEP will have to resubmit them as required by the MQA.

6.2.3 PANEL OF ASSESSORS

The JTC will decide and forward the POA names to MQA for official appointment, as indicated in the “Guide for the Conduct of Programme Evaluation Visit” (Section IV).

6.2.4 ASSESSMENT OF MQA DOCUMENT

POA will assess the programme information submitted by HEP for compliance to the standards as stipulated in the “Standards and Criteria for Programme Accreditation – Undergraduate Optometry Degree and Opticianry Diploma” (Section II). HEP may need to submit additional documents requested by POA for assessment.

6.2.5 ACCREDITATION VISIT

The POA will conduct a visit to the institution in accordance with the “Guide for the Conduct of Programme Evaluation Visit” (Section IV) to assess for compliance to the accreditation standards.

6.2.6 THE ACCREDITATION REPORT

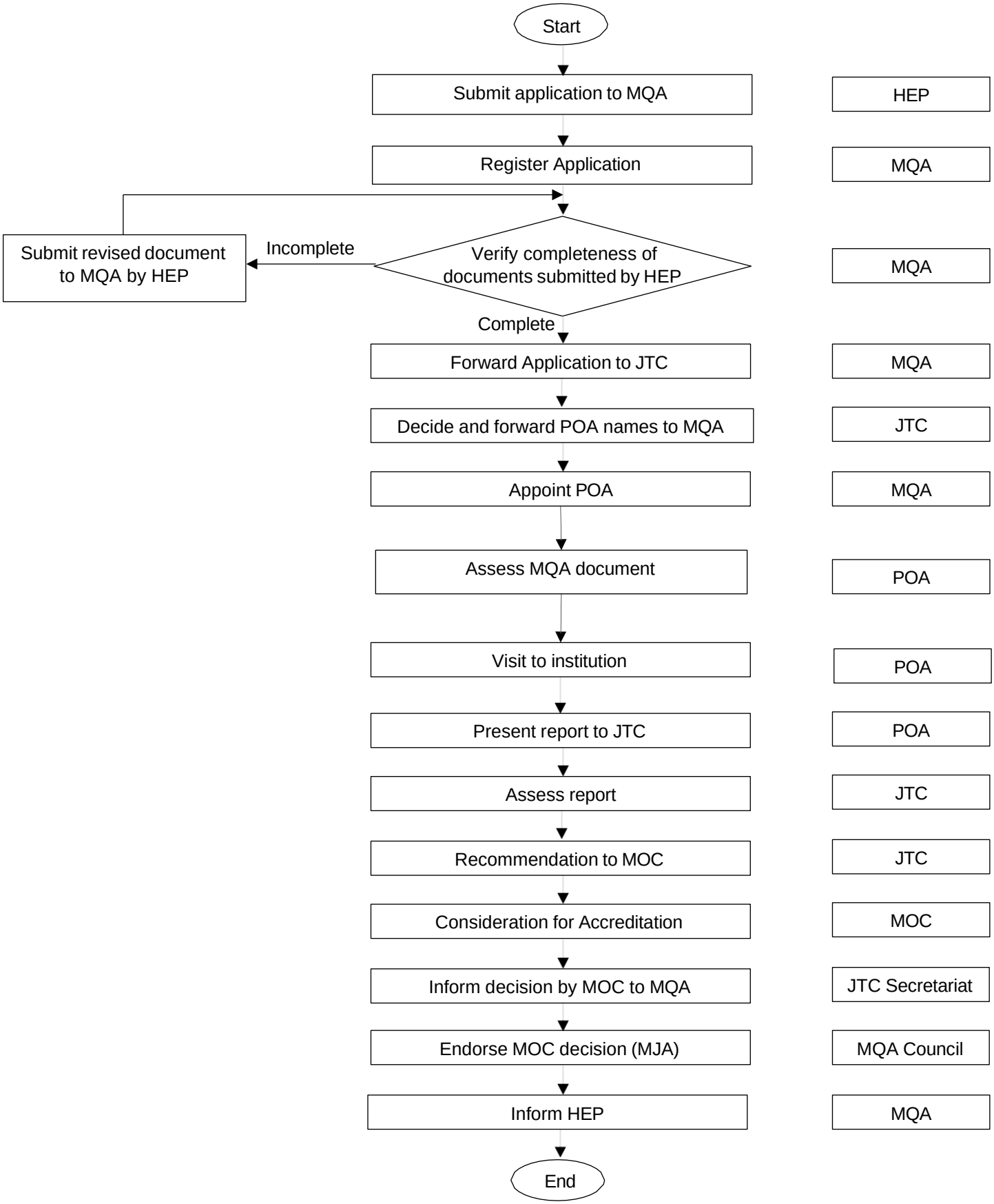
Based on the survey visit and evaluation of the accreditation documents, POA will prepare a report in accordance with the “Guide to Preparing Accreditation Report” (Section V). The chairman of the panel will then present to the JTC and make hear their recommendation.

The JTC will forward its decision to the MOC for approval. The MOC will inform the MQA of its decision. The MOC may (a) approve the granting of accreditation; or (b) refuse the granting of accreditation, stating the grounds for refusal as in the MQA Act 2007 Section 52(1). This decision will be forwarded to MQA for endorsement.

The maximum duration that can be granted for initial Full Accreditation is 5 years while the maximum period for renewal of Full Accreditation status is 5 years.

Every changes in the curriculum, MQA must be notified. The MQA will request the JTC to re-evaluate the programme.

Figure 2: Flowchart for the Full Accreditation Process



7. GRANTING OF ACCREDITATION

7.1. PROVISIONAL ACCREDITATION

Upon issuance of certification of provisional accreditation by MQA, in order to start an undergraduate degree/diploma programme, HEP needs to submit their application together with other relevant documents required by MOHE for approval.

7.2. FULL ACCREDITATION

Upon issuance of certification of full accreditation for the first time to the HEP, for the purpose of recognition of the qualification and institution, MOC will submit relevant document to MOH Legal Department for gazettement process.

8. SURVEILLANCE VISITS

Surveillance visits may be conducted in the period between the granting of Provisional Accreditation and Full Accreditation. Surveillance visit is aimed to ensure that HEP achieves the minimum standards level required in relation to the predetermined areas of evaluation.

The JTC holds the mandate to ensure that approved programmes are conducted with compliance to the predetermined standards.

A monitoring visit will be conducted post-approval approximately 6 months after the first cohort intake. The purpose of this visit is to ensure that the programme and facilities is commenced as per the planning presented in the Provisional Accreditation document.

JTC will recommend the appointment of POA to conduct the scheduled visit. After the visit POA will report to JTC for deliberation.

JTC will inform the MQA of any immediate actions/steps to be taken by the HEP to ensure adequacy and quality of the running programme. Apart from the scheduled visits, JTC may schedule additional visits when it deems necessary.

9. CONCLUSION

Accreditation of an Optometry/Opticianry programme is one of the main approaches in quality assurance. The goal of accreditation is to ensure that graduates entering the healthcare system have achieved the required standards. The accreditation process also reassures the public that degree/diploma awarded is in accordance with established standards. The preservation of standard level or enhancement of programme quality shall be ensured through regular visits to the institution as part of the accreditation process.

The first edition of guidelines for accreditation of Optometry and Opticianry developed in 2009. Since then, a few revisions to the guidelines have been made following changes that may have taken into effect in the Ministry of Higher Education (MOHE), Ministry of Health (MOH), Malaysian Qualifications Agency (MQA), Malaysian Optical Council (MOC) and other related organizations' policies.

This document is the second edition of The Code of Practice of Programme Accreditation – Undergraduate Optometry and Opticianry Programme. All Documents essential to the accreditation process has been consolidated and efforts have been made to harmonise this document with the MQA's "Code of Practice for Programme Accreditation" (COPPA) and the requirements set by MOC. It is expected that this document will serve as a reference for HEP, POA, JTC, MOC and other parties involved in the accreditation of Optometry and Opticianry programme.

SECTION II

CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION -

UNDERGRADUATE OPTOMETRY DEGREE

1. INTRODUCTION

The first optometry programme in Malaysia started in 1982 at University Kebangsaan Malaysia (UKM) with their pioneering 10 graduates in 1985. UKM was the only HEP offering optometry programme right before the International Islamic University Malaysia (IIUM) offers optometry programme in 2004. IIUM's optometry programme was the first to get accredited status in 2008, followed by University Teknologi MARA (UiTM) in 2010. To date, there are 7 HEPs offering optometry programme in Malaysia.

The increasing number of HEPs offering optometry degree programme stemmed from the demand that Malaysia has to satisfy the World Council of Optometry's (WCO) optometrist to population ratio. In line with the Malaysian Qualification Framework, programmes offered by all HEPs need to get accredited so that optometry programme meet the standards and stand at par with other programme elsewhere. Standards set to ensure graduates meet stakeholders' need, as well as paving the undergraduates for post graduate degree studies, locally and globally.

In attaining the standards, which process oversees by the MOC and MQA, HEPs are regulated to protect the stakeholders in general, as well as fitting the competency of the profession.

Standards and criteria are used in assessing information provided by HEP seeking approval to either start a new programme or when attaining full accreditation status of the programme. The standards and criteria will cover all aspects of quality assurance. There are seven areas of evaluation for programme accreditation:

i. Programme Development and Delivery;
ii. Assessment of Student Learning;
iii. Student Selection and Support Services;
iv. Academic Staff;
v. Educational Resources;
vi. Programme Management; and
vii. Programme Monitoring, Review and Continual Quality Improvement.

All HEPs offering optometry programme must abide with the standards and criteria to ensure the quality of optometry education and graduates meet the stakeholders' needs.

These standards and criteria were drafted so as not to be too prescriptive or rigid, that they may stifle initiative, development and expansion in the field of optometry. Some of these standards may lack precise definition or may be difficult to quantify due to their qualitative nature. Nevertheless, the institutions should attempt to provide comprehensive information to facilitate assessment. The standards and criteria define the expected level of attainment of each criterion and serves as performance indicators.

This document should be read together with Code of Practice for Programme Accreditation (Second Edition), COPPA by the MQA.

2. AREA 1: Programme Development and Delivery

STANDARD		CRITERIA
1.1	Statement of Education Objectives of Academic Programme and Learning Outcomes	i. The programme must be offered only after conducting "needs assessment". The assessment should indicate a demand in the market. (Applicable for Provisional Accreditation only). ii. The programme must state its programme educational objectives, learning outcomes, learning and teaching strategies, and assessment methods, and ensure constructive alignment between them. iii. The programme educational objectives (PEO) and programme learning outcomes (PLO) must be consistent with and supportive of the vision and mission of the HEP. iv. The programme learning outcomes (PLO) must define the competencies that the optometry student should demonstrate upon completion of the programme. These competencies must encompass all stated MQF domains. They must cover but not limited to the aspects below:

STANDARD		CRITERIA
		a. examine eyes for disorders and dysfunction of vision and the visual system, and provide appropriate management for such conditions; b. examine eyes for the purpose of detecting ocular diseases and systemic problems with ocular manifestations at the primary care level and provide the appropriate referral of such conditions; c. prescribe, edge, fit and dispense all optical appliances; d. prescribe and institute adequate vision therapy for conditions that afflict the binocular coordination of the two eyes; e. prescribe and institute rehabilitation programs for patients with low vision conditions; f. advise and manage vision problems related to the work place and sports; g. participate in the research and development activities in the area of optics and vision sciences; h. function as techno-preneurs who combine professional clinical services with the dispensing of appropriate optical appliances.
1.2	Programme Development: Process, Content, Structure and Learning - Teaching Methods	i. The HEP must have sufficient autonomy to design the curriculum and allocated resources necessary for its implementation in achieving the learning outcomes. ii. The HEP must have an appropriate procedure to develop the curriculum leading to the approval by the highest academic authority in the HEP. iii. The HEP must consult relevant stakeholders in the development of the curriculum. A suggestion of relevant stakeholders includes Ministry of Health, Institutions of Higher Education, Professional Associations, Professional Bodies, Alumni and Industries Partners.

STANDARD		CRITERIA
		iv. The curriculum must fulfill the duration requirement as stated below: • scheduled over 4 (four) academic years of teaching and learning, revision and examination week; • The student contact learning hours should not exceed or less than the student learning time (SLT) as stated in the course proforma; and • The maximum academic year should not exceed 43 weeks. v. The curriculum must include horizontal (concurrent) and vertical (sequential) integration, self-directed learning, adequate theory, practical, clinical posting and industrial posting. vi. The learning outcomes must include cognitive, psychomotor and affective competencies and must be measurable. vii. Curriculum content must incorporate sufficient depth and scope of knowledge in basic sciences, vision sciences, clinical optometry (theory and practical), research/dissertation, industrial placement, optometric governance (professional, legal and ethical issues in optometry), entrepreneurship and community-based programme components. viii. Basic science component must include optics (physical, geometrical and visual) general anatomy, general physiology, biochemistry, microbiology, ocular anatomy, ocular physiology, pharmacology and pathology. ix. Clinical optometry component must include basic clinical optometry, contact lenses, low vision and visual rehabilitation, binocular vision, paediatric optometry, ocular disease, ophthalmic dispensing and diagnostic procedures.

STANDARD		CRITERIA
		x. Community-based component must establish operational linkage between educational programmes and the general practice environment including optometry and health related activities such as community project, satellite or outreach clinics. There should be interaction with health and health-related sectors of society and government. xi. Minimum graduating credits must not be less than 140 credits with maximum of 160 credits. Core subjects should cover 80% - 90% of the total subjects including practical clinical training. University required and Faculty required subjects should cover 10% to 20% of the total subjects offered. xii. Clinical training including industrial placement should be broad based (internal clinic, clinical posting/attachment, community services, industrial training etc.) and must be equivalent to at least 800 hours on real patients under supervision of appointed clinical supervisors or local preceptors.
1.3	Programme Delivery	i. The HEP must be responsible to ensure effective delivery of programme learning objectives. ii. The students must be provided with and briefed on current information about (among others) the objectives, structure, outline, schedule, credit hours, learning outcomes and methods of assessment of the programme at the commencement of their studies. iii. The HEP must have an appropriate full-time coordinator and a team of academic staff (e.g., a programme committee) with adequate authority for effective delivery of the programme. iv. The HEP must provide conducive learning environment to students. v. A substantial proportion of the programme of study involves practical applications in clinical settings. The

STANDARD		CRITERIA
		HEP must ensure adequate provision for optometric examination of patients in PCC and Specialty Clinics. vi. There must be appropriate assessment of the ability to communicate effectively with patients and professional colleagues through the application of a range of skills developed through didactic and clinical teaching and learning programmes. vii. The Department must obtain feedback from stakeholders to improve the delivery of the programme outcomes.

3. Area 2: Assessment of Student Learning

STANDARD		CRITERIA
2.1	Relationship between Assessment and Learning Outcomes	i. Assessment principles, methods and practices must be aligned to the learning outcomes of the programme and consistent with the levels defined in the MQF. ii. The alignment between assessment and the achievement of learning outcomes in the programme must be systematically and regularly reviewed to ensure its effectiveness.
2.2	Assessment Methods	i. There must be a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies, such as, but not limited to: a. Examinations and Tests b. Practical /clinical examination c. Objective Structured Clinical Examination (OSCE)/Objective Structured Practical Examination (OSPE) d. Problem based learning e. Case presentation / Case Report f. Seminars g. Assignments h. Log book

STANDARD		CRITERIA
		i. Dissertations/mini thesis/research j. Practical training/Placement Report These include both continuous and summative assessments. ii. There must be mechanisms to ensure, and to periodically review, the validity, reliability, integrity, currency and fairness of the assessment methods. iii. The frequency, methods, and criteria of student assessment - including the grading system and appeal policies - must be documented and communicated to students on the commencement of the programme. iv. The HEP must employ mechanism for external examiners to be included in professional examinations every final academic session. v. Changes to student assessment methods must follow established procedures and regulations, and be communicated to students prior to their implementation.
2.3	Management of Student Assessment	i. The HEP and its academic staff must have adequate level of autonomy in the management of student assessment. ii. There must be mechanisms to ensure the security of assessment documents and records. iii. The assessment results must be communicated to the student before the commencement of a new semester to facilitate progression decision. iv. The HEP must have appropriate guidelines and mechanisms for students to appeal their course results. v. The HEP must periodically review the management of student assessment and act on the findings of the review including involving external examiners.

4. Area 3: Student Selection and Support Services

STANDARD		CRITERIA
3.1	Student Selection	i. The HEP must have clear policy on criteria and processes of student selection, including that of transfer students and foreign students and these must be consistent with current procedures of the Ministry of Higher Education. ii. The HEP must have a mechanism to ensure that there are no particular circumstances that will impact upon an applicant's or student's fitness to practice upon graduation. A person with any of the following shall be disqualified from entry into an optometry programme: • Found guilty of offence(s) against the person; • Recent or serious dishonesty; • Serious physical or mental illness; and/or • Serious communicable disease(s). iii. The criteria and processes of student selection must be transparent and objective. iv. Student enrolment must commensurate with the capacity of the HEP to effectively deliver the programme. Any increase in student intake must have approval from relevant authority. v. There must be a clear policy, and appropriate mechanisms for appeal on student selection. vi. The HEP must offer appropriate developmental or remedial support to assist students, including incoming transfer students who are in need.
3.2	Articulation and Transfer	i. Student transfer between Optometry Programmes of different institutions, from other courses into optometry programme in the different institutions, or student mobility programme shall be considered on an individual basis. Credit transfer is only allowed under the following circumstances:

STANDARD		CRITERIA
		a) If the student is currently still enrolled in a university; and b) Only between recognized universities listed in the Second Schedule of the Optical Act 1991; and c) Must fulfill the minimum criteria and qualifications for entry into an optometry programme adopted by Malaysian Optical Council; and d) To a MAXIMUM of 30% credit exemption of the similar curricular content that the student has taken; and e) Spend not less than 2 years in the graduating institution; and f) All credit transfer cases must be notified to the MOC upon transfer Entry to an optometry degree program for applicant with Diploma in Opticianry can be allowed a maximum a 30% credit exemption subject to the discretion of HEP. ii. The HEP will need to have a mechanism to ensure that courses taken previously are compatible with the programme to be entered; otherwise, there should be evidence of supplementation of the lacking courses after transfer.
3.3	Student Support Services	i. Students must have access to appropriate and adequate support services, such as physical, social, financial, recreational and online facilities, academic and non-academic counselling and health services. ii. There must be a designated administrative unit responsible for planning and implementing student support services staffed by individuals who have appropriate experience consistent with their assignments. iii. An effective induction to the programme must be made available to students and evaluated regularly with

STANDARD		CRITERIA
		special attention given to out-of-state, special needs and international students. iv. Academic, non-academic and career counselling must be provided by adequate and qualified staff. v. There must be mechanisms that actively identify and assist students who are in need of academic, spiritual, psychological and social support. vi. The HEP must have clearly defined and documented processes and procedures in handling student with disciplinary cases. vii. There must be an active mechanism for students to voice their grievances and seek resolution on academic and non-academic matters. viii. Student support services must be evaluated regularly to ensure their adequacy, effectiveness and safety.
3.4	Student Representation and Participation	i. There must be well-disseminated policies and processes for active student engagement especially in areas that affect their interest and welfare. ii. There must be adequate student representation and organization at the institutional and departmental levels. iii. Students must be facilitated to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial, leadership and life-long learning skills, in preparation for the workplace. iv. Student activities and organizations must be facilitated to encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship. v. The HEP should encourage students to be involved in research activities.
3.5	Alumni	i. The HEP should encourage the alumni to play a role in the development, review and continuous improvement of the programme.

STANDARD		CRITERIA
		ii. The HEP should prepare the students for their professional future through linkages with industry and the profession.

5. Area 4: Academic and Support Staff

STANDARDS		CRITERIA
4.1	Recruitment and Management	i. The HEP must have a clearly defined plan for its academic manpower needs consistent with institutional policies and programme requirements. ii. The HEP must have a clear and documented recruitment policy for academic and support staff. iii. For teaching of core clinical optometry subjects, academic staff must have a postgraduate qualification with a minimum of two (2) years clinical / professional experience AND is registered with MOC (if basic degree is recognized) OR a postgraduate qualification with five (5) years clinical / professional experience, pass the Professional Qualifying Assessment AND is registered with MOC (if basic degree is not recognized). iv. The HEP must have adequate number of full-time academic staff (1 full-time staff is equivalent to 3 part-time staff) responsible for implementing the programme. The criteria indicated below provide the guide in fulfilling the standard: a) Overall, at least 60% of academic staff must be full-time b) Academic staffs must have at least a Master's degree in a related field. c) Minimum 20% of academic staffs have a minimum of 5 years teaching experience in the related area. d) Minimum 60% of academic staffs have qualifications in optometry or vision science field. e) At least 50% of academic staff are Malaysian

STANDARDS		CRITERIA
		citizens. v. A lecturer with appropriate academic background should teach the appropriate subject (e.g., entrepreneur, legal, business, orthoptic etc.), a bachelor degree in related field with 3 years professional experience is needed. vi. For supervision of clinical subjects, a bachelor degree in optometry with 3 years clinical experience is needed and be registered with Malaysian Optical Council. vii. The staff-student ratio for the programme must be appropriate to the teaching-learning methods and comply with the programme standards. The HEP must fulfilled the following ratio: a) Ratio of optometry lecturer to students for the whole programme should be minimum 1: 15. b) Ratio of practical/laboratory instructors to students is 1: 10 c) Ratio of clinical supervisor to students is 1: 4 viii. There must be a combination of teaching, research and service roles (community / promotion activities / administrative) for all academic staff. ix. The HEP must have the policy that reflects an equitable distribution of responsibilities among academic staff. x. The recruitment policy must seek diversity among the academic staff in terms of experience, approaches and background. xi. Recognition and reward through promotion, salary increment or other remuneration must be based on equitable work distribution and meritorious academic roles using clear and transparent policies and procedures. xii. The HEP should have active national and international linkages to provide for the involvement

STANDARDS		CRITERIA
		of well renowned academics and professionals in order to enhance teaching and learning of the programme.
4.2	Service and Development	i. The HEP must have policies addressing matters related to service, professional development and appraisal of the academic staff. ii. The HEP must provide opportunities for academic staff to focus on their respective areas of expertise. iii. The HEP must have a clearly stated policy on conflict of interest, particularly in the area of private practice, multiple employment and consultancy services. iv. The HEP must have clearly defined and documented processes and procedures in handling disciplinary cases involving the academic staff. v. The HEP must have mechanisms and processes for periodic student evaluation of the academic staff for purposes of quality improvement. vi. The HEP must have a staff development programme particularly for new academic staff including mentoring and formative guidance. The academic staff must be provided with the necessary training, tools and technology for self-learning, access to information and communication. vii. The HEP must encourage and facilitate its academic staff to play an active role in community engagement activities. viii. The HEP must provide opportunities for academic staff to participate in professional, academic and other relevant activities, nationally and internationally and where relevant, for them to obtain professional qualifications to enhance teaching-learning experience.

STANDARDS		CRITERIA
4.3	Support Staff	There should be sufficient support staff for teaching and learning purposes. Support staff include Resident Optometrist, Clinical Instructor, Medical Lab Technologist, Lab Assistant, Registration Clerk, Finance Admin Assistant, and any other relevant support staff. Minimum number of staff required: • Resident optometrist – 1 • Optician / Lab assistant / Medical Lab Technologist - 1 • Admin assistant - 1 • Finance admin assistant– 1

6. Area 5: Educational Resources

STANDARDS		CRITERIA
5.1	Physical Facilities	i. The HEP must have sufficient and appropriate physical facilities and educational resources such as facilities for practical and clinical teaching to ensure its effective delivery. ● Educational resources include, but not limited to, lecture hall/auditorium, tutorial room, strong room, seminar room, computer lab and basic science lab. ● General facilities include, but not limited to, cafeteria, toilet, locker rooms, prayer room, students' common room, sports facilities and hostel. ii. The HEP must provide specific equipment and facilities that are adequate for practical and clinical training: 1. Optometry & Visual Science Laboratory a. Optics / vision science lab b. Ophthalmic dispensing lab c. Pre-clinical labs (Optometry skill / Contact lens lab)

		Pre-clinical labs are mandatory. Recommended ratio of refraction cubicles to students is 1:3. 2. Clinic Cubicles a. Primary Eye Care b. Specialty clinics Relevant labs and clinic cubicles developed based on number of students. The recommended ratio of primary eye care clinic's cubicle to students is 1:4. iii. All equipment (e.g., slit lamp, dispensing edger, focimeter) must comply with the relevant planned preventive maintenance. iv. The library or resource centre must have adequate and up-to-date reference materials and availability of qualified staff that meet the needs of the programme and research amongst academic staff and students. This would include provisions for appropriate computer, information and communication technology-mediated reference materials. a. Appropriate collection of books, journals, audio visual and electronic resources in accordance to the listed references in the course outline. Recent and sufficient number of books must be made available for the use of academic staff and students. b. Internet connection, databases and computers should be provided by the HEP. The relevant software should be made available for the students use. v. The facilities available in the HEP must be user friendly to patients with special needs and must comply with the relevant laws and regulations. vi. The HEP must provide In-House Training Centre / Hospital Training that fulfill the following Clinical Optometry services: a. General Optometry b. Biometry

		c. Visual Field Examination d. Low Vision and Visual Rehabilitation e. Contact Lens f. Binocular Vision g. Orthoptic h. Paediatric Optometry i. Colour Vision j. Ocular Disease k. Optical Dispensary vii. The HEP must fulfill these criteria for selection of placement for industrial training. Placement of students in hospitals and/or private optometry practice must be included in the programme and each placement must not be less than 4 weeks in duration. Private ophthalmology practice placement is an optional. For placement in MOH facilities, the HEP must have MoA with MOH and must abide by all rules as stipulated in the MoA and any guideline produced by MOH. Ratio of students to supervisor is 1:2 at any given time. viii. The HEP must provide and fulfill the criteria to select private optometry practice as a placement for industrial training: A. Detail of the registered practitioner i. Name ii. MOC Registration number (for local practitioner) iii. Current APC number (for local practitioner) iv. Work Address v. Work Experience (Must be more than 3 years optometric working experience) vi. Qualification / CV vii. Continuous Professional Development (CPD) record (for local practitioner) viii. Disciplinary record (letter of good standing)

		B. Type of services offered Must provide a Primary Eye Care services and ONE (or more) of the following optometric services: i. Specialty care (BV, LV & vision rehab, Paeds, CL, Myopia Prevention Clinic etc) ii. Diagnostic care iii. Optical Dispensary C. Workload - At least 10 patients per week over the past 3 months D. Valid business registration (current year)
5.2	Research and Development	i. The HEP must have a policy and a programme on research and availability of adequate facilities to sustain them. ii. The interaction between research and education must be reflected in the curriculum, influence current teaching, and encourage and prepare students for engagement in research, scholarship and development. iii. The HEP must review its research resources and facilities and take continuous appropriate action to enhance its research capabilities and to promote a conducive research environment.
5.3	Financial Resources	i. The HEP must demonstrate financial viability and sustainability for the pogramme. ii. The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that considers the specific needs of the HEP. iii. The HEP must have clear procedures to ensure that its financial resources are sufficient and that it is capable of utilizing them efficiently and responsibly. iv. The HEP must be given sufficient autonomy to allocate resources appropriately to achieve the programme educational objectives.

7. Area 6: Programme Management

STANDARDS		CRITERIA
6.1	Programme Management	i. The HEP must clarify its management structure and function, and the relationships within them, and these must be communicated to all parties involved based on the principles of responsibility, accountability and transparency. ii. The HEP must have policies, procedures and mechanisms for regular reviewing and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement. iii. The HEP management committee must have a sufficient degree of autonomy within the terms of reference for active decision/policy-making management iv. Mechanisms to ensure functional integration and comparability of educational quality must be established for programmes conducted in campuses or partner institutions that are geographically separated. v. The HEP must conduct internal and external consultations to get feedback on market needs and graduates' employability analyses.
6.2	Programme Leadership	i. The head of the optometry programme must be a registered optometrist in Malaysia, full time staff, possess a PhD in related field with a minimum of 5-year experience as an academician in optometry. The leadership of the programme must be qualified in education and experienced in optometry education, scholarly activity, research and vision care and with sufficient authority for curriculum design, delivery and review. ii. There must be mechanisms and processes for communication between the programme leader, department and HEP on matters such as staff

STANDARDS		CRITERIA
		recruitment and training, student admission, allocation of resources and decision-making processes.
6.3	Administrative Staff	i. The administrative staff of the HEP must be appropriately qualified, technically competent and sufficient in numbers to support the implementation of the programme and related activities. The administrative staff must include the registrar, IT personnel, financial officer, receptionist and others. ii. The HEP must conduct regular performance review of the programme's administrative staff. iii. The HEP must have an appropriate training scheme for the advancement of the administrative staff as well as to fulfil the specific needs of the programme.
6.4	Academic Records	i. The HEP must have appropriate policies and practices concerning the nature, content and security of student and academic staff records. ii. The HEP must have an appropriate system to maintain students' records relating to their admission, performance, completion and graduation. iii. The HEP must implement policies on the rights of individual privacy and the confidentiality of records. iv. The HEP should continuously review policies on security of records including increased use of electronic technologies and safety systems.

8. Area 7: Programme Monitoring, Review and Continual Quality Improvement

STANDARDS		CRITERIA
7.1	Mechanisms for Programme Monitoring, Review and Continual Quality Improvement	i. The HEP must have clear policies and appropriate mechanisms for regular monitoring and review of the programme. ii. The content of the programme must be reviewed to keep abreast with scientific, technological and knowledge development of the discipline, and with the

		needs of the society. The curriculum must be reviewed every 4 – 5 years. iii. The HEP must have a dedicated Quality Assurance (QA) unit or personnel responsible for internal quality assurance of the programme. iv. The HEP must have an internal monitoring and review committee headed by a designated coordinator who is dedicated to continuously review the programme. The reviewer must involve external experts from academic and industry. v. The HEP 's review system must constructively engage stakeholders including the alumni and employers as well as the external expertise, whose views are taken into consideration. vi. Teacher and student feedback must be sought. Students have channels for informing issues to heads of programmes before they become major problems. The faculty has mechanisms for students to assess their lecturers. vii. Various aspects of student performance, progression and attrition must be analysed for the purpose of continual quality improvement. viii. In collaborative arrangements, the partners involved must share the responsibilities of programme monitoring and review. ix. The findings of a programme review must be presented to the HEP for its attention and further action. x. There must be an integral link between the HEP quality assurance processes and the achievement of the institutional goals.

Appendix SII- 1

STUDENT ENTRY REQUIREMENT OF UNDERGRADUATE OPTOMETRY DEGREE PROGRAMME

Minimum Entry Requirement:

A. An understanding of science, particularly in physics and mathematics is important. However, the Council recognizes the diversity of subjects taken by applicants and the contributions of those who entered optometry schools with other qualifications.

B. All applicants shall have attained at least credit in English to enable them to complete the course successfully.

C. All applicants who enter a matriculation or foundation shall have passed and attained a minimum of the following at School Certificate level or its equivalent:

Qualification	Requirements
Sijil Pelajaran Malaysia (SPM)	minimum 5C in at least 3 of the following subjects; Biology, Physics, Chemistry or Mathematics
General Certificate of Education Ordinary ("O") levels	minimum 5C in at least 3 of the following subjects; Biology, Physics, Chemistry or Mathematics

D. All applicants, shall have passed and attained a minimum of the following at:

a. Higher School Certificate or its equivalent:

Qualification	Requirements
Sijil Tinggi Persekolahan Malaysia (STPM)	Minimum CGPA 2.50 in Science Stream
General Certificate of Education Advanced ("A") levels	Minimum 3D including any 3 of the following subjects: Physics, Chemistry, Biology, Mathematics

Qualification	Requirements
Matriculation in Science **or** **Foundation in Science**	Minimum CGPA 2.50 including any 3 of the following subjects: Physics, Chemistry, Biology, Mathematics
Unified Education Certificate (UEC)	Minimum B5 each in any 3 of the following subjects: Physics, Chemistry, Biology, Mathematics; and minimum B6 in 2 other subjects.
Canadian Pre-University (CPU) **or** **Canadian International Matriculation Programme (CIMP/Canadian Grade 12/13)** **Or** **Ontario Secondary School Diploma** **Grade 12**	Average score 14 (60%) including any 3 of the following subjects: Physics, Chemistry, Biology, Mathematics
Monash University Foundation Pre-University Program (MUFY) or University of New South Wales (UNSW) Foundation **or** **Western Australia Curriculum Council** **or** **HSC Sydney Australia** **or**	Average score 14 (60% ATAR/TER) including any 3 of the following subjects: Physics, Chemistry, Biology, Mathematics

Qualification	Requirements
Trinity College Foundation Studies **or** **Australian Universities Foundation Programmes** **or** **South Australian Matriculation (SAM)** **or** **Victorian Certificate of Education, Australia Year 12** **or** **Australian Matriculation (Ausmat)** **or** **South Australian Certificate of Education (SACE)**	
Indian Pre-University	Average 60% aggregates including any 3 of the following subjects: Physics, Chemistry, Biology, Mathematics
International Baccalaureate (IB)	Minimum total score 26 points; including any 2 science subjects or Mathematics in high level, 1 subject science or Mathematics in standard level, and attained minimum score 4 in subjects Mathematics, Physics, Chemistry or Biology

OR

b. Diploma Level:

Qualification	Requirement
Diploma in Opticianry / Diploma in Optical Dispensing	Minimum CGPA 2.75
Diploma in a Science based discipline	Minimum CGPA 2.75

OR

c. Bachelor's degree Level:

Qualification	Requirements
Degree in Health or Pure or Applied Sciences	Minimum CGPA 2.75

5. All applicants with Unified Education Certificate (UEC) must have passed SPM and fulfilled the requirements stated in the table above.

6. Student who has foreign certificate that use other than English language, it is the student responsibility to get their certificate translated by the embassy or other relevant authority.

7. Clarifications shall be sought from the Council in situations for which there are no provisions in this guideline.

SECTION IIA

CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION -

UNDERGRADUATE OPTICIANRY DIPLOMA

1. INTRODUCTION

The Opticianry programme was created to give formal education to all who wish to become optician.

In attaining the standards, which process oversees by the MOC and MQA, HEPs are regulated to protect the stakeholders in general, as well as fitting the competency of the profession.

Standards and criteria are used in assessing information provided by HEP seeking approval to either start a new programme or when attaining full accreditation status of the programme. The standards and criteria will cover all aspects of quality assurance. There are seven areas of evaluation for programme accreditation:

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All HEPs offering opticianry programme must abide with the standards and criteria to ensure the quality of opticianry education and graduates meet the stakeholders' needs.

These standards and criteria were drafted so as not to be too prescriptive or rigid, that they may stifle initiative, development and expansion in the field of optometry. Some of these standards may lack precise definition or may be difficult to quantify due to their qualitative nature. Nevertheless, the institutions should attempt to provide comprehensive information to facilitate assessment. The standards and criteria define the expected level of attainment of each criterion and serves as performance indicators.

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STANDARD		CRITERIA
		and/or emergency referral; i. use technologies in the examination of the eye; j. communicate effectively with the patient; k. conduct oneself professionally and ethically.
1.2	Programme Development: Process, Content, Structure and Learning - Teaching Methods	i. The HEP must have sufficient autonomy to design the curriculum and allocated resources necessary for its implementation in achieving the learning outcomes. ii. The HEP must have an appropriate procedure to develop the curriculum leading to the approval by the highest academic authority in the HEP. iii. The HEP must consult relevant stakeholders in the development of the curriculum. A suggestion of relevant stakeholders includes Ministry of Health, Institutions of Higher Education, Professional Associations, Professional Bodies, Alumni and Industries Partners. iv. The curriculum must fulfill the duration requirement as stated below: • scheduled over 3 (three) academic years of teaching and learning, revision and examination week; • The student contact learning hours should not exceed OR less than the student learning time (SLT) as stated in the course proforma; and • The maximum academic year should not exceed 43 weeks. v. The curriculum must include horizontal (concurrent) and vertical (sequential) integration, self-directed learning, adequate theory, practical and industrial posting. vi. The learning outcomes must include cognitive, psychomotor and affective competencies and must be measurable.

STANDARD		CRITERIA
		vii. Curriculum content must incorporate sufficient depth and scope of knowledge in basic sciences, ophthalmic sciences and appropriate practical experience. viii. Minimum graduating credits must not be less than 100 credits. Core subjects should cover 80% - 90% of the total subjects including practical clinical training. University required and Faculty required subjects should cover 10% to 20% of the total subjects offered. ix. Practical training including industrial placement should be broad based (internal training, practical posting/attachment, community services, industrial training etc) and must be equivalent to at least 500 hours on real patients under supervision of appointed practical supervisors or local preceptors.
1.3	Programme Delivery	i. The HEP must be responsible to ensure effective delivery of programme learning objectives. ii. The students must be provided with and briefed on current information about (among others) the objectives, structure, outline, schedule, credit hours, learning outcomes and method of assessment of the programme at the commencement of their studies. iii. The HEP must have an appropriate full-time coordinator and a team of academic staff (e.g., a programme committee) with adequate authority for effective delivery of the programme. iv. The HEP must provide conducive learning environment to students. v. A substantial proportion of the programme of study involves practical applications in clinical settings. The HEP must ensure adequate provision for optometric examination of patients. vi. There must be appropriate assessment of the ability to communicate effectively with patients and professional colleagues through the application of a range of skills

STANDARD		CRITERIA
		developed through didactic and practical teaching and learning programmes. vii. The Department must obtain feedback from stakeholders to improve the delivery of the programme outcomes.

3. Area 2: Assessment of Student Learning

STANDARD		CRITERIA
2.1	Relationship between Assessment and Learning Outcomes	i. Assessment principles, methods and practices must be aligned to the learning outcomes of the programme and consistent with the levels defined in the MQF. ii. The alignment between assessment and the achievement of learning outcomes in the programme must be systematically and regularly reviewed to ensure its effectiveness.
2.2	Assessment Methods	i. There must be a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies, such as, but not limited to: a. Final examinations (written & practical) b. Continuous assessment c. Seminars d. Assignments e. Log book f. Presentations g. Practical training with placement report These include both continuous and summative assessments. ii. There must be mechanisms to ensure, and to periodically review, the validity, reliability, integrity, currency and fairness of the assessment methods. iii. The frequency, methods, and criteria of student assessment - including the grading system and appeal policies - must be documented and

STANDARD		CRITERIA
		communicated to students on the commencement of the programme. iv. The HEP must employ mechanism for external examiners to be included in professional examinations every final academic session. v. Changes to student assessment methods must follow established procedures and regulations, and be communicated to students prior to their implementation.
2.3	Management of Student Assessment	i. The department and its academic staff must have adequate level of autonomy in the management of student assessment. ii. There must be mechanisms to ensure the security of assessment documents and records. iii. The assessment results must be communicated to the student before the commencement of a new semester to facilitate progression decision. iv. The HEP must have appropriate guidelines and mechanisms for students to appeal their course results. v. The HEP must periodically review the management of student assessment and act on the findings of the review including involving external examiners.

4. Area 3: Student Selection and Support Services

STANDARD		CRITERIA
3.1	Student Selection	i. The HEP must have clear policy on criteria and processes of student selection, including that of transfer students and foreign students and these must be consistent with current procedures of the Ministry of Higher Education. ii. The HEP must have a mechanism to ensure that there are no particular circumstances that will impact upon an applicant's or student's fitness to practice

STANDARD		CRITERIA
		upon graduation. A person with any of the following shall be disqualified from entry into an opticianry programme: • Found guilty of offence(s) against the person; • Recent or serious dishonesty; • Serious physical or mental illness; and/or • Serious communicable disease(s). iii. The criteria and processes of student selection must be transparent and objective. iv. Student enrolment must commensurate with the capacity of the HEP to effectively deliver the programme. Any increase in student intake must have approval from relevant authority. v. There must be a clear policy, and appropriate mechanisms for appeal on student selection. vi. The HEP must offer appropriate developmental or remedial support to assist students, including incoming transfer students who are in need.
3.2	Articulation and Transfer	i. Student transfer between Opticianry Programmes of different institutions, from other courses into opticianry programme in the different institutions, or student mobility programme shall be considered on an individual basis. Credit transfer is only allowed under the following circumstances: a) If the student is currently still enrolled in a HEP; and b) Only between recognized HEPs listed in the First Schedule of the Optical Act 1991; and c) Must fulfill the minimum criteria and qualifications for entry into an opticianry programme adopted by Malaysian Optical Council; and d) To a MAXIMUM of 30% credit exemption of the similar curricular content that the student has taken; and

STANDARD		CRITERIA
		e) Spend not less than 1 year in the graduating institution; and f) All credit transfer cases must be notified to the MOC upon transfer Entry to an opticianry diploma program for applicant with Certificate of Ophthalmic Technology can be allowed a maximum a 30% credit exemption subject to the discretion of HEP. ii. The HEP will need to have a mechanism to ensure that courses taken previously are compatible with the programme to be entered; otherwise, there should be evidence of supplementation of the lacking courses after transfer.
3.3	Student Support Services	i. Students must have access to appropriate and adequate support services, such as physical, social, financial, recreational and online facilities, academic and non-academic counselling and health services. ii. There must be a designated administrative unit responsible for planning and implementing student support services staffed by individuals who have appropriate experience consistent with their assignments. iii. An effective induction to the programme must be made available to students and evaluated regularly with special attention given to out-of-state, special needs and international students. iv. Academic, non-academic and career counselling must be provided by adequate and qualified staff. v. There must be mechanisms that actively identify and assist students who are in need of academic, spiritual, psychological and social support.

STANDARD		CRITERIA
		vi. The HEP must have clearly defined and documented processes and procedures in handling student with disciplinary cases. vii. There must be an active mechanism for students to voice their grievances and seek resolution on academic and non-academic matters. viii. Student support services must be evaluated regularly to ensure their adequacy, effectiveness and safety.
3.4	Student Representation and Participation	i. There must be well-disseminated policies and processes for active student engagement especially in areas that affect their interest and welfare. ii. There must be adequate student representation and organization at the institutional and departmental levels. iii. Students must be facilitated to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial, leadership and life-long learning skills, in preparation for the workplace. iv. Student activities and organizations must be facilitated to encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship.
3.5	Alumni	i. The HEP should encourage the alumni to play a role in the development, review and continuous improvement of the programme. ii. The HEP should prepare the students for their professional future through linkages with industry and the profession.

5. Area 4: Academic and Support Staff

STANDARDS		CRITERIA
4.1	Recruitment and Management	i. The HEP must have a clearly defined plan for its academic manpower needs consistent with institutional policies and programme requirements. ii. The HEP must have a clear and documented recruitment policy for academic and support staff. iii. For teaching of core clinical optometry subjects, academic staff must have a bachelor degree qualification with a minimum of two (2) years professional experience AND is registered with MOC (if basic degree is recognized) OR a bachelor degree qualification with five (5) years professional experience, pass the Professional Qualifying Assessment AND is registered with MOC (if basic degree is not recognized). iv. The HEP must have adequate number of full-time academic staff (1 full-time staff is equivalent to 3 part-time staff) responsible for implementing the programme. The criteria indicated below provide the guide in fulfilling the standard: a) Overall, at least 60% of academic staff must be full-time b) Academic staffs must have at least a bachelor degree in a related field. c) Minimum 20% of academic staffs have a minimum of 5 years teaching experience in the related area. d) Minimum 60% of academic staffs have qualifications in optometry or vision science field. e) At least 50% of academic staffs are Malaysian citizens. v. A lecturer with appropriate academic background should teach appropriate subject (e.g., entrepreneur, legal, business, etc.), a bachelor degree in related field with 3 years professional experience is needed.

STANDARDS		CRITERIA
		vi. For supervision of clinical optometry subjects, a bachelor degree in optometry with 3 years professional experience is needed and be registered with Malaysian Optical Council. vii. The staff-student ratio for the programme must be appropriate to the teaching-learning methods and comply with the programme standards. The HEP must fulfilled the following ratio: d) Ratio of opticianry lecturer to students for the whole programme should be minimum 1: 20. e) Ratio of practical/laboratory instructors to students is 1: 10 f) Ratio of clinical supervisor to students is 1: 4 viii. There must be a combination of teaching and service roles (community / promotion activities / administrative) for all academic staff. ix. The HEP must have the policy that reflects an equitable distribution of responsibilities among academic staff. x. The recruitment policy must seek diversity among the academic staff in terms of experience, approaches and background. xi. Recognition and reward through promotion, salary increment or other remuneration must be based on equitable work distribution and meritorious academic roles using clear and transparent policies and procedures.
4.2	Service and Development	i. The HEP must have policies addressing matters related to service, professional development and appraisal of the academic staff. ii. The HEP must provide opportunities for academic staff to focus on their respective areas of expertise.

STANDARDS		CRITERIA
		iii. The HEP must have a clearly stated policy on conflict of interest, particularly in the area of private practice, multiple employment and consultancy services. iv. The HEP must have clearly defined and documented processes and procedures in handling disciplinary cases involving the academic staff. v. The HEP must have mechanisms and processes for periodic student evaluation of the academic staff for purposes of quality improvement. vi. The HEP must have a staff development programme particularly for new academic staff including mentoring and formative guidance. The academic staff must be provided with the necessary training, tools and technology for self-learning, access to information and communication. vii. The HEP must encourage and facilitate its academic staff to play an active role in community engagement activities. viii. The HEP must provide opportunities for academic staff to participate in professional, academic and other relevant activities, nationally and internationally and where relevant, for them to obtain professional qualifications to enhance teaching-learning experience.
4.3	Support Staff	i. There should be sufficient support staff for teaching and learning purposes. ii. Support staff include Resident Optometrist/Optician, Clinical Instructor, Lab Assistant, Registration Clerk, and any other relevant support staff. iii. Minimum number of staff required: • Resident optometrist/optician – 1 • Lab assistant - 1 • Registration Clerk - 1

6. Area 5: Educational Resources

STANDARDS		CRITERIA
5.1	Physical Facilities	i. The HEP must have sufficient and appropriate physical facilities and educational resources such as facilities for practical teaching to ensure its effective delivery. ● Educational resources include, but not limited to, lecture hall/auditorium, tutorial room, strong room, seminar room, computer lab and basic science lab. ● General facilities include, but not limited to, cafeteria, toilet, locker rooms, prayer room, students' common room, sports facilities and hostel. ii. The HEP must provide specific equipment and facilities that are adequate for practical training: a. Ophthalmic dispensing lab b. Optometry skill lab Recommended ratio of refraction cubicles to students is 1:4. iii. All equipment (e.g., dispensing edger, focimeter) must comply with the relevant planned preventive maintenance. iv. The library or resource centre must have adequate and up-to-date reference materials and availability of qualified staff that meet the needs of the programme amongst academic staff and students. This would include provisions for appropriate computer, information and communication technology-mediated reference materials. a. Appropriate collection of books, journals, audio visual and electronic resources in accordance to the listed references in the course outline. Recent and sufficient number of books must be made available for the use of academic staff and students.

STANDARDS		CRITERIA
		b. Internet connection, databases and computers should be provided by the HEP. The relevant software should be made available for the students use. v. The facilities available in the HEP must be user friendly to patients with special needs and must comply with the relevant laws and regulations. vi. The HEP must provide in-house training centre / Private Optometry Practice that fulfill the following Optometry services: a. General Optometry b. Optical Dispensary vii. The HEP must fulfill these criteria for selection of placement for industrial training. Placement of students in private optometry practice must be included in the programme and each placement must not be less than 4 weeks in duration. Ratio of students to supervisor is 1:2 at any given time. viii. The HEP must provide and fulfill criteria to select private optometry practice as a placement for industrial training: A. Detail of the registered practitioner i. Name ii. MOC Registration number (for local practitioner) iii. Current APC number (for local practitioner) iv. Work Address v. Work Experience (MUST be more than 3 years optometric working experience) vi. Qualification / CV vii. Continuous Professional Development (CPD) record (for local practitioner) viii. Disciplinary record (letter of good standing)

STANDARDS		CRITERIA
		B. Type of services offered i. Primary eye care ii. Optical Dispensary C. Workload - At least 10 patients per week over the past 3 months D. Valid business registration (current year)
5.2	Financial Resources	i. The HEP must demonstrate financial viability and sustainability for the programme. ii. The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that considers the specific needs of the HEP. iii. The HEP must have clear procedures to ensure that its financial resources are sufficient and that it is capable of utilizing them efficiently and responsibly. iv. The HEP must be given sufficient autonomy to allocate resources appropriately to achieve the programme educational objectives.

7. Area 6: Programme Management

STANDARDS		CRITERIA
6.1	Programme Management	i. The HEP must clarify its management structure and function, the relationships within them, and these must be communicated to all parties involved based on the principles of transparency, accountability and authority. ii. The HEP must have policies, procedures and mechanisms for regular reviewing and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement. iii. The HEP management committee must have a sufficient degree of autonomy within the terms of reference for active decision/policy-making management.

STANDARDS		CRITERIA
		iv. Mechanisms to ensure functional integration and comparability of educational quality must be established for programmes conducted in campuses or partner institutions that are geographically separated. v. The HEP must conduct internal and external consultations to get feedback on market needs and graduates' employability analyses.
6.2	Programme Leadership	i. The head of the opticianry programme must be a registered optometrist in Malaysia, full time staff, possess a bachelor degree in Optometry with a minimum of 5-year experience as an academician in optometry. The leadership of the programme must be qualified in education and experienced in opticianry education, scholarly activity, research and vision care and with sufficient authority for curriculum design, delivery and review. ii. There must be mechanisms and processes for communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.
6.3	Administrative Staff	i. The administrative staff of the HEP must be appropriately qualified, technically competent and sufficient in numbers to support the implementation of the programme and related activities. The administrative staff must include the registrar, IT personnel, financial officer, receptionist and others. ii. The HEP must conduct regular performance review of the programme's administrative staff. iii. The HEP must have an appropriate training scheme for the advancement of the administrative staff as well as to fulfil the specific needs of the programme.

STANDARDS		CRITERIA
6.4	Academic Records	i. The HEP must have appropriate policies and practices concerning the nature, content and security of student and academic staff records. ii. The HEP must have an appropriate system to maintain students' records relating to their admission, performance, completion and graduation. iii. The HEP must implement policies on the rights of individual privacy and the confidentiality of records. iv. The HEP should continuously review policies on security of records including increased use of electronic technologies and safety systems.

8. Area 7: Programme Monitoring, Review and Continual Quality Improvement

STANDARDS		CRITERIA
7.1	Mechanisms for Programme Monitoring, Review and Continual Quality Improvement	i. The HEP must have clear policies and appropriate mechanisms for regular monitoring and review of the programme. ii. The content of the programme must be periodically reviewed to keep abreast with scientific, technological and knowledge development of the discipline, and with the needs of the society. The curriculum must be reviewed every 4 years. iii. The HEP must have a dedicated Quality Assurance (QA) unit or personnel responsible for internal quality assurance of the programme. iv. The HEP must have an internal monitoring and review committee headed by a designated coordinator who is dedicated to continuously review the programme. The review must involve external experts from academic and industry. v. The HEP's review system must constructively engaged stakeholders including the alumni and

STANDARDS		CRITERIA
		employers as well as the external expertise, whose views are taken into consideration. vi. Teacher and student feedback must be sought. Students have channels for informing issues to heads of programmes before they become major problems. The faculty has mechanisms for students to assess their lecturers. vii. Various aspects of student performance, progression and attrition must be analysed for the purpose of continual quality improvement. viii. In collaborative arrangements, the partners involved must share the responsibilities of programme monitoring and review. ix. The findings of a programme review must be presented to the HEP for its attention and further action. x. There must be an integral link between the HEP quality assurance processes and the achievement of the institutional goals.

Appendix SII- 2

STUDENT ENTRY REQUIREMENT OF UNDERGRADUATE OPTICIANRY DIPLOMA PROGRAMME

Minimum Entry Requirement:

1. An understanding of science, particularly in physics and mathematics is important. However, the Council recognizes the diversity of subjects taken by applicants and the contributions of those who entered opticianry programme with other qualifications.

2. All applicants shall have attained at least credit in English to enable them to complete the course successfully.

3. All applicants who enter a diploma in opticianry shall have passed and attained a minimum of the following at School Certificate level or its equivalent.

Qualification	Requirements
Sijil Pelajaran Malaysia (SPM)	minimum 3C in at least 3 of the following subjects; Biology, Physics, Chemistry or Mathematics
General Certificate of Education Ordinary ("O") levels	minimum 3C in at least 3 of the following subjects; Biology, Physics, Chemistry or Mathematics

OR

Qualification	Requirements
Certificate in Optical Technology or equivalent from the same accredited institution or any recognized institutions	Minimum CGPA 3.00
Certificate in Science or equivalent from the same accredited institution or any recognized institutions	Minimum CGPA 3.00

Qualification	Requirements
Fellow of British Dispensing Opticians (FBDO) or equivalent from any recognized institutions	Passed FBDO course

4. All applicants with Unified Education Certificate (UEC) must have passed SPM and fulfilled the requirements stated in the table above.

5. Student who has foreign certificate that use other than English language, it is the student responsibility to get their certificate translated by the embassy or other relevant authority.

6. Clarifications shall be sought from the Council in situations for which there are no provisions in this guideline.

SECTION III

GUIDE TO PREPARING THE DATABASE FOR PROGRAMME ACCREDITATION – UNDERGRADUATE OPTOMETRY DEGREE

GUIDE TO PREPARING THE DATABASE FOR PROGRAMME ACCREDITATION – UNDERGRADUATE OPTOMETRY DEGREE

1. INTRODUCTION

The database documentation is a crucial step in the process of programme approval, certification of minimum standards and accreditation. It should be read together with the relevant Malaysian Qualifications Agency (MQA) documents.

The items for assessment used in the database relate to specific accreditation standards contained in the document Code of Practice for Programme Accreditation – Undergraduate Optometry Degree. Each section of the database should be completed by the person(s) who is/are knowledgeable of the programme component and its outcome.

Care should be taken to ensure accuracy and consistency of data across sections of the database (for example using a consistent base year for each data). A knowledgeable person should review the database as a whole to look for any discrepancies before submission.

For a new optometry programme which is seeking for approval, some data may not be available (e.g., data of student or graduate performance). In such cases, a *non-Applicable* note is acceptable. The full completion of resources may also not fully ready (e.g., number of teachers and physical facilities). In such cases, plan should be layout in detail such as resources etc.

The document must be submitted in English or Bahasa Malaysia in printed version (hard copy) as well as softcopy (CD). Institutions are requested to submit the Reports on Actions Taken on Findings of Previous Accreditation Visit together with this database.

2. SUGGESTIONS ON HOW TO PREPARE THE DATABASE

In preparing the database documents, each optometry programme should establish a task group containing committees responsible for specific sections. A person familiar with optometry programme and optometry education process, and senior enough to know the HEP'S policies and information sources and who can assure wide administrative, department and student support, should be appointed as the coordinator for the database and the self-study report.

The responsibilities of the person in-charge include distributing and collecting the database forms, supervising the preparation of the final unified version of the database and the report, answering questions during database preparation and coordinating the activities of the committees.

The database preparation is the most important step in the process of programme approval, certification of minimum standards and accreditation. The database is divided into three (3) parts and consists of items that relate to specific accreditation standards and will be judged against these standards.

3. CONTENT OF DATABASE

MQA-01/02 2017 (PROVISIONAL & FULL ACCREDITATION)

PART A: GENERAL INFORMATION ON THE HIGHER EDUCATION PROVIDER

Part A of the MQA-01 (2017) and MQA-02 (2017) of this Code of Practice for Programme Accreditation (COPPA) seeks general information on the Higher Education Provider (HEP).

1. Name of the Higher Education Provider (HEP):
2. Date of establishment:
3. Date of registration (if applicable):
4. Reference no. of registration (if applicable):
5. Name of the chief executive officer (however designated):
6. Address:
   i. Address:
   ii. Correspondence (if different from above):

7. Tel.:
8. Fax:
9. Email:
10. Website:
11. Names and addresses of Faculties/Schools/Departments/Centres (if located outside the main campus):
    i.
    ii.
    iii.

12. Names and addresses of branch campuses (if applicable):
    i.
    ii.
    iii.

13. List of Faculties/Schools/Departments/Centres in the HEP (and its branch campuses) and number of programmes offered:

No.	Name of Faculties/Schools/ Departments/Centres/ MOE-approved Regional Centres	Location	Number of Programmes Offered

14. Details of all programmes currently conducted by the HEP (and its branch campuses including any offshore arrangements):

No.	Name of Programme	MQF Level	Awarding Body	Location conducted	Type of Programme (collaboration/ own/ external programme/ joint award/ joint degree)	Approving Authority and Date of Approval	Date and Duration of Accreditation by MQA/ Professional Body	Student Enrolment	Programme Status*

* For public university, indicate status of each programme as follows: active, *jumud*, *beku*, *lupus* or *penawaran semula*.

* For private HEP, indicate status of each programme as follows: active or inactive (approved but currently not conducted).

15. Total number of academic staff:

Status	Academic Qualification	Number of Staff		
		Malaysian	Non-Malaysian	Total
Full-time (all types of designation, including those on 1-year contract or more)	Doctorate (Level 8)			
	Masters (Level 7)			
	Bachelors (Level 6 - including professional qualification)			
	Diploma (Level 4)			
	Others			
	Sub-total			
Part-time	Doctorate (Level 8)			
	Masters (Level 7)			
	Bachelors (Level 6 - including professional qualification)			
	Diploma (Level 4)			
	Others			
	Sub-total			
	Total			

16. Total number of students:

	Number of students		Total	Disabled Student
	Local	International		
Male				
Female				
Total				

17. Student attrition:

	Year	Total students (A)	Number of students leaving the institution without graduating (B)	Attrition Rate (%) (B/A) *100	Main reasons for leaving
Past 1 year					
Past 2 years					
Past 3 years					

Note: The attrition rate should be provided for each individual year.

18. Total number of administrative and support staff:

No.	Classification by Function (e.g.: technical, counselling, financial, IT, human resource, etc.)	Number of Staff

19. Provide audited financial statement for the last three consecutive years:

Year	Financial statement (RM)	
	Profit/Surplus	Loss/Deficit
Past 1 year		
Past 2 years		
Past 3 years		

Note: Profit and loss reporting is based on after tax.

20. Provide the latest, dated and signed organisational chart of the HEP.

21. Contact person for the submission:
    i. Name and Title:
    ii. Designation:
    iii. Tel.:
    iv. Fax:
    v. Email

MQA-01 2017 (PROVISIONAL ACCREDITATION)

PART B: PROGRAMME DESCRIPTION

Part B of the MQA-01 (2017) requires the HEP to furnish information on the programme. The information required includes the name of the programme, the Malaysian Qualifications Framework (MQF) level, the graduating credits, the duration of study, entry requirement, mode of delivery and the awarding body.

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

No.	Name and Location of the Premises (main campus / branch campuses / regional centre)	Mode of Delivery	Accreditation Status	
			Provisional	Full
1.				
2.				
3.				

6. Type of award (e.g., single major, double major, etc.):
7. Field of study and National Education Code (NEC):
8. Language of instruction:
9. Type of programme (e.g., own, collaboration, external, joint award/joint degree, etc.):
10. Mode of study (e.g., full-time/part-time):
11. Mode of offer (please (/) where appropriate):

Undergraduate Programme		Postgraduate Programme	
Coursework		Coursework	
Industry Mode (2u2i)		Mixed mode	
		Research	

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

13. Mode of delivery (please (/) as appropriate):

Conventional (Traditional, online and blended learning)	
Open and Distance learning (ODL)	

14. Duration of study:

	Full-time			Part-time		
	Long Semester	Short Semester	Industrial training	Long Semester	Short Semester	Industrial training
No. of Weeks						
No. of Semesters						
No. of Years						

Note: Number of weeks should include study and exam weeks.

15. Entry requirements:

16. Estimated date of first intake: month/year (applicable for provisional accreditation):

17. Projected intake and enrolment: (applicable for provisional accreditation):

Year	Intake	Enrolment
Year 1	e.g.: 100	e.g.: 100
Year 2	e.g.: 100	e.g.: 200
Year 3	e.g.: 100	e.g.: 300
Total	e.g.: 300	e.g.: 300

18. Total student enrolment (applicable for full accreditation):

Year	Intake	Enrolment
Year 1	e.g.: 60	e.g.: 60
Year 2	e.g.: 70	e.g.: 130
Year 3	e.g.: 90	e.g.: 220
Total	e.g.: 220	e.g.: 220

19. Estimated date of first graduation: month/year
20. Types of job or position for graduates (at least two types):
21. Awarding body:
    - Own
    - Others (Please name)

    (Please attach the relevant documents, where applicable)

    i. Proof of collaboration between HEP and the collaborative partner such as copy of the Validation Report* of the collaborative partner** and the Memorandum of Agreement (MoA)
    ii. Approval letter from the Higher Education Department (Jabatan Pendidikan Tinggi, JPT) of the Ministry of Education for programmes in collaboration with Malaysian public universities
    iii. Proof of approval and supporting letter to conduct the programme from certification bodies/awarding bodies/examination bodies
    iv. A copy of the programme specification as conducted by the collaborative partner (e.g. Handbook)
    v. Proof of collaboration with Quality Partners*** for the programme, where applicable
    vi. For programmes which require clinical training, please attach proof of approval from the relevant authority
    vii. Any other documents where necessary
22. A sample of scroll to be awarded should be attached.
23. Address(s) of the location where the programme is/to be conducted:
24. Contact person for the submission:
    i. Name and Title:
    ii. Designation:
    iii. Tel.:
    iv. Fax:
    v. Email:

Note:

* Validation report is an evaluation by the collaborative partner on the readiness and capability of the institution to offer the programme.

** Collaborative partner is the institution who owns the curriculum of the programme and confers the award (franchisor) while the programme delivery is conducted by another institution (franchisee).

*** Quality partners are usually better-established universities which attest to the quality of a programme through the involvement or oversight of curriculum design, learning and teaching, or assessment.

MQA-02 2017 (FULL ACCREDITATION)

PART B: PROGRAMME DESCRIPTION

Part B of the MQA-02 (2017) requires the HEP to furnish information on the programme. The information required includes the name of the programme, the Malaysian Qualifications Framework (MQF) level, the graduating credits, the duration of study, entry requirement, mode of delivery and the awarding body.

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

No.	Name and Location of the Premises (main campus / branch campuses / regional centre)	Mode of Delivery	Accreditation Status	
			Provisional	Full
1.				
2.				
3.				

6. Type of award (e.g., single major, double major, etc.):
7. Field of study and National Education Code (NEC):
8. Language of instruction:
9. Type of programme (e.g., own, collaboration, external, joint award/joint degree, etc.):
10. Mode of study (e.g., full-time/part-time):
11. Mode of offer (please (/) where appropriate):

Undergraduate Programme		Postgraduate Programme	
Coursework		Coursework	
Industry Mode (2u2i)		Mixed mode	
		Research	

12. Method of learning and teaching (e.g., lecture/tutorial/lab/field work/studio/blended learning/e-learning, etc.):
13. Mode of delivery (please (/) as appropriate):

Conventional (Traditional, online and blended learning)	
Open and Distance learning (ODL)	

14. Duration of study:

	Full-time			Part-time		
	Long Semester	Short Semester	Industrial training	Long Semester	Short Semester	Industrial training
No. of Weeks						
No. of Semesters						
No. of Years						

Note: Number of weeks should include study and exam weeks.

15. Entry requirements:

16. Estimated date of first intake: month/year (applicable for provisional accreditation):

17. Projected intake and enrolment: (applicable for provisional accreditation)

Year	Intake	Enrolment
Year 1	e.g.: 100	e.g.: 100
Year 2	e.g.: 100	e.g.: 200
Year 3	e.g.: 100	e.g.: 300
Total	e.g.: 300	e.g.: 300

18. Total student enrolment (applicable for full accreditation):

Year	Intake	Enrolment
Year 1	e.g.: 60	e.g.: 60
Year 2	e.g.: 70	e.g.: 130
Year 3	e.g.: 90	e.g.: 220
Total	e.g.: 220	e.g.: 220

19. Estimated date of first graduation: month/year

20. Types of job or position for graduates (at least two types):
21. Awarding body:
    - Own
    - Others (Please name)

    (Please attach the relevant documents, where applicable)

    i. Proof of collaboration between HEP and the collaborative partner such as copy of the Validation Report* of the collaborative partner** and the Memorandum of Agreement (MoA)
    ii. Approval letter from the Higher Education Department (Jabatan Pendidikan Tinggi, JPT) of the Ministry of Education for programmes in collaboration with Malaysian public universities
    iii. Proof of approval and supporting letter to conduct the programme from certification bodies/awarding bodies/examination bodies
    iv. A copy of the programme specification as conducted by the collaborative partner (eg. Handbook)
    v. Proof of collaboration with Quality Partners*** for the programme, where applicable
    vi. For programmes which require clinical training, please attach proof of approval from the relevant authority
    vii. Any other documents where necessary
22. A sample of scroll to be awarded should be attached.
23. Address(s) of the location where the programme is/to be conducted:
24. Contact person for the submission:

    i. Name and Title:
    ii. Designation:
    iii. Tel.:
    iv. Fax:
    v. Email:

Note:

* Validation report is an evaluation by the collaborative partner on the readiness and capability of the institution to offer the programme.

** Collaborative partner is the institution who owns the curriculum of the programme and confers the award (franchisor) while the programme delivery is conducted by another institution (franchisee).

*** Quality partners are usually better-established universities which attest to the quality of a programme through the involvement or oversight of curriculum design, learning and teaching, or assessment.

PART C : PROGRAMME STANDARD

INFORMATION REQUIRED IN DATABASE

AREA 1: Programme Development and Delivery

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td colspan="4">1.1 Statement of Education Objectives of Academic Programme and Learning Outcomes</td></tr>
<tr><td>i.</td><td>The programme must be offered only after conducting “needs assessment”. The assessment should indicate a demand in the market. (Applicable for Provisional Accreditation only).</td><td>i.</td><td>Describe the rationale for the establishment of this programme. Show evidence that the HEP has conducted market and societal demand for the programme. (For new programmes only)</td></tr>
<tr><td>ii.</td><td>The programme must state its programme educational objectives, learning outcomes, learning and teaching strategies, and assessment methods, and ensure constructive alignment between them.</td><td>ii.</td><td>(a) State the programme educational objectives (PEO) and the programme learning outcomes (PLO)
(b) Map the programme learning outcome (PLO) against the programme educational objectives (PEO) as below:
<table>
<tr><th rowspan="2">Programme Learning Outcomes (PLO)</th><th colspan="4">Programme Educational Objectives (PEO)</th></tr>
<tr><th>PEO 1</th><th>PEO 2</th><th>PEO 3</th><th>PEO4</th></tr>
<tr><td>PLO 1</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO 2</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO 3</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO 4</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO 5</td><td></td><td></td><td></td><td></td></tr>
</table>
(c) Describe the strategies for the attainment of PLOs in terms of learning and teaching strategies, and assessment method.</td></tr>
<tr><td>iii.</td><td>The programme educational objectives (PEO) and programme learning outcomes (PLO) must be</td><td>iii.</td><td>State the vision and mission of the HEP and indicate its linkage with the PEO and PLO.</td></tr>
</table>

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td>consistent with and supportive of the vision and mission of the HEP.</td><td></td><td></td></tr>
<tr><td>iv.</td><td>The programme learning outcomes (PLO) must define the competencies that the optometry student should demonstrate upon completion of the programme. These competencies must encompass all stated MQF domains. They must cover but not limited to the aspect below:

a. examine eyes for disorders and dysfunction of vision and the visual system, and provide appropriate management for such conditions;
b. examine eyes for the purpose of detecting ocular diseases and systemic problems with ocular manifestations at the primary care level and provide the appropriate referral of such conditions;
c. prescribe, edge, fit and dispense all optical appliances;
d. prescribe and institute adequate vision therapy for conditions that afflict the</td><td>iv.</td><td>Map the PLO to the five clusters of the Malaysian Qualifications Framework (MQF) learning outcomes as in the table.

Matrix of Programme Learning Outcomes (PLO) against MQF Learning Clusters
<table>
<tr><th></th><th>Knowledge and understanding</th><th>Cognitive skills</th><th colspan="6">Functional Work Skills</th><th>Personal and entrepreneurial skills</th><th>Ethics and professionalism</th></tr>
<tr><th></th><th></th><th></th><th>Practical Skills</th><th>Interpersonal Skills</th><th>Communication Skills</th><th>Digital Skills</th><th>Numeracy Skills</th><th>Leadership, autonomy and responsibility</th><th></th><th></th></tr>
<tr><td>PLO1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
</table>

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td>binocular coordination of the two eyes;
e. prescribe and institute rehabilitation programs for patients with low vision conditions;
f. advise and manage vision problems related to the work place and sports;
g. participate in the research and development activities in the area of optics and vision sciences;
h. function as techno-preneurs who combine professional clinical services with the dispensing of appropriate optical appliances.</td><td></td><td></td></tr>
<tr><td colspan="4">1.2 Programme Development: Process, Content, Structure and Learning - Teaching Methods</td></tr>
<tr><td>i.</td><td>The HEP must have sufficient autonomy to design the curriculum and allocated resources necessary for its implementation in achieving the learning outcomes.</td><td>i.</td><td>a) Describe the provisions and practices that indicate the autonomy of the HEP in the design of the curriculum and utilization of allocated resources.
b) Provide supporting documents where appropriate</td></tr>
<tr><td>ii.</td><td>The HEP must have an appropriate procedure to develop the curriculum leading to the approval by the highest academic authority in the HEP.</td><td>ii.</td><td>a) Provide information on the composition and membership of the curriculum committee
<table><tr><th>Composition of curriculum Committee</th><th>[✓] if present</th></tr><tr><td>Department members</td><td>[ ]</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td></td><td></td><td>
<table>
<tr><td>Faculty members</td><td>[ ]</td></tr>
<tr><td>Members of the profession</td><td>[ ]</td></tr>
<tr><td>Students</td><td>[ ]</td></tr>
</table>
<table>
<tr><th>Membership</th><th>Name & Title</th><th>Department /Area of Expertise</th><th>Date of Appointment</th></tr>
<tr><td>Chairperson</td><td></td><td></td><td></td></tr>
<tr><td>Members</td><td></td><td></td><td></td></tr>
</table>
• Description of scope and function of the curriculum committee
• Frequency of meetings in a year. Please provide evidence.

b) Describe the procedures to develop and approve the curriculum</td></tr>
<tr><td>iii.</td><td>The department must consult relevant stakeholders in the development of the curriculum. A suggestion of relevant stakeholders includes Ministry of Health, Institutions of Higher Education, Professional Associations, Professional Bodies, Alumni and Industries Partners.</td><td>iii.</td><td>State who and describe how the stakeholders were consulted in the development of the curriculum.</td></tr>
<tr><td>iv.</td><td>viii. The curriculum must fulfill the duration requirement as stated below:
• scheduled over 4 (four) academic years of teaching and learning, revision and examination week;</td><td>iv.</td><td>a) Provide the following information

<table>
<tr><th>Year of Study</th><th>SLT (hrs)</th><th>No. of Weeks for Teaching Learning</th><th>No. of Revision Weeks</th><th>No. of Exam Weeks</th><th>No. of Semester break Weeks</th><th>Total Academic Weeks</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td></tr>
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<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td>The student contact learning hours should not exceed OR less than the student learning time (SLT) as stated in the course proforma
The maximum academic year should not exceed 43 weeks.</td><td></td><td>
<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
b) Provide academic calendar, timetable, and/or other relevant schedule of teaching-learning activities
</td></tr>
<tr><td>v.</td><td>The curriculum must include horizontal (concurrent) and vertical (sequential) integration, self-directed learning, adequate theory, practical, clinical posting and industrial posting.</td><td>v.</td><td>
a) Describe how the curriculum fulfils the horizontal (concurrent) and vertical (sequential) integration

b) Arrange courses presented by year and semester as in the table below.
<table>
<tr><th rowspan="2">No</th><th rowspan="2">Sem / Year offered</th><th rowspan="2">Name & Course Code</th><th rowspan="2">Classification (Core, University, Others)</th><th colspan="5">Programme Learning Outcomes (PLO)</th><th rowspan="2">SLT (hrs)</th><th rowspan="2">Pre-requisite /Co-requisite</th><th rowspan="2">Name of Academic Staff / Course Coordinator</th></tr>
<tr><th>PLO1</th><th>PLO2</th><th>PLO3</th><th>PLO4</th><th>PLO5</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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</td></tr>
</table>

Program Standards		Information Required in Database	

Total SLT											

vi.	The learning outcomes must include cognitive, psychomotor and affective competencies and must be measurable.	vi.	Map each of the courses to the Learning Taxonomy as in the table below:

No	Name and Course Code	Course Learning Outcomes	Level of Educational Objectives																	
			Cognitive Domain						Psychomotor Domain							Affective Domain				
			Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Perception	Set	Guided Response	Mechanism	Complex Overt Response	Adaptation	Origination	Receiving Phenomena	Responding to Phenomena	Valuing	Organizing Values	Internalizing Values
			C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	P5	P6	P7	A1	A2	A3	A4	A5
Core Courses																				
University Courses																				

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
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<tr><td colspan="21">Elective Courses</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td colspan="3">Total</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>vii.</td><td>Curriculum content must incorporate sufficient depth and scope of knowledge in basic sciences, vision sciences, clinical optometry (theory and practical), research/dissertation, industrial placement, optometric governance (professional, legal and ethical issues in optometry), entrepreneurship and community-based programme components.</td><td>vii.</td><td>Provide course outline of each subject as in the table below:
<table>
<tr><td>1.</td><td>Name and Code of Course:</td></tr>
<tr><td>2.</td><td>Synopsis:</td></tr>
<tr><td>3.</td><td>Name(s) of Academic Staff:</td></tr>
<tr><td>4.</td><td>Semester and Year offered:</td></tr>
<tr><td>5.</td><td>Credit Value:</td></tr>
<tr><td>6.</td><td>Pre-Requisite/Co-Requisite (if any):</td></tr>
<tr><td>7.</td><td>Course Learning Outcomes
(CLO):
CLO 1 - ….
CLO 2 - ….
CLO 3 - ….</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="2">Program Standards</th><th colspan="3">Information Required in Database</th></tr>
<tr><td></td><td></td><td></td><td>8.</td><td>Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment Methods:

<table>
<tr><th rowspan="2">Course Learning Outcomes</th><th colspan="11">Programme Learning Outcomes (PLO)</th><th rowspan="2">Teaching Methods</th><th rowspan="2">Assessment Methods</th></tr>
<tr><th>PLO 1</th><th>PLO 2</th><th>PLO 3</th><th>PLO 4</th><th>PLO 5</th><th>PLO 6</th><th>PLO 7</th><th>PLO 8</th><th>PLO 9</th><th>PLO 10</th><th>PLO 11</th></tr>
<tr><td>CLO 1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CLO 2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>CLO 3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Indicate the primary causal link between the CLO and PLO by ticking "✓"in the appropriate box.
(This description must be read together with Standards 2.1.2, 2.2.1 and 2.2.2 in Area 2)</td><td></td></tr>
<tr><td></td><td></td><td></td><td>9.</td><td>Transferable Skills (if applicable):
(Skills learned in the course of study which can be useful and utilised in other settings.)</td><td></td></tr>
</table>

Program Standards	Information Required in Database

10. Distribution of Student Learning Time (SLT):

Course Content Outline	CLO*	Learning and Teaching Activities									Total SLT
		F2F								NF2F Independent Learning (Asynchronous)	
		Physical				Online / Technology-mediated (Synchronous)					
		L	T	P	O	L	T	P	O		
1											
2											
3											
4											
Total SLT											

Continuous Assessment	%	F2F		NF2F Independent Learning for Assessment (Asynchronous)	
		Physical	Online / Technology-mediated (Synchronous)		
1					
2					

Final Assessment	%	Physical	Online / Technology-mediated (Synchronous)	NF2F Independent Learning for Assessment (Asynchronous)	
1					
2					
Total SLT					
SLT for Assessment					
Grand Total SLT					
% SLT for Open and Distance Learning					
% SLT for Practical Component					

*** Indicate the CLO based on the CLO's numbering in Item 8.**

L = Lecture, T = Tutorial, P = Practical, O = Others, F2F = Face to Face, NF2F = Non-Face to Face

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td></td><td></td><td>
<table>
<tr><td>11.</td><td>Identify special requirement or resources to deliver the course (e.g., software, nursery, computer lab, simulation room):</td></tr>
<tr><td>12.</td><td>References (include required and further readings, and should be the most current):</td></tr>
<tr><td>13.</td><td>Other additional information (if applicable):</td></tr>
</table>
* Can be conducted through physical or online or combination of both

Note: Number of PLO indicated is purely for illustration purposes only and the number is subjected to programme standards (if applicable) and curriculum design.
</td></tr>
<tr><td>viii.</td><td>Basic science component must include optics (physical, geometrical and visual), general anatomy, general physiology, biochemistry, microbiology, immunology, ocular anatomy, ocular physiology, pharmacology and pathology.</td><td>viii.</td><td>a) List the components of basic sciences in the curriculum.
b) Provide evidence of incorporation/integration of basic sciences in clinical optometry practice.</td></tr>
<tr><td>ix.</td><td>Clinical optometry component must include basic clinical optometry, contact lenses, low vision and visual rehabilitation, binocular vision, paediatric optometry, ocular disease, ophthalmic dispensing and diagnostic procedures</td><td>ix.</td><td>a) List the components of clinical optometry in the curriculum.
b) Provide the ratio of supervisor to student (1:4)
For clinical training provide the following information:

Name of Clinical Practice: …….

<table>
<tr><th>Clinical Training (e.g., Contact Lenses, Low Vision etc.)</th><th>No. of sessions per week</th><th>Ratio of supervisor to student</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>x.</td><td>Community-based component must establish operational linkage between educational programmes and the general practice environment including optometry and health related activities such as community project, satellite or outreach clinics. There should be interaction with health and health-related sectors of society and government.</td><td>x.</td><td>List and describe how community-based optometry practice is carried out with appropriate health sectors or agencies, if any.
<table>
<tr><th></th><th></th><th></th><th></th><th></th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>xi.</td><td>Minimum graduating credits must not be less than 140 credits with maximum of 160 credits. Core subjects should cover 80% - 90% of the total subjects including practical clinical training. University required and Faculty required subjects should cover 10% to 20% of the total subjects offered.</td><td>xi.</td><td>State the credit for each semester and total graduating credit, as in the table below:
<table>
<tr><th>No</th><th>Year & Sem</th><th>Course Name</th><th>Course Code</th><th>Credit hours</th></tr>
<tr><td colspan="5">Core Course</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Total</td><td></td></tr>
<tr><td colspan="5">University Courses</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Total</td><td></td></tr>
<tr><td colspan="5">Elective Courses</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Total</td><td></td></tr>
<tr><td colspan="4">TOTAL</td><td></td></tr>
</table></td></tr>
</table>

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td>xii.</td><td>Clinical training including industrial placement should be broad based (internal clinic, clinical posting/attachment, community services, industrial training etc) and must be equivalent to at least 800 hours on real patients under supervision of appointed clinical supervisors or local preceptors.</td><td>xii.</td><td>State the type and hours of clinical training, as the table below:
<table>
<tr><th>No</th><th>Year & Sem</th><th>Name & course code</th><th>Type (internal clinic, clinical posting/attachment, community services, industrial)</th><th>Total Hours</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">TOTAL</td><td></td></tr>
</table></td></tr>
<tr><td colspan="4">1.3 Programme Delivery</td></tr>
<tr><td>i.</td><td>The HEP must be responsible to ensure effective delivery of programme learning objectives.</td><td>i.</td><td>Describe how the programme is implemented including the teaching and learning activities.</td></tr>
<tr><td>ii.</td><td>The students must be provided with and briefed on current information about (among others) the objectives, structure, outline, schedule, credit hours, learning outcome and method of assessment of the programme at the commencement of their studies.</td><td>ii.</td><td>Show evidence that the students are provided with and briefed on, the current information about the programme; for example, the Student Handbook, Course Guide Book and other relevant documents, where applicable.</td></tr>
<tr><td>iii.</td><td>The HEP must have an appropriate full-time coordinator and a team of academic staff (e.g., a programme committee) with adequate authority for the effective delivery of the programme.</td><td>iii.</td><td>a) Provide details of the coordinator and members of the team (programme committees) responsible for the programme.
b) State the terms of reference (TOR) of each committee.</td></tr>
<tr><td>iv.</td><td>The HEP must provide conducive learning environment to students.</td><td>iv.</td><td>Describe how the HEP provides a conducive environment for teaching- learning according to the number of students.</td></tr>
</table>

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>v.</td><td>A substantial proportion of the programme of study involves practical applications in clinical settings. The HEP must ensure adequate provision for optometric examination of patients in PCC and Specialty Clinics.</td><td>v.</td><td>State the type of clinic and patient numbers of clinical training retrieved from the Clinic Database/Registry, as in the table below or other appropriate/ relevant documents
<table>
<tr><th>No</th><th>Year</th><th>Name & course code</th><th>Type of Clinic: (PCC/CL/Special Clinics)</th><th>Number of patients (%)</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">TOTAL</td><td></td></tr>
</table></td></tr>
<tr><td>vi.</td><td>There must be appropriate assessment of the ability to communicate effectively with patients and professional colleagues through the application of a range of skills developed through didactic and clinical teaching and learning programmes.</td><td>vi.</td><td>Show evidence on how communication is being assessed throughout clinical training; for example, quantitative assessment/logbook/supervisor assessment and evaluation.</td></tr>
<tr><td>vii.</td><td>The HEP must obtain feedback from stakeholders to improve the delivery of the programme outcomes.</td><td>vii.</td><td>Provide evidence of periodic stakeholder’s engagement and recent minutes of meetings.</td></tr>
</table>

Area 2: Assessment of Student Learning

Programme Standards		Information Required in Database	
2.1 Relationship between Assessment and Learning Outcomes			
i.	Assessment principles, methods and practices must be aligned to the learning outcomes of the programme and consistent with the levels defined in the MQF.	i.	a) Explain how assessment principles, methods and practices are aligned to the learning outcomes of the programme. b) State how the assessment of students is consistent with the bachelor's degree level defined in MQF
ii.	The alignment between assessment and the achievement of learning outcomes in the programme must be systematically and regularly reviewed to ensure its effectiveness.	ii.	Describe how the alignment between assessment and learning outcomes are periodically reviewed to ensure its effectiveness.

Programme Standards		Information Required in Database	
2.2 Assessment Methods			
i.	There must be a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies. These include both continuous and summative assessments.	i.	a) Describe the various methods and tools used in assessing learning outcomes and competencies. b) Show the utilization of both formative and summative assessment methods within the programme
ii.	There must be mechanisms to ensure, and to periodically review, the validity, reliability, integrity, currency and fairness of the assessment methods.	ii.	a) Explain how the HEP ensures the validity, reliability, consistency, currency and fairness of student assessment overtime. b) Indicate the authority and processes for verification and moderation of summative assessments. c) How are the assessment methods reviewed periodically? d) Describe the review of the assessment methods in the programme conducted (e.g., the existence of a permanent review committee on assessment, consultation with external examiners, students, alumni and industry). e) What guidelines and mechanisms are in place to address academic plagiarism among students?
iii.	The frequency, methods, and criteria of student assessment - including the grading system and	iii.	a) Describe the student assessment methods in terms of frequency, methods and grading criteria. How are these documented and communicated to the students? b) Explain how the HEP provides feedback to the students on their academic

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td>appeal policies - must be documented and communicated to students on the commencement of the programme.</td><td></td><td>performance to ensure that they have sufficient time to undertake remedial measures.
c) How are results made available to the students for purposes of feedback on performance, review and corrective measures?
d) Specify whether students have the right to appeal. Provide information on the appeal policy and processes. How are appeal dealt with?
e) Explain the mechanism to review and implement new methods of assessment. Append a copy of the Regulations of Examination.
f) Provide information on clinical requirement /schedule or other competency determinants for the various clinical courses.
g) Describe the HEP graduation requirement, minimum and maximum time frame.</td></tr>
<tr><td>iv.</td><td>The HEP must employ mechanism for external examiners to be included in professional examination every final year academic session.</td><td>iv.</td><td>Provide information on the appointment of external examiners for the professional examinations for the last three years.
Year: …
<table><tr><th>No.</th><th>Name</th><th>Designation</th><th>Institution</th><th>Course</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>v.</td><td>Changes to student assessment methods must follow established procedures and regulations, and be</td><td>v.</td><td>Explain the mechanisms used to make changes in the assessment method. How the changes are made known to the students?</td></tr>
</table>

Programme Standards		Information Required in Database	
	communicated to students prior to their implementation.		
2.3 Management of Student Assessment			
i.	The HEP and its academic staff must have adequate level of autonomy in the management of student assessment.	i.	Explain the roles, rights and power of the department and its academic staff in the management of student assessment.
ii.	There must be mechanisms to ensure the security of assessment documents and records.	ii.	Describe how the confidentiality and security of student assessment processes and documents as well as academic records are ensured.
iii.	The assessment results must be communicated to the student before the commencement of a new semester to facilitate progression decision.	iii.	Explain how and indicate the period of time the assessment results are made available to students. Show the evidence.
iv.	The HEP must have appropriate guidelines and mechanisms for students to appeal their course results.	iv.	What are the guidelines and mechanisms in place for students' appeal against course results?

Programme Standards		Information Required in Database	
v.	The HEP must periodically review the management of student assessment and act on the findings of the review including involving external examiners.	v.	Explain how the department periodically reviews the management of student assessment and addresses the issues highlighted in the review.

Area 3: Student Selection and Support Services

Programme Standards		Information Required in Database	
3.1 Student Selection			
i.	The HEP must have clear policy on criteria and processes of student selection, including that of transfer students and foreign students and these must be consistent with current procedures of the Ministry of Higher Education.	i.	a) State the academic criteria and the mechanisms for selection and admission to the programme and any other additional requirements including that of transferring students. b) If selection through interview is utilized, describe it. c) Show how the selection criteria are consistent with the minimum entry requirement as outline in Appendix SII-1. d) Provide evidence that the students selected fulfil the admission policies e) Describe the admission mechanisms and criteria for students with other equivalent qualification (where applicable)
ii.	The HEP must have mechanism to ensure that there are no particular circumstances that will impact upon	ii.	Describe the policy relating to health screening, infectious disease screening, vaccination needs and other requirements related to student's fitness to practice upon graduation.

Programme Standards		Information Required in Database	
	an applicant's or student's fitness to practice upon graduation. A person with any of the following shall be disqualified from entry into an optometry programme: • Found guilty of offence(s) against the person; • Recent or serious dishonesty; • Serious physical or mental illness; and/or • Serious communicable disease(s).		
iii.	The criteria and processes of student selection must be transparent and objective.	iii.	a) Explain how the selection criteria are accessible to the public b) Show evidence that the admission policy and mechanism are free from unfair discrimination and bias
iv.	Student enrolment must commensurate with the capacity of the HEP to effectively deliver the programme. Any increase in student	iv.	a) Provide information on student intake for the last three years (as in table below) and the proportion of the applicant to intake. List the nationality of the foreign students (if applicable).

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td>intake must have the approval from relevant authority.</td><td></td><td>
<table>
<tr><th rowspan="2">Academic Session</th><th rowspan="2"></th><th colspan="3">Year 1</th><th colspan="3">Year 2</th><th colspan="3">Year 3</th><th colspan="3">Year 4</th><th colspan="3">Year 5</th><th rowspan="2">Total</th></tr>
<tr><th>M</th><th>F</th><th>T</th><th>M</th><th>F</th><th>T</th><th>M</th><th>F</th><th>T</th><th>M</th><th>F</th><th>T</th><th>M</th><th>F</th><th>T</th></tr>
<tr><td rowspan="2">.....</td><td>N</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>R</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">.....</td><td>N</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>R</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">.....</td><td>N</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>R</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

M: Malaysian F: Foreign T: Total students N: New students R: Repeat students (including those extend)

b) Indicate the projection of student intake for the next 5 years in relation to the capacity of the department

c) Describe how the size of student intake is determined in relation to the capacity of the department and explain the mechanism for adjustments, taking into account the admission of visiting, auditing, exchange and transfer students.
</td></tr>
<tr><td>v.</td><td>There must be a clear policy, and appropriate mechanisms for appeal on student selection.</td><td>v.</td><td>Describe the policies, mechanisms and practices for appeal on student selection.</td></tr>
</table>

Programme Standards		Information Required in Database	
vi.	The HEP must offer appropriate developmental or remedial support to assist students, including incoming transfer students who are in need.	vi.	State the support provided for those who are selected but need additional developmental and remedial assistance.
3.2 Articulation and Transfer			
i.	Student transfer between Optometry Programmes of different institutions, from other courses into optometry programme in the different institutions, or student mobility programme shall be considered on an individual basis. Credit transfer is only allowed under the following circumstances: • If the student is currently still enrolled in a university; and • Only between recognized universities listed in the Second Schedule of the Optical Act 1991; and	i.	Describe the policies, regulations and processes of student transfers and credit exemption.

Programme Standards		Information Required in Database	
	• Must fulfil the minimum criteria and qualifications for entry into an optometry programme adopted by Malaysian Optical Council; and • To a MAXIMUM of 30% credit exemption of the similar curricular content that the student has taken; and • Spend not less than 2 years in the graduating institution; and • All credit transfer cases must be notified to the MOC upon transfer Entry to an optometry degree program for applicant with Diploma in Opticianry can be allowed a maximum		

Programme Standards		Information Required in Database	
	of 30% credit exemption subject to the discretion of HEP.		
ii.	HEP will need to have a mechanism to ensure that courses taken previously are compatible with the programme to be entered; otherwise, there should be evidence of supplementation of the lacking courses after transfer.	ii.	a) Indicate how students accepted for transfer demonstrate comparable achievements in their previous programme of study. b) Indicate if there are appropriate mechanisms, such as pre-requisite and remedial courses and student support services, for those who need it.

Programme Standards		Information Required in Database	
3.3 Student Support Services			
i.	Students must have access to appropriate and adequate support services, such as physical, social, financial, recreational and online facilities, academic and non-academic counselling and health services.	i.	What support services are made available to students? Show evidence that those who provide these services are qualified.
ii.	There must be a designated administrative unit responsible for planning and implementing student support services staffed by individuals who have appropriate experience consistent with their assignments.	ii.	a) Describe the roles and responsibilities of those responsible for student support services and co-curricular activities. b) Describe the management of the student support services activities and maintenance of student records.
iii.	An effective induction to the programme must be made available to students and evaluated regularly with special attention given to out-of-state and international students.	iii.	How are students orientated into the programme?

Programme Standards		Information Required in Database	
iv.	Academic, non-academic and career counselling must be provided by adequate and qualified staff.	iv.	a) Describe the accessibility, confidentiality and effectiveness of the academic, non-academic and career counselling services available to students. b) How are the effectiveness of the counselling services measured, and the progress of those who seek its services monitored? What plans are there to improve the services, including that of enhancing the skills and professionalism of the counsellors?
v.	There must be mechanisms that actively identify and assist students who are in need of academic, spiritual, psychological and social support.	v.	Describe the mechanism available to identify and assist students who are in need of academic, spiritual, psychological and social support.
vi.	The HEP must have clearly defined and documented processes and procedures in handling student with disciplinary cases.	vi.	Describe the mechanism in handling disciplinary cases involving the students.
vii.	There must be an active mechanism for students to voice their grievances and seek resolution on academic and non-academic matters.	vii.	What mechanism is available for students to complain and to appeal on matters relating to academic and non-academic?

Programme Standards		Information Required in Database	
viii.	Student support services must be evaluated regularly to ensure their adequacy, effectiveness and safety.	viii.	How are the adequacy, effectiveness and safety of student support services evaluated and ensured?
3.4 Student Representation and Participation			
i.	There must be well-disseminated policies and processes for active student engagement especially in areas that affect their interest and welfare.	i.	What programmes are in place for active student participation in areas that affect their interest and welfare?
ii.	There must be adequate student representation and organization at the institutional and departmental levels.	ii.	Explain student representation and organisation at the institutional and the departmental levels.
iii.	Students must be facilitated to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial, leadership and life- long learning skills, in preparation for the workplace.	iii.	a) What does the department do to facilitate students to develop linkages with external stakeholders? b) How does the department facilitate students to gain managerial, entrepreneurial leadership and life-long learning skills in preparation for the workplace?

Programme Standards		Information Required in Database	
iv.	Student activities and organizations must be facilitated to encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship.	iv.	How does the department facilitate student activities and organizations that encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship?
v.	The HEP should encourage students to be involved in research activities.	v.	a) What is the policy regarding student research? b) What facilities are available to encourage the involvement of students in research?
3.5 Alumni			
i.	The HEP should encourage the alumni to play a role in the development, review and continuous improvement of the programme.	i.	Describe how the HEP maintains linkages with its graduates to improve the programme.
ii.	The HEP should prepare the students for their professional future through linkages with industry and the profession.	ii.	How does the HEP encourage the alumni to assist the students in preparing their professional future and in providing linkages with industry and the professions?

Area 4: Academic and Support Staff

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td colspan="4">4.1 Recruitment and Management</td></tr>
<tr><td>i.</td><td>The HEP must have a clearly defined plan for its academic manpower needs consistent with institutional policies and programme requirements.</td><td>i.</td><td>Describe the mechanism used to identify the academic manpower needs of the programme.</td></tr>
<tr><td>ii.</td><td>The HEP must have a clear and documented recruitment policy for academic and support staff.</td><td>ii.</td><td>a) State the policy, procedures, and the terms and conditions of service for the recruitment of academic and support staff.
b) State other requirements which would be the basis for the decision in the appointment of an academic staff for the programme.</td></tr>
<tr><td>iii.</td><td>For teaching of core clinical optometry subjects, academic staff must have a postgraduate qualification with a minimum of two (2) years clinical / professional experience AND is registered with MOC (if basic degree is recognised) OR a postgraduate qualification with five (5) years clinical / professional experience, pass the Professional Qualifying Assessment AND is</td><td>iii.</td><td>State the minimum qualification of the academic staff required for the delivery of the programme.
<table>
<tr><th>Name of Academic Staff</th><th>Basic Qualifications & Year of Award</th><th>Postgraduate Qualification & Year of Award</th><th>MOC Registration Number</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
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<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td>registered with MOC (if basic degree is not recognised).</td><td></td><td></td></tr>
<tr><td>iv.</td><td>The HEP must have adequate number of full-time academic staff (1 full-time staff is equivalent to 3 part-time staff) responsible for implementing the programme. The criteria indicated below provide the guide in fulfilling the standard:
a) Overall, at least 60% of academic staff must be full-time
b) Academic staffs must have at least a Master’s degree in a related field.
c) Minimum 20% of academic staffs have a minimum of 5 years teaching experience in the related area.
d) Minimum 60% of academic staffs have qualifications in optometry or vision science field.</td><td>iv.</td><td>a) Provide a summary information on every academic staff involved in conducting the programme:
<table>
<tr><th rowspan="2">No</th><th rowspan="2">Name and Designation of Staff</th><th rowspan="2">Courses Taught in This Programme</th><th rowspan="2">Courses Taught in This Programme</th><th rowspan="2">Academic Qualifications and Year of Award</th><th colspan="3">Previous Experience</th><th colspan="2">Appointment Status</th><th colspan="2">Nationality</th></tr>
<tr><th>Position</th><th>Employer</th><th>Year of service</th><th>FT</th><th>PT</th><th>M</th><th>F</th></tr>
<tr><td colspan="12">A. Non-Core Subjects</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="12">B. Core Subject</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">Total:</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">Percentage:</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
FT = Full Time, PT = Part Time, M = Malaysian, F = Foreign
b) Provide offer letter and acceptance letter from HEP.
c) Provide curriculum vitae of each academic staff in the program containing the following information at the time of visit:</td></tr>
</table>

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td>e) At least 50% of academic staff are Malaysian citizens.</td><td></td><td>• Name
• Academic qualifications
• Current professional membership
• Current teaching and administrative responsibilities
• Previous employment
• Conferences and training
• Research and publications
• Consultancy
• Community service
• Other relevant information</td></tr>
<tr><td>v.</td><td>A lecturer with appropriate academic background should teach the appropriate subject (e.g., entrepreneur, legal, business, orthoptic etc.), a bachelor degree in related field with 3 years professional experience is needed.</td><td>v.</td><td>State the minimum qualification of the staff required for teaching professional subjects:

<table><tr><th>Name of Staff</th><th>Academic Qualification</th><th>Postgraduate Qualifications (if any)</th><th>Years of experience</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table></td></tr>
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<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td>vi.</td><td>For supervision of clinical subjects, a bachelor degree in optometry with 3 years clinical experience is needed, be registered with Malaysian Optical Council.</td><td>vi.</td><td>State the minimum qualification of the staff required for clinical subject supervision

<table><tr><th>Name of Staff</th><th>Academic Qualification</th><th>Postgraduate Qualifications (if any)</th><th>Years of experience</th><th>MOC registration number</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>vii.</td><td>The staff-student ratio for the programme must be appropriate to the teaching-learning methods and comply with the programme standards. The HEP must fulfilled the following ratio:
g) Ratio of optometry lecturer to students for the whole programme should be minimum 1: 15.
h) Ratio of practical/laboratory instructors to students is 1: 10
i) Ratio of clinical supervisor to students is 1: 4</td><td>vii.</td><td>a) State the staff: student ratio:
• Overall
<table><tr><th>Total numbers of optometry lecturer</th><th>Total number of students (Year 1+2+3+4)</th><th>Staff: student ratio</th></tr><tr><td></td><td></td><td></td></tr></table>
• Practical/ laboratory teaching
<table><tr><th>Course name</th><th>Number of staffs in lab teaching</th><th>Number of students (Year 2&3)</th><th>Staff: student ratio</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>
• Clinical supervision
<table><tr><th>Course name</th><th>Number of clinical supervisors</th><th>Number of students (Year 3 & 4)</th><th>Staff: student ratio</th></tr><tr><td></td><td></td><td></td><td></td></tr></table></td></tr>
</table>

Programme Standards		Information Required in Database	
			<table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> b) Provide laboratory and clinical session time table showing designated instructors and supervisors for each session
viii.	There must be a combination of teaching, research and service roles (community / promotion activities / administrative) for all academic staff.	viii.	a) State your policy on staff functions in terms of teaching, research and service. b) For each staff, provide evidences for the following: • Teaching • Research • Clinical service • Administration • Community/ Social services
ix.	The HEP must have the policy that reflects an equitable distribution of responsibilities among academic staff.	ix.	Describe how the HEP ensures equitable distribution of duties and responsibilities among the academic staff.
x.	The recruitment policy must seek diversity among the academic staff in terms of experience, approaches and background.	x.	Show how the recruitment policy seeks a balance between academic staff with multi-disciplinary backgrounds and experiences.

Programme Standards		Information Required in Database	
xi.	Recognition and reward through promotion, salary increment or other remuneration must be based on equitable work distribution and meritorious academic roles using clear and transparent policies and procedures.	xi.	State the mechanisms and procedures for monitoring and appraising academic staff performance, for ensuring equitable distribution of duties and responsibilities among the academic staff, and for determining the distribution of rewards.
xii.	The HEP should have active national and international linkages to provide for the involvement of well renowned academics and professionals in order to enhance teaching and learning of the programme.	xii.	Describe the nature and extent of the national and international linkages to enhance teaching and learning of the programme (e.g., external examiner's report, staff exchange, etc.).

Programme Standards		Information Required in Database	
4.2 Service and Development			
i.	The HEP must have policies addressing matters related to service, professional development and appraisal of the academic staff.	i.	Provide information on the HEP's policies on service, development and appraisal of the academic staff.
ii.	The HEP must provide opportunities for academic staff to focus on their respective areas of expertise.	ii.	How does the HEP ensure that the academic staff have sufficient autonomy in areas of his/her expertise such as curriculum development and delivery, academic supervision of students, research and writing, scholarly and consultancy activities, community engagement and academically-related administrative duties?
iii.	The HEP must have a clearly stated policy on conflict of interest, particularly in the area of private practice, multiple employment and consultancy services.	iii.	State the HEP's policies and practices to address conflict of interest, for example, staff involvement in private practice, multiple employment and consultancy services.
iv.	The HEP must have clearly defined and documented processes and procedures in handling disciplinary cases involving the academic staff.	iv.	Describe the processes and procedures in handling disciplinary cases involving the academic staff.
v.	The HEP must have mechanisms and processes for periodic student evaluation of the academic staff for purposes of quality improvement.	v.	Describe the mechanisms and processes for periodic student evaluation of the academic staff. Show how this evaluation is taken into account for purposes of quality improvement. Indicate the frequency of this evaluation exercise.

Programme Standards		Information Required in Database	
vi.	The HEP must have a staff development programme particularly for new academic staff including mentoring and formative guidance. The academic staff must be provided with the necessary training, tools and technology for self-learning, access to information and communication.	vi.	Indicate the mechanisms that are in place for academic staff training. State the mechanisms and procedures for continuous professional development and career advancement of the academic staff (e.g., study leave, sabbatical, advanced training, specialised courses etc.).
vii.	The HEP must encourage and facilitate its academic staff to play an active role in community engagement activities.	vii.	Describe the engagement of academic staff in community activities. Assess the extent to which the activities are conducted.
viii.	The HEP must provide opportunities for academic staff to participate in professional, academic and other relevant activities, nationally and internationally and where relevant, for them to obtain professional qualifications to enhance teaching-learning experience.	viii.	Describe how the academic staffs are given the opportunity to participate in professional, academic and other relevant activities at national and international levels. How does this participation enhance teaching-learning and research experiences?

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td colspan="4">4.3 Support Staff</td></tr>
<tr><td>i.</td><td>There should be sufficient support staff for teaching and learning purposes.
Support staffs include Resident Optometrist, Clinical Instructor, Medical Lab Technologist, Lab Assistant, Registration Clerk, Finance Admin Assistant, and any other relevant support staff.
Minimum number of staff required:
• Resident optometrist – 1
• Optician / Lab assistant / Medical Lab Technologist - 1
• Admin assistant - 1
• Finance admin assistant– 1</td><td>i.</td><td>Provide a summary information on support staff available in the program:

<table>
<tr><th>Job category</th><th>Rank/ Grade</th><th>Qualification</th><th>Number of staffs required</th><th>Current number of staffs</th></tr>
<tr><td>Resident optometrist</td><td></td><td></td><td>1</td><td></td></tr>
<tr><td>Optician</td><td></td><td></td><td rowspan="3">1</td><td></td></tr>
<tr><td>Medical lab technologist</td><td></td><td></td><td></td></tr>
<tr><td>Lab assistant</td><td></td><td></td><td></td></tr>
<tr><td>Registration clerk</td><td></td><td></td><td>1</td><td></td></tr>
<tr><td>Finance admin assistance</td><td></td><td></td><td>1</td><td></td></tr>
<tr><td>Others (please specify): .....</td><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
</table>

Area 5: Educational Resources

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td colspan="4">5.1 Physical Facilities</td></tr>
<tr><td>i.</td><td>The HEP must have sufficient and appropriate physical facilities and educational resources such as facilities for practical and clinical teaching to ensure its effective delivery.

● Educational resources include, but not limited to, lecture hall/auditorium, tutorial room, strong room, seminar room, computer lab and basic science lab.

● General facilities include, but not limited to, cafeteria, toilet, locker rooms, prayer room, students' common room, sports facilities and hostel.</td><td>i</td><td>List all the physical facilities required to the programme:
A) Educational Resources

<table>
<tr><th rowspan="2">Type of Facilities</th><th colspan="2">Current</th><th colspan="2">Projection of Addition</th></tr>
<tr><th>No</th><th>Capacity</th><th>No</th><th>Capacity</th></tr>
<tr><td>Offices</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Lecture Theatre / Hall/ Auditorium</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Classrooms</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Tutorial/Seminar Rooms</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Strong Room</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Basic Science Laboratory
1. Anatomy & Physiology
2. Biochemistry
3. Others</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Computer Laboratory</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Others, please specify:
…….
…….
…….
(e.g study areas, lecturer's room, demonstration area)</td><td></td><td></td><td></td><td></td></tr>
</table>

B) General facilities</td></tr>
</table>

<table>
<tr>
<td>ii.</td>
<td>Specific equipment and facilities for training must be adequately provided for practical and clinical training:
3. Optometry & Visual Science Laboratory
a. Optics / vision science lab
b. Ophthalmic dispensing lab
c. Pre-clinical labs (Optometry skill / Contact lens lab)

Pre-clinical labs are mandatory. Recommended ratio of refraction cubicles to students is 1:3.

4. Clinic Cubicles
c. Primary Eye Care
d. Specialty clinics

Relevant labs and clinic cubicles developed based on number of students. The recommended ratio</td>
<td>ii.</td>
<td>a) Provide information on the specific facilities related to the programme

1. Optometry & Visual Science Laboratory

<table>
<tr><th>Lab</th><th>No of Labs</th><th>No. of Students</th><th>Ratio
(Lab: Student)</th></tr>
<tr><td>a. Optics/Visual Science</td><td></td><td></td><td></td></tr>
<tr><td>b. Ophthalmic Dispensing</td><td></td><td></td><td></td></tr>
<tr><td>c. Optometry Skills / contact lens</td><td></td><td></td><td></td></tr>
</table>

2. Clinic Cubicles

<table>
<tr><th>Clinic Cubicles</th><th>No of cubicle</th><th>No. of Students</th><th>Ratio
(Cubicle: Student)</th></tr>
<tr><td>a. Primary Eye Care</td><td></td><td></td><td></td></tr>
<tr><td>b. Specialty Care
i. Binocular Vision
ii. Low Vision and Visual Rehabilitation
iii. Pediatric Optometry
iv. Contact Lens</td><td></td><td></td><td></td></tr>
</table>

3. Equipment

<table>
<tr><th>Name of instrument</th><th>Company</th><th>Reference Number</th><th>Location</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><td></td><td>of primary eye care clinic’s cubicle to students is 1:4.</td><td></td><td><table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>iii.</td><td>All equipment (e.g., slit lamp, dispensing edger, focimeter) must comply with the relevant planned preventive maintenance.</td><td>iii.</td><td>Show evidence of equipment that comply with the relevant planned preventive maintenance (e.g., slit lamp, dispensing edger, focimeter etc.) as in Appendix: List of Equipment</td></tr>
<tr><td>iv.</td><td>The library or resource centre must have adequate and up-to-date reference materials and availability of qualified staff that meet the needs of the programme and research amongst academic staff and students. This would include provisions for appropriate computer, information and communication technology-mediated reference materials.

a. Appropriate collection of books, journals, audio visual and electronic resources in accordance to the listed references in the course</td><td>iv.</td><td>a) State the database system used in the library and information centre.
b) State the number of staff in the library and information centre and their qualifications.
c) Describe resource sharing and access mechanisms that are available to extend the library’s capabilities. Comment on the extent of use of these facilities by academic staff and students. Comment on the adequacy of the library to support the programme.
d) State the number of reference materials related to the programme.
e) Indicate availability and connectivity of internet facilities.

<table><tr><th>Types of Reference</th><th>No. of Title</th><th>No. of Material</th></tr><tr><td>Books</td><td></td><td></td></tr><tr><td>Online Resources</td><td></td><td></td></tr><tr><td>Journals</td><td></td><td></td></tr><tr><td>Others
(e.g CD-ROM, Video and Electronic Reference Materials)</td><td></td><td></td></tr></table></td></tr>
</table>

<table>
<tr><td></td><td>outline. Recent and sufficient number of books must be made available for the use of academic staff and students.
b. Internet connection, databases and computers should be provided by the HEP. The relevant software should be made available for the students use.</td><td></td><td></td></tr>
<tr><td>v.</td><td>The facilities available in the HEP must be user friendly to patients with special needs and must comply with the relevant laws and regulations.</td><td>v.</td><td>Describe the availability of user-friendly facilities to those with special needs and must comply with the relevant laws and regulations (e.g. DOSH)</td></tr>
<tr><td>vi.</td><td>The HEP must provide In-House Training Centre / Hospital Training fulfill the following Clinical Optometry services:
a. General Optometry
b. Biometry</td><td>vi.</td><td>a) State the clinical training and services for in-house / hospital / private optometry practice.
<table>
<tr><th>Service</th><th>Name of Hospital/ Clinic</th><th>No. of Sessions Per Week (hours per session)</th><th>Total No. of Session</th><th>No. of Students per Session</th><th>No. of Supervisors per Session</th></tr>
<tr><td>General Optometry</td><td></td><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
</table>

<table>
<tr>
<td></td>
<td>c. Visual Field Examination
d. Low Vision and Visual Rehabilitation
e. Contact Lens
f. Binocular Vision
g. Orthoptic
h. Paediatric Optometry
i. Colour Vision
j. Ocular Disease
k. Optical Dispensary</td>
<td></td>
<td>
<table>
<tr><td>Biometry</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Visual Field Examination</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Contact Lens</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Binocular Vision</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Orthoptic</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Paediatric Optometry</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Colour Vision</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Ocular Disease</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Optical Dispensary</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
b) Show evidence of logbook / report for the above activities.
</td>
</tr>
<tr>
<td>vii.</td>
<td>HEP must fulfill these criteria for selection of for industrial training. Placement of students in hospitals and/or private optometry practice must be included in the programme and each placement must not be less than 4 weeks in duration.</td>
<td>vii.</td>
<td>Show evidence of the selected of private optometry practice as follows:
<table>
<tr><th>Name of Hospital/ Clinic/ Private Practice</th><th>Duration</th><th>Instruments</th><th>No of Student</th><th>No of Supervisor/ Local Preceptor</th><th>Ratio (Student: Supervisor/ Local Preceptor)</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr>
<td></td>
<td>Private ophthalmology practice placement is an optional. For placement in MOH facilities, the HEP must have MoA with MOH and must abide to all rules as stipulated in the MoA and any guideline produced by MOH.
Ratio of students to supervisor is 1:2 at any given time.</td>
<td></td>
<td>
<table>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td>
</tr>
<tr>
<td>viii.</td>
<td>The HEP must provide and fulfill criteria to select private optometry practice as a placement for industrial training:

A. Detail of the registered practitioner
i. Name
ii. MOC Registration number (for local practitioner)
iii. Current APC number (for local practitioner)
iv. Work Address</td>
<td>viii.</td>
<td>Show evidence of the selected of private optometry practice as follows;

<table>
<tr><th>Criteria</th><th>Information/ Evidence</th></tr>
<tr><td>A. Detail of the registered practitioner
i. Name
ii. MOC Registration number
iii. Current APC number
iv. Address
v. Work Experience
vi. Qualification / CV
vii. Continuous Professional Development (CPD) record
viii. Disciplinary record</td><td></td></tr>
<tr><td>B. Type of services offered
i. Primary eye care
ii. Specialty care
iii. Diagnostic test</td><td></td></tr>
</table>
</td>
</tr>
</table>

	v. Work Experience (MUST be more than 3 years optometric working experience) vi. Qualification / CV vii. Continuous Professional Development (CPD) record (for local practitioner) viii. Disciplinary record (letter of good standing) B. Type of services offered Must provide a Primary Eye Care services and ONE (or more) of the following optometric services: i. Specialty care (BV, LV & vision rehab, Paeds, CL, Myopia Prevention Clinic etc.) ii. Diagnostic care iii. Optical Dispensary		<table><tr><td>iv. Optical dispensary</td><td></td></tr><tr><td>C. Workload - At least 10 patients per week over the past 3 months</td><td></td></tr><tr><td>D. Valid business registration (current year)</td><td></td></tr></table>

	C. Workload - At least 10 patients per week over the past 3 months D. Valid business registration (current year)		
5.2 Research and Development			
i.	The HEP must have a policy and a programme on research and availability of adequate facilities to sustain them.	i.	a) Research Policy Provide the following information: <u>At university level</u> - Formal policy for research activities. (Specify) - Policy on budget to conduct research - Promotion and/or dissemination of research activities/ outcomes <u>At faculty level</u> - Committees on research including research ethics - Person(s) responsible to oversee research activities b) Research Attainment Provide information on research projects undertaken during the past three academic years.

			c) Publications in the last three years - Book(s) - Papers published in refereed journal(s) - Chapter(s) in book(s) - Scientific proceedings/abstracts/short communications - Other relevant and meaningful writings in the media d) Research recognition/awards e) Other related research activities - Editor of Journal - Reviewer - Study/expert group leader/member - Research committee member - Others f) Research Collaboration - List research collaboration partners, if any.
ii.	The interaction between research and education must be reflected in the curriculum, influence current teaching, and encourage and prepare students for engagement in research,	ii.	a) Describe how the HEP encourages interaction between research and learning. Show the link between the HEP's policy on research and the teaching-learning activities in the HEP. b) State any initiatives taken by the HEP to engage students in research.

	scholarship and development.		
iii.	The HEP must review its research resources and facilities and take continuous appropriate action to enhance its research capabilities and to promote a conducive research environment.	iii.	Describe the processes by which the HEP review its research resources and facilities and the steps taken to enhance its research capabilities and environment.
5.3 Financial Resources			
i.	The HEP must demonstrate financial viability and sustainability for the programme.	i.	Demonstrate that the HEP are financially viable and able to sustain the programme.
ii.	The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that considers the specific needs of the HEP.	ii.	Indicate the responsibilities and line of authority in terms of budgeting and resource allocation in the HEP with respect to the specific needs of the HEP.
iii.	The HEP must have clear procedures to ensure that its financial resources are sufficient and that it is capable of utilising	iii.	a) Demonstrate that the HEP has clear procedures to ensure that its financial resources are sufficient and managed efficiently. b) Fees

	them efficiently and responsibly.		Provide information on the following: i. Current tuition fees for Malaysian and foreign students. ii. Other fees e.g., laboratory, clinic and equipment/instruments. iii. Other expenses incurred by students c) Describe how financial resources allocated to the HEP are managed.
iv.	The HEP must be given sufficient autonomy to allocate resources appropriately to achieve the programme educational objectives.	iv.	Describe the degree of autonomy given to the HEP to allocate and utilise resources to achieve the programme educational objectives.

Area 6: Programme Management

PROGRAM STANDARDS		INFORMATION REQUIRED IN DATABASE	
6.1 Programme Management			
i.	The HEP must clarify its management structure and function, the relationships within them, and their impact on the programme, and these must be communicated to all parties involved based on the principles of transparency, accountability and authority.	i.	a) Describe the governance structure and functions, and the main decision- making components of the HEP, as well as the relationships between them. b) How these relationships are made known to all parties involved? c) What effect do these relationships have on the programme?
ii.	The HEP must have policies, procedures and mechanisms for regular reviewing and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement.	ii.	a) Describe the HEP's policies, procedures and mechanisms for regular reviewing and updating of the HEP structures, functions, strategies and core activities to ensure continuous quality improvement. b) Identify the committee with its Term of Reference for continual quality improvement within the faculty.
iii.	The department management committee must have a sufficient degree of autonomy within the terms of reference for active decision/policy-making management.	iii.	Show evidence (such as terms of reference, minutes of meeting) that the department is an effective policy-making body with adequate autonomy.
iv.	Mechanisms to ensure functional integration and comparability of educational quality must be established for programmes conducted in	iv.	Describe the arrangements agreed upon by the HEP and its campuses or partner institutions (for example: collaborative research, student exchange arrangements, student mobility program etc.) to assure functional

PROGRAM STANDARDS		INFORMATION REQUIRED IN DATABASE	
	campuses or partner institutions that are geographically separated.		integration and educational quality. Provide evidence such as MoA/MoU and term of reference.
v.	The HEP must conduct internal and external consultations to get feedback on market needs and graduates' employability analyses.	v.	Describe the committee system in the HEP responsible for programmes and how it utilises consultation and feedback, and considers market need analysis and employability projections in the programme development and review.
6.2 Programme Leadership			
i.	The head of the optometry programme must be a registered optometrist in Malaysia, full time staff, possess a PhD in related field with a minimum of 5-year experience as an academician in optometry. The leadership of the programme must be qualified in education and experienced in optometry education, scholarly activity, research and vision care and with sufficient authority for curriculum design, delivery and review.	i.	a) Provide information on the qualification and experience of the programme leaders. b) Provide information on the responsibilities of the programme leaders.
ii.	There must be mechanisms and processes for communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission,	ii.	Describe the relationship between the programme leader, department and the HEP leadership on matters such as recruitment and training, student admission, allocation of resources and decision-making processes.

<table>
<tr><th colspan="2">PROGRAM STANDARDS</th><th colspan="2">INFORMATION REQUIRED IN DATABASE</th></tr>
<tr><td></td><td>allocation of resources and decision-making processes.</td><td></td><td></td></tr>
<tr><td colspan="4">6.3 Administrative Staff</td></tr>
<tr><td>i.</td><td>The administrative staff of the HEP must be appropriately qualified, technically competent and sufficient in numbers to support the implementation of the programme and related activities. The administrative staff must include the registrar, IT personnel, financial officer, receptionist and others.</td><td>i.</td><td>a) Describe the profile of the administrative staff for the programme.

b) Explain how the number of administrative staff is determined in accordance to the needs of the programme and other activities. Describe the recruitment processes and procedures. State the terms and conditions of the service.
c) State the numbers required and available, job category and minimum qualification of administrative staff for this programme. (To be discussed)
<table>
<tr><th>No.</th><th>Job Category</th><th>Minimum Qualification</th><th>No. of Staff Required</th><th>Current No. of Staff / Total</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>ii.</td><td>The HEP must conduct regular performance review of the programme’s administrative staff.</td><td>ii.</td><td>State the mechanisms and procedures for monitoring and appraising the performance of administrative staff, for ensuring equitable distribution of duties and responsibilities among the staff, and for determining the distribution of rewards and for training and career advancement.</td></tr>
</table>

PROGRAM STANDARDS		INFORMATION REQUIRED IN DATABASE	
iii.	The HEP must have an appropriate training scheme for the advancement of the administrative staff as well as to fulfil the specific needs of the programme.	iii.	Describe the training scheme for the administrative staff and show how this scheme fulfils the specific, advanced and future needs of the programme.
6.4 Academic Records			
i.	The HEP must have appropriate policies and practices concerning the nature, content and security of student and academic staff records.	i.	State the policies and practices on the nature, content and security of student and academic staff records at the HEP level.
ii.	The HEP must have an appropriate system to maintain students' records relating to their admission, performance, completion and graduation.	ii.	Explain the available system in HEP to maintain students' records relating to their admission, performance, completion and graduation.
iii.	The HEP must implement policies on the rights of individual privacy and the confidentiality of records.	iii.	Describe how the HEP ensures the rights of individual privacy and the confidentiality of records.
iv.	The HEP should continuously review policies on security of records including increased use of electronic technologies and safety systems.	iv.	Describe the HEP review policies on security of records and its plans for improvements.

Area 7: Programme Monitoring, Review and Continual Quality Improvement

PROGRAM STANDARDS		INFORMATION REQUIRED IN DATABASE	
7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement			
i.	The HEP must have clear policies and appropriate mechanisms for regular monitoring and review of the programme.	i.	Describe the policies and mechanisms for regular monitoring and review of the programme.
ii.	The content of the programme must be reviewed to keep abreast with scientific, technological and knowledge development of the discipline, and with the needs of the society. The curriculum must be reviewed every 4 - 5 years.	ii.	Explain how the monitoring and review processes help ensure that the programme keeps abreast with scientific, technological and knowledge development of the discipline, and with the needs of society. Curriculum review Provide information/evidence for the following: a) Is there a formal curriculum review committee? List the members of the committee. b) How often does the committee meet? c) Why is the need for the review of curriculum? d) What are the changes made in the review? e) Date of implementation of present and revised curriculum. Date of last curriculum revision.
iii.	The HEP must have a dedicated Quality Assurance (QA) unit or personnel responsible for internal quality assurance of the programme.	iii.	Describe the role and the effectiveness of the unit responsible for internal quality assurance of the programme.

PROGRAM STANDARDS		INFORMATION REQUIRED IN DATABASE	
iv.	The HEP must have an internal monitoring and review committee headed by a designated coordinator who is dedicated to continuously review the programme. The reviewer must involve external experts from academic and industry.	iv.	a) Describe the structure and the workings of the internal programme monitoring and review committee. b) Describe the processes, procedures and mechanisms for monitoring and reviewing the programme. c) Does the review involve external examiners/assessors /other expertise? Provide the relevant reports.
v.	The HEP's review system must constructively engage stakeholders including the alumni and employers as well as the external expertise, whose views are taken into consideration.	v.	a) State the relevant stakeholders that are engaged in a programme review? b) Describe the degree of their engagement and how their views are taken into consideration.
vi.	Teacher and student feedback must be sought. Students have channels for informing issues to heads of programmes before they become major problems. The faculty has mechanisms for students to assess their lecturers.	vi.	a) Is there a system for teachers and students to provide feedback / given opportunity to give their views for the purpose of improving the programme? b) Describe the mechanism to obtain feedback and how these feedbacks are incorporated for programme improvement / review exercise.
vii.	Various aspects of student performance, progression and attrition must be analysed for the purpose of continual quality improvement.	vii.	Provide documented information on student performance, progression and attrition analysis for the purpose of continual quality improvement.
viii.	In collaborative arrangements, the partners involved must share the responsibilities of programme monitoring and review.	viii.	Describe the responsibilities of the parties involved in collaborative arrangements in programme monitoring and review.

PROGRAM STANDARDS		INFORMATION REQUIRED IN DATABASE	
ix.	The findings of a programme review must be presented to the HEP for its attention and further action.	ix.	Provide evidence to indicate that the findings of the review are presented to the HEP and its further action thereafter.
x.	There must be an integral link between the HEP quality assurance processes and the achievement of the institutional goals.	x.	a) Explain the link between the HEP/Faculty quality assurance processes and the achievement of the institutional goals. b) Provide evidence on evaluation of programme effectiveness, that may include the following: • Student scores on written exams • Performance-based assessment of student skills and abilities • Alumni/graduate survey • Student advancement and graduation rates • Others (specify)

SECTION IIIA

GUIDE TO PREPARING THE DATABASE FOR PROGRAMME ACCREDITATION – UNDERGRADUATE OPTICIANRY DIPLOMA

GUIDE TO PREPARING THE DATABASE FOR PROGRAMME ACCREDITATION – UNDERGRADUATE OPTICIANRY DIPLOMA

1. INTRODUCTION

The database documentation is a crucial step in the process of programme approval, certification of minimum standards and accreditation. It should be read together with the relevant Malaysian Qualifications Agency (MQA) documents.

The items for assessment used in the database relate to specific accreditation standards contained in the document Code of Practice for Programme Accreditation – Undergraduate Opticianry Diploma. Each section of the database should be completed by the person(s) who is/are knowledgeable of the programme component and its outcome.

Care should be taken to ensure accuracy and consistency of data across sections of the database (for example using a consistent base year for each data). A knowledgeable person should review the database as a whole to look for any discrepancies before submission.

For a new opticianry programme which is seeking for approval, some data may not be available (e.g., data of student or graduate performance). In such cases, a *non-Applicable* note is acceptable. The full completion of resources may also not fully ready (e.g., number of teachers and physical facilities). In such cases, plan should be layout in detail such as resources etc.

The document must be submitted in English or Bahasa Malaysia in printed version (hard copy) as well as softcopy (CD). Institutions are requested to submit the Reports on Actions Taken on Findings of Previous Accreditation Visit together with this database.

2. SUGGESTIONS ON HOW TO PREPARE THE DATABASE

In preparing the database documents, each opticianry programme should establish a task group containing committees responsible for specific sections. A person familiar with opticianry programme and opticianry education process, and senior enough to know the HEP'S policies and information sources and who can assure wide administrative, department and student support, should be appointed as the coordinator for the database.

The responsibilities of the person in-charge include distributing and collecting the database forms, supervising the preparation of the final unified version of the database and the report, answering questions during database preparation and coordinating the activities of the committees.

The database preparation is the most important step in the process of programme approval, certification of minimum standards and accreditation. The database is divided into three (3) parts and consists of items that relate to specific accreditation standards and will be judged against these standards.

3. CONTENT OF DATABASE

MQA-01/02 2017 (PROVISIONAL & FULL ACCREDITATION)

PART A: GENERAL INFORMATION ON THE HIGHER EDUCATION PROVIDER

Part A of the MQA-01 (2017) and MQA-02 (2017) of this Code of Practice for Programme Accreditation (COPPA) seeks general information on the Higher Education Provider (HEP).

1. Name of the Higher Education Provider (HEP):
2. Date of establishment:
3. Date of registration (if applicable):
4. Reference no. of registration (if applicable):
5. Name of the chief executive officer (however designated):
6. Address:
   i. Address:
   ii. Correspondence (if different from above):

7. Tel.:
8. Fax:
9. Email:
10. Website:
11. Names and addresses of Faculties/Schools/Departments/Centres (if located outside the main campus):
    i.
    ii.
    iii.

12. Names and addresses of branch campuses (if applicable):
    i.
    ii.
    iii.

13. List of Faculties/Schools/Departments/Centres in the HEP (and its branch campuses) and number of programmes offered:

No.	Name of Faculties/Schools/ Departments/Centres/ MOE-approved Regional Centres	Location	Number of Programmes Offered

14. Details of all programmes currently conducted by the HEP (and its branch campuses including any offshore arrangements):

No.	Name of Programme	MQF Level	Awarding Body	Location conducted	Type of Programme (collaboration/ own/ external programme/ joint award/ joint degree)	Approving Authority and Date of Approval	Date and Duration of Accreditation by MQA/ Professional Body	Student Enrolment	Programme Status*

* For public university, indicate status of each programme as follows: active, *jumud*, *beku*, *lupus* or *penawaran semula*.

* For private HEP, indicate status of each programme as follows: active or inactive (approved but currently not conducted).

15. Total number of academic staff:

Status	Academic Qualification	Number of Staff		
		Malaysian	Non-Malaysian	Total
Full-time (all types of designation, including those on 1-year contract or more)	Doctorate (Level 8)			
	Masters (Level 7)			
	Bachelors (Level 6 - including professional qualification)			
	Diploma (Level 4)			
	Others			
	Sub-total			
Part-time	Doctorate (Level 8)			
	Masters (Level 7)			
	Bachelors (Level 6 - including professional qualification)			
	Diploma (Level 4)			
	Others			
	Sub-total			
	Total			

16. Total number of students:

	Number of students		Total	Disabled Student
	Local	International		
Male				
Female				
Total				

17. Student attrition:

	Year	Total students (A)	Number of students leaving the institution without graduating (B)	Attrition Rate (%) (B/A) *100	Main reasons for leaving
Past 1 year					
Past 2 years					
Past 3 years					

Note: The attrition rate should be provided for each individual year.

18. Total number of administrative and support staff:

No.	Classification by Function (e.g.: technical, counselling, financial, IT, human resource, etc.)	Number of Staff

19. Provide audited financial statement for the last three consecutive years:

Year	Financial statement (RM)	
	Profit/Surplus	Loss/Deficit
Past 1 year		
Past 2 years		
Past 3 years		

Note: Profit and loss reporting is based on after tax.

20. Provide the latest, dated and signed organisational chart of the HEP.

21. Contact person for the submission:
    vi. Name and Title:
    vii. Designation:
    viii. Tel.:
    ix. Fax:
    x. Email:

MQA-02 2017 (FULL ACCREDITATION)

PART B: PROGRAMME DESCRIPTION

Part B of the MQA-01 (2017) requires the HEP to furnish information on the programme. The information required includes the name of the programme, the Malaysian Qualifications Framework (MQF) level, the graduating credits, the duration of study, entry requirement, mode of delivery and the awarding body.

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

No.	Name and Location of the Premises (main campus / branch campuses / regional centre)	Mode of Delivery	Accreditation Status	
			Provisional	Full
1.				
2.				
3.				

6. Type of award (e.g., single major, double major, etc.):
7. Field of study and National Education Code (NEC):
8. Language of instruction:
9. Type of programme (e.g., own, collaboration, external, joint award/joint degree, etc.):
10. Mode of study (e.g., full-time/part-time):
11. Mode of offer (please (/) where appropriate):

Undergraduate Programme		Postgraduate Programme	
Coursework		Coursework	
Industry Mode (2u2i)		Mixed mode	
		Research	

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

13. Mode of delivery (please (/) as appropriate):

Conventional (Traditional, online and blended learning)	
Open and Distance learning (ODL)	

14. Duration of study:

	Full-time			Part-time		
	Long Semester	Short Semester	Industrial training	Long Semester	Short Semester	Industrial training
No. of Weeks						
No. of Semesters						
No. of Years						

Note: Number of weeks should include study and exam weeks.

15. Entry requirements:
16. Estimated date of first intake: month/year (applicable for provisional accreditation):
17. Projected intake and enrolment: (applicable for provisional accreditation):

Year	Intake	Enrolment
Year 1	e.g.: 100	e.g.: 100
Year 2	e.g.: 100	e.g.: 200
Year 3	e.g.: 100	e.g.: 300
Total	e.g.: 300	e.g.: 300

18. Total student enrolment (applicable for full accreditation):

Year	Intake	Enrolment
Year 1	e.g.: 60	e.g.: 60
Year 2	e.g.: 70	e.g.: 130
Year 3	e.g.: 90	e.g.: 220
Total	e.g.: 220	e.g.: 220

19. Estimated date of first graduation: month/year
20. Types of job or position for graduates (at least two types):

21. Awarding body:
    - Own
    - Others (Please name)

    (Please attach the relevant documents, where applicable)

    i. Proof of collaboration between HEP and the collaborative partner such as copy of the Validation Report* of the collaborative partner** and the Memorandum of Agreement (MoA)
    ii. Approval letter from the Higher Education Department (Jabatan Pendidikan Tinggi, JPT) of the Ministry of Education for programmes in collaboration with Malaysian public universities
    iii. Proof of approval and supporting letter to conduct the programme from certification bodies/awarding bodies/examination bodies
    iv. A copy of the programme specification as conducted by the collaborative partner (eg. Handbook)
    v. Proof of collaboration with Quality Partners*** for the programme, where applicable
    vi. For programmes which require clinical training, please attach proof of approval from the relevant authority
    vii. Any other documents where necessary

22. A sample of scroll to be awarded should be attached.
23. Address(s) of the location where the programme is/to be conducted:
24. Contact person for the submission:
    i. Name and Title:
    ii. Designation:
    iii. Tel.:
    iv. Fax:
    v. Email:

Note:

* Validation report is an evaluation by the collaborative partner on the readiness and capability of the institution to offer the programme.

** Collaborative partner is the institution who owns the curriculum of the programme and confers the award (franchisor) while the programme delivery is conducted by another institution (franchisee).

*** Quality partners are usually better-established universities which attest to the quality of a programme through the involvement or oversight of curriculum design, learning and teaching, or assessment.

PART C: PROGRAMME STANDARDS

INFORMATION REQUIRED IN DATABASE

AREA 1: Programme Development and Delivery

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td colspan="4">1.1 Statement of Education Objectives of Academic Programme and Learning Outcomes</td></tr>
<tr><td>i.</td><td>The programme must be offered only after conducting “needs assessment”. The assessment should indicate a demand in the market. (Applicable for Provisional Accreditation only).</td><td>i.</td><td>Describe the rationale for the establishment of this programme. Show evidence that the HEP has conducted market and societal demand for the programme. (For new programmes only).</td></tr>
<tr><td>ii.</td><td>The programme must state its programme educational objectives, learning outcomes, learning and teaching strategies, and assessment methods, and ensure constructive alignment between them.</td><td>ii.</td><td>(a) State the programme educational objectives (PEO) and the programme learning outcomes (PLO)
(b) Map the programme learning outcome (PLO) against the programme educational objectives (PEO) as below:

<table>
<tr><th rowspan="2">Programme Learning Outcomes (PLO)</th><th colspan="4">Programme Educational Objectives (PEO)</th></tr>
<tr><th>PEO 1</th><th>PEO 2</th><th>PEO 3</th><th>PEO4</th></tr>
<tr><td>PLO 1</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO 2</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO 3</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO 4</td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO 5</td><td></td><td></td><td></td><td></td></tr>
</table>

(c) Describe the strategies for the attainment of PLOs in terms of learning and teaching strategies, and assessment method.</td></tr>
</table>

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td>iii.</td><td>The programme educational objectives (PEO) and programme learning outcomes (PLO) must be consistent with and supportive of the vision and mission of the HEP.</td><td>iii.</td><td>State the vision and mission of the HEP and indicate its linkage with the PEO and PLO.</td></tr>
<tr><td>iv.</td><td>The programme learning outcomes (PLO) must define the competencies that the opticianry student should demonstrate upon completion of the programme. These competencies must be consistent as below:
a. Prescribe and dispense glasses for patients aged 8 years and above;
b. Perform non cycloplegic refraction and prescribe spectacles for patients aged 8 years and above;
c. demonstrate good understanding on the anatomy, function and optics of the eye;
d. do basic measurement, dispensing and edging of ophthalmic lens, as well as frame adjustment;
e. interpret and dispense a prescription using appropriate lenses in accordance with the facial and frame</td><td>iv.</td><td>Map the PLO to the five clusters domains of the Malaysian Qualifications Framework (MQF) learning outcomes as in the table.
Matrix of Programme Learning Outcomes (PLO) against MQF Learning Outcomes
<table>
<tr><th></th><th>Knowledge and understanding</th><th>Cognitive skills</th><th colspan="6">Functional Work Skills</th><th>Personal and entrepreneurial skills</th><th>Ethics and professionalism</th></tr>
<tr><th></th><th></th><th></th><th>Practical Skills</th><th>Interpersonal Skills</th><th>Communication Skills</th><th>Digital Skills</th><th>Numeracy Skills</th><th>Leadership, autonomy and responsibility</th><th></th><th></th></tr>
<tr><td>PLO1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>PLO5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
</table>

Program Standards		Information Required in Database	
	measurement; f. advise on appropriate spectacle frame types and materials, and lens forms and materials; g. assess vision and fundamental binocular status in all patients; h. recognize conditions and symptoms requiring referral and/or emergency referral; i. use technologies in the examination of the eye; j. communicate effectively with the patient; k. conduct oneself professionally and ethically.		

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td colspan="4">1.2 Programme Development: Process, Content, Structure and Learning - Teaching Methods</td></tr>
<tr><td>i.</td><td>The HEP must have sufficient autonomy to design the curriculum and allocated resources necessary for its implementation in achieving the learning outcomes.</td><td>i.</td><td>a) Describe the provisions and practices that indicate the autonomy of the HEP in the design of the curriculum and utilization of allocated resources.
b) Provide supporting documents where appropriate</td></tr>
<tr><td>ii.</td><td>The HEP must have an appropriate procedure to develop the curriculum leading to the approval by the highest academic authority in the HEP.</td><td>ii.</td><td>a) Provide information on the composition and membership of the curriculum committee

<table>
<tr><th>Composition of curriculum Committee</th><th>[✓] if present</th></tr>
<tr><td>Department members</td><td>[ ]</td></tr>
<tr><td>Faculty members</td><td>[ ]</td></tr>
<tr><td>Members of the profession</td><td>[ ]</td></tr>
<tr><td>Students</td><td>[ ]</td></tr>
</table>

<table>
<tr><th>Membership</th><th>Name & Title</th><th>Department /Area of Expertise</th><th>Date of Appointment</th></tr>
<tr><td>Chairperson</td><td></td><td></td><td></td></tr>
<tr><td>Members</td><td></td><td></td><td></td></tr>
</table>

• Description of scope and function of the curriculum committee
• Frequency of meetings in a year. Please provide evidence.

b) Describe the procedures to develop and approve the curriculum</td></tr>
<tr><td>iii.</td><td>The HEP must consult relevant stakeholders in the development of the curriculum. A suggestion of relevant stakeholders includes Ministry of Health, Institutions of Higher Education, Professional</td><td>iii.</td><td>State who and describe how the stakeholders were consulted in the development of the curriculum.</td></tr>
</table>

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td>Associations, Professional Bodies, Alumni and Industries Partners.</td><td></td><td></td></tr>
<tr><td>iv.</td><td>The curriculum must fulfill the duration requirement as stated below:
scheduled over 3(three) academic years of teaching and learning, revision and examination week;
The student contact learning hours should not exceed OR less than the student learning time (SLT) as stated in the course proforma; and
The maximum academic year should not exceed 43 weeks.</td><td>iv.</td><td>c) Provide the following information

<table><tr><th>Year of Study</th><th>SLT (hrs)</th><th>No. of Weeks for Teaching Learning</th><th>No. of Revision Weeks</th><th>No. of Exam Weeks</th><th>No. of Semester break Weeks</th><th>Total Academic Weeks</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Total</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>
d) Provide academic calendar, timetable, and/or other relevant schedule of teaching-learning activities</td></tr>
<tr><td>v.</td><td>The curriculum must include horizontal (concurrent) and vertical (sequential) integration, self-directed learning, adequate theory, practical and industrial posting.</td><td>v.</td><td>a) Describe how the curriculum fulfils the horizontal (concurrent) and vertical (sequential) integration

b) Arrange courses presented by year and semester as in the table below.</td></tr>
</table>

Program Standards		Information Required in Database												
			No	Sem / Year offered	Name & Course Code	Classification (Core, University, Others)	Programme Learning Outcomes (PLO)					SLT (hrs)	Pre-requisite /Co-requisite	Name of Academic Staff / Course Coordinator
							PLO1	PLO2	PLO3	PLO4	PLO5			

Program Standards		Information Required in Database	
vi.	The learning outcomes must include cognitive, psychomotor and affective competencies and must be measurable.	vi.	Map each of the courses to the Learning Taxonomy as in the table below:

No	Name and Course Code	Course Learning Outcomes	Level of Educational Objectives																	
			Cognitive Domain						Psychomotor Domain							Affective Domain				
			Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Perception	Set	Guided Response	Mechanism	Complex Overt Response	Adaptation	Origination	Receiving Phenomena	Responding to Phenomena	Valuing	Organizing Values	Internalizing Values
			C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	P5	P6	P7	A1	A2	A3	A4	A5
Core Courses																				
University Courses																				
Elective Courses																				
Total																				

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td>vii.</td><td>Curriculum content must incorporate sufficient depth and scope of knowledge in basic sciences, ophthalmic sciences and appropriate practical experience.</td><td>vii.</td><td>Provide course outline of each subject as in the table below:
<table>
<tr><td>1.</td><td>Name and Code of Course:</td></tr>
<tr><td>2.</td><td>Synopsis:</td></tr>
<tr><td>3</td><td>Name(s) of Academic Staff:</td></tr>
<tr><td>4.</td><td>Semester and Year offered:</td></tr>
<tr><td>5</td><td>Credit Value:</td></tr>
<tr><td>6</td><td>Pre-Requisite/Co-Requisite (if any):</td></tr>
<tr><td>7.</td><td>Course Learning
Outcomes (CLO):
CLO 1 - ….
CLO 2 - ….
CLO 3 - ….</td></tr>
</table></td></tr>
</table>

Program Standards		Information Required in Database		
			8.	Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment Methods:

Course Learning Outcomes	Programme Learning Outcomes (PLO)											Teaching Methods	Assessment Methods
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11		
CLO 1													
CLO 2													
CLO 3													

Indicate the primary causal link between the CLO and PLO by ticking "✓"in the appropriate box.
(This description must be read together with Standards 2.1.2, 2.2.1 and 2.2.2 in Area 2)

	9.	Transferable Skills (if applicable): *(Skills learned in the course of study which can be useful and utilised in other settings.)*

Program Standards		Information Required in Database		
			10.	Distribution of Student Learning Time (SLT):

Course Content Outline	CLO*	Learning and Teaching Activities									Total SLT
		F2F								NF2F Independent Learning (Asynchronous)	
		Physical				Online / Technology-mediated (Synchronous)					
		L	T	P	O	L	T	P	O		
1											
2											
3											
4											
Total SLT											

Continuous Assessment	%	F2F		NF2F Independent Learning for Assessment (Asynchronous)	
		Physical	Online / Technology-mediated (Synchronous)		
1					
2					
Final Assessment	%	Physical	Online / Technology-mediated (Synchronous)	NF2F Independent Learning for Assessment (Asynchronous)	
1					
2					
Total SLT					
SLT for Assessment					
Grand Total SLT					
% SLT for Open and Distance Learning					
% SLT for Practical Component					

*** Indicate the CLO based on the CLO's numbering in Item 8.**

L = Lecture, T = Tutorial, P = Practical, O = Others, F2F = Face to Face, NF2F = Non-Face to Face

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td></td><td></td><td>
<table>
<tr><td>11.</td><td>Identify special requirement or resources to deliver the course (e.g., software, nursery, computer lab, simulation room):</td></tr>
<tr><td>12.</td><td>References (include required and further readings, and should be the most current):</td></tr>
<tr><td>13.</td><td>Other additional information (if applicable):</td></tr>
</table>
* Can be conducted through physical or online or combination of both

Note: Number of PLO indicated is purely for illustration purposes only and the number is subjected to programme standards (if applicable) and curriculum design.
</td></tr>
<tr><td>viii.</td><td>Minimum graduating credits must not be less than 100 credits. Core subjects should cover 80% - 90% of the total subjects including practical clinical training. University required and Faculty required subjects should cover 10% to 20% of the total subjects offered.</td><td>viii.</td><td>State the credit for each semester and total graduating credit, as in the table below:
<table>
<tr><th>No</th><th>Year & Sem</th><th>Course Name</th><th>Course Code</th><th>Credit hours</th></tr>
<tr><td colspan="5">Core Course</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Total</td><td></td></tr>
<tr><td colspan="5">University Courses</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Total</td><td></td></tr>
<tr><td colspan="5">Elective Courses</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Total</td><td></td></tr>
<tr><td colspan="4">TOTAL</td><td></td></tr>
</table>
</td></tr>
<tr><td>ix.</td><td>Practical training including industrial placement should be</td><td>ix.</td><td>State the type and hours of clinical training, as the table below:</td></tr>
</table>

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td>broad based (internal training, practical posting/attachment, community services, industrial training etc.) and must be equivalent to at least 500 hours on real patients under supervision of appointed practical supervisors or local preceptors.</td><td></td><td>
<table>
<tr><th>No</th><th>Year & Sem</th><th>Name & course code</th><th>Type (internal clinic, clinical posting/attachment, community services, industrial)</th><th>Total Hours</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">TOTAL</td><td></td></tr>
</table>
</td></tr>
<tr><td colspan="4">1.3 Programme Delivery</td></tr>
<tr><td>i.</td><td>The HEP must be responsible to ensure effective delivery of programme learning objectives.</td><td>i.</td><td>Describe how the programme is implemented including the teaching and learning activities.</td></tr>
<tr><td>ii.</td><td>The students must be provided with and briefed on current information about (among others) the objectives, structure, outline, schedule, credit hours, learning outcome and assessment method programme at the commencement of their studies.</td><td>ii.</td><td>Show evidence that the students are provided with and briefed on, the current information about the programme; for example, the Student Handbook, Course Guide Book and other relevant documents, where applicable.</td></tr>
<tr><td>iii.</td><td>The HEP must have an appropriate full-time coordinator and a team of academic staff with adequate authority for effective delivery of the programme.</td><td>iii.</td><td>a) Provide details of the coordinator and members of the team (programme committees) responsible for the programme.
b) State the terms of reference (TOR) of each committee.</td></tr>
<tr><td>iv.</td><td>The HEP must provide conducive learning environment to students.</td><td>iv.</td><td>Describe how the HEP provides a conducive environment for teaching- learning according to the number of students.</td></tr>
<tr><td>v.</td><td>A substantial proportion of the programme of study involves</td><td>v.</td><td>State the type of clinic and patient numbers of clinical training retrieved from the Clinic Database/Registry, as in the table below or other appropriate/ relevant documents</td></tr>
</table>

<table>
<tr><th colspan="2">Program Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td>practical applications in clinical settings. The HEP must ensure adequate provision for optometric examination of patients.</td><td></td><td>
<table>
<tr><th>No</th><th>Year</th><th>Name & course code</th><th>Number of patients (%)</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3">TOTAL</td><td></td></tr>
</table>
</td></tr>
<tr><td>vi.</td><td>There must be appropriate assessment of the ability to communicate effectively with patients and professional colleagues through the application of a range of skills developed through didactic and practical teaching and learning programmes</td><td>vi.</td><td>Show evidence on how communication is being assessed throughout clinical training; for example, quantitative assessment/logbook/supervisor assessment and evaluation.</td></tr>
<tr><td>vii.</td><td>The Department must obtain feedback from stakeholders to improve the delivery of the programme outcomes.</td><td>vii.</td><td>Provide evidence of periodic stakeholder’s engagement and recent minutes of meetings.</td></tr>
</table>

Area 2: Assessment of Student Learning

Programme Standards		Information Required in Database	
2.1 Relationship between Assessment and Learning Outcomes			
i.	Assessment principles, methods and practices must be aligned to the learning outcomes of the programme and consistent with the levels defined in MQF.	i. ii.	Explain how assessment principles, methods and practices are aligned to the learning outcomes of the programme. State how the assessment of students is consistent with the diploma level defined in MQF
ii.	The alignment between assessment and the achievement of learning outcomes in the programme must be systematically and regularly reviewed to ensure its effectiveness.	iii.	Describe how the alignment between assessment and learning outcomes are periodically reviewed to ensure its effectiveness.
2.2 Assessment Methods			
i.	There must be a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies. These include both continuous and summative assessments.	i.	a) Describe the various methods and tools used in assessing learning outcomes and competencies. b) Show the utilization of both formative and summative assessment methods within the programme

Programme Standards		Information Required in Database	
ii.	There must be mechanisms to ensure, and to periodically review, the validity, reliability, integrity, currency and fairness of the assessment methods.	ii.	a) Explain how the HEP ensures the validity, reliability, consistency, currency and fairness of student assessment overtime. b) Indicate the authority and processes for verification and moderation of summative assessments. c) How are the assessment methods reviewed periodically? d) Describe the review of the assessment methods in the programme conducted (e.g., the existence of a permanent review committee on assessment, consultation with external examiners, students, alumni and industry). e) What guidelines and mechanisms are in place to address academic plagiarism among students?
iii.	The frequency, methods, and criteria of student assessment - including the grading system and appeal policies - must be documented and communicated to students on the commencement of the programme.	iii.	a) Describe the student assessment methods in terms of frequency, methods and grading criteria. How are these documented and communicated to the students? b) Explain how the HEP provides feedback to the students on their academic performance to ensure that they have sufficient time to undertake remedial measures. c) How are results made available to the students for purposes of feedback on performance, review and corrective measures? d) Specify whether students have the right to appeal. Provide information on the appeal policy and processes. How are appeal dealt with? e) Explain the mechanism to review and implement new methods of assessment. Append a copy of the Regulations of Examination.

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td></td><td></td><td>f) Provide information on clinical requirement /schedule or other competency determinants for the various clinical courses.
g) Describe the HEP graduation requirement, minimum and maximum time frame.</td></tr>
<tr><td>iv.</td><td>The HEP must employ mechanism for external examiners to be included in professional examinations every final academic session.</td><td>iv.</td><td>Provide information on the appointment of external examiners for the professional examinations for the last three years.
Year: …
<table><tr><th>No.</th><th>Name</th><th>Designation</th><th>Institution</th><th>Course</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>v.</td><td>Changes to student assessment methods must follow established procedures and regulations, and be communicated to students prior to their implementation.</td><td>v.</td><td>Explain the mechanisms used to make changes in the assessment method. How the changes are made known to the students?</td></tr>
<tr><td colspan="4">2.3 Management of Student Assessment</td></tr>
<tr><td>i.</td><td>The department and its academic staff must have adequate level of autonomy in the management of student assessment.</td><td>i.</td><td>Explain the roles, rights and power of the department and its academic staff in the management of student assessment.</td></tr>
</table>

Programme Standards		Information Required in Database	
ii.	There must be mechanisms to ensure the security of assessment documents and records.	ii.	Describe how the confidentiality and security of student assessment processes and documents as well as academic records are ensured.
iii.	The assessment results must be communicated to the student before the commencement of a new semester to facilitate progression decision.	iii.	Explain how and indicate the period of time the assessment results are made available to students. Show the evidence.
iv.	The HEP must have appropriate guidelines and mechanisms for students to appeal their course results.	iv.	What are the guidelines and mechanisms in place for students' appeal against course results.
v.	The HEP must periodically review the management of student assessment and act on the findings of the review.	v.	Explain how the department periodically reviews the management of student assessment and addresses the issues highlighted in the review.

Area 3: Student Selection and Support Services

Programme Standards		Information Required in Database	
3.1 Student Selection			
i.	The HEP must have clear policy on criteria and processes of student selection, including that of transfer students and foreign students and these must be consistent with current procedures of the Ministry of Higher Education.	i.	a) State the academic criteria and the mechanisms for selection and admission to the programme and any other additional requirements including that of transferring students. b) If selection through interview is utilized, describe it. c) Show how the selection criteria are consistent with the minimum entry requirement as outline in Appendix SII-1. d) Provide evidence that the students selected fulfil the admission policies e) Describe the admission mechanisms and criteria for students with other equivalent qualification (where applicable)
ii.	The HEP must have a mechanism to ensure that there are no particular circumstances that will impact upon an applicant's or student's fitness to practice upon graduation. A person with any of the following shall be disqualified from entry into an opticianry programme:	ii.	Describe the policy relating to health screening, infectious disease screening, vaccination needs and other requirements related to student's fitness to practice upon graduation.

Programme Standards		Information Required in Database	
	• Found guilty of offence(s) against the person; • Recent or serious dishonesty; • Serious physical or mental illness; and/or • Serious communicable disease(s).		
iii.	The criteria and processes of student selection must be transparent and objective.	iii.	a) Explain how the selection criteria are accessible to the public b) Show evidence that the admission policy and mechanism are free from unfair discrimination and bias
iv.	Student enrolment must commensurate with the capacity of the HEP to effectively deliver the programme. Any increase in student intake must have the approval from relevant authority.	iv.	a) Provide information on student intake for the last three years (as in table below) and the proportion of the applicant to intake. List the nationality of the foreign students (if applicable).

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td></td><td></td><td>
<table>
<tr><th rowspan="2">Academic Session</th><th rowspan="2"></th><th colspan="3">Year 1</th><th colspan="3">Year 2</th><th colspan="3">Year 3</th><th colspan="3">Year 4</th><th colspan="3">Year 5</th><th rowspan="2">Total</th></tr>
<tr><th>M</th><th>F</th><th>T</th><th>M</th><th>F</th><th>T</th><th>M</th><th>F</th><th>T</th><th>M</th><th>F</th><th>T</th><th>M</th><th>F</th><th>T</th></tr>
<tr><td rowspan="2">.....</td><td>N</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>R</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">.....</td><td>N</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>R</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">.....</td><td>N</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>R</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

M: Malaysian F: Foreign T: Total students N: New students R: Repeat students (including those extend)

b) Indicate the projection of student intake for the next 5 years in relation to the capacity of the department

c) Describe how the size of student intake is determined in relation to the capacity of the department and explain the mechanism for adjustments, taking into account the admission of visiting, auditing, exchange and transfer students.</td></tr>
<tr><td>v.</td><td>There must be a clear policy, and appropriate mechanisms for appeal on student selection.</td><td>v.</td><td>Describe the policies, mechanisms and practices for appeal on student selection.</td></tr>
</table>

Programme Standards		Information Required in Database	
vi.	The HEP must offer appropriate developmental or remedial support to assist students, including incoming transfer students who are in need.	vi.	State the support provided for those who are selected but need additional developmental and remedial assistance.
3.2 Articulation and Transfer			
i.	Student transfer between Opticianry Programmes of different institutions, from other courses into opticianry programme in the different institutions, or student mobility programme shall be considered on an individual basis. Credit transfer is only allowed under the following circumstances: • If the student is currently still enrolled in a HEP; and • Only between recognized HEPs listed in the First Schedule of the Optical Act 1991; and	i.	Describe the policies, regulations and processes of student transfers and credit exemption.

Programme Standards		Information Required in Database	
	• Must fulfil the minimum criteria and qualifications for entry into an opticianry programme adopted by Malaysian Optical Council; and • To a MAXIMUM of 30% credit exemption of the similar curricular content that the student has taken; and • Spend not less than 1 years in the graduating institution; and • All credit transfer cases must be notified to the MOC upon transfer. Entry to an opticianry diploma program for applicant with Certificate of Ophthalmic Technology can be allowed a maximum of 30% credit		

Programme Standards		Information Required in Database	
	exemption subject to the discretion of HEP.		
ii.	The HEP will need to have a mechanism to ensure that courses taken previously are compatible with the programme to be entered; otherwise, there should be evidence of supplementation of the lacking courses after transfer.	ii.	a) Indicate how students accepted for transfer demonstrate comparable achievements in their previous programme of study. b) Indicate if there are appropriate mechanisms, such as pre-requisite and remedial courses and student support services, for those who need it.
3.3 Student Support Services			
i.	Students must have access to appropriate and adequate support services, such as physical, social, financial, recreational and online facilities, academic and non-academic counselling and health services.	i.	What support services are made available to students? Show evidence that those who provide these services are qualified.

Programme Standards		Information Required in Database	
ii.	There must be a designated administrative unit responsible for planning and implementing student support services staffed by individuals who have appropriate experience consistent with their assignments.	ii.	a) Describe the roles and responsibilities of those responsible for student support services and co-curricular activities. b) Describe the management of the student support services activities and maintenance of student records.
iii.	An effective induction to the programme must be made available to students and evaluated regularly with special attention given to out-of-state, special needs and international students.	iii.	How are students orientated into the programme?
iv.	Academic, non-academic and career counselling must be provided by adequate and qualified staff.	iv.	a) Describe the accessibility, confidentiality and effectiveness of the academic, non-academic and career counselling services available to students. b) How are the effectiveness of the counselling services measured, and the progress of those who seek its services monitored? What plans are there to improve the services, including that of enhancing the skills and professionalism of the counsellors?

Programme Standards		Information Required in Database	
v.	There must be mechanisms that actively identify and assist students who are in need of academic, spiritual, psychological and social support.	v.	Describe the mechanism available to identify and assist students who are in need of academic, spiritual, psychological and social support.
vi.	The HEP must have clearly defined and documented processes and procedures in handling student with disciplinary cases.	vi.	Describe the mechanism in handling disciplinary cases involving the students.
vii.	There must be an active mechanism for students to voice their grievances and seek resolution on academic and non-academic matters.	vii.	What mechanism is available for students to complain and to appeal on matters relating to academic and non-academic?
viii.	Student support services must be evaluated regularly to ensure their adequacy, effectiveness and safety.	viii.	How are the adequacy, effectiveness and safety of student support services evaluated and ensured?

Programme Standards		Information Required in Database	
3.4 Student Representation and Participation			
i.	There must be well-disseminated policies and processes for active student engagement especially in areas that affect their interest and welfare.	i.	What programmes are in place for active student participation in areas that affect their interest and welfare?
ii.	There must be adequate student representation and organization at the institutional and departmental levels.	ii.	Explain student representation and organisation at the institutional and the departmental levels.
iii.	Students must be facilitated to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial, leadership and life-long learning skills, in preparation for the workplace.	iii.	a) What does the department do to facilitate students to develop linkages with external stakeholders? b) How does the department facilitate students to gain managerial, entrepreneurial leadership and life-long learning skills in preparation for the workplace?
iv.	Student activities and organizations must be facilitated to encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship.	iv.	How does the department facilitate student activities and organizations that encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship?

Programme Standards		Information Required in Database	
3.5 Alumni			
i.	The HEP should encourage the alumni to play a role in the development, review and continuous improvement of the programme.	i.	Describe how the HEP maintains linkages with its graduates to improve the programme.
ii.	The HEP should prepare the students for their professional future through linkages with industry and the profession.	ii.	How does the HEP encourage the alumni to assist the students in preparing their professional future and in providing linkages with industry and the professions?

Area 4: Academic and Support Staff

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td colspan="4">4.1 Recruitment and Management</td></tr>
<tr><td>i.</td><td>The HEP must have a clearly defined plan for its academic manpower needs consistent with institutional policies and programme requirements.</td><td>i.</td><td>Describe the mechanism used to identify the human resource needs of the programme.</td></tr>
<tr><td>ii.</td><td>The HEP must have a clear and documented recruitment policy for academic and support staff.</td><td>ii.</td><td>a) State the policy, procedures, and the terms and conditions of service for the recruitment of academic and support staff.
b) State other requirements which would be the basis for the decision in the appointment of an academic staff for the programme.</td></tr>
<tr><td>iii.</td><td>For teaching of core clinical optometry subjects, academic staff must have a bachelor degree qualification with a minimum of two (2) years professional experience AND is registered with MOC (if basic degree is recognised) OR a bachelor degree qualification with five (5) years professional experience, pass the Professional Qualifying Assessment AND is</td><td>iii.</td><td>State the minimum qualification of the academic staff required for the delivery of the programme.
<table>
<tr><th>Name of Academic Staff</th><th>Basic Qualifications & Year of Award</th><th>Postgraduate Qualification & Year of Award</th><th>MOC Registration Number</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
</table>

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td>registered with MOC (if basic degree is not recognised).</td><td></td><td></td></tr>
<tr><td>iv.</td><td>The HEP must have adequate number of full-time academic staff (1 full-time staff is equivalent to 3 part-time staff) responsible for implementing the programme. The criteria indicated below provide the guide in fulfilling the standard:
a) Overall, at least 60% of academic staff must be full-time
b) Academic staffs must have at least a bachelor degree in a related field.
c) Minimum 20% of academic staffs have a minimum of 5 years teaching experience in the related area.
d) Minimum 60% of academic staffs have qualifications in optometry or vision science field.</td><td>iv.</td><td>a) Provide a summary information on every academic staff involved in conducting the programme:
<table>
<tr><th rowspan="2">No</th><th rowspan="2">Name and Designation of Staff</th><th rowspan="2">Courses Taught in This Programme</th><th rowspan="2">Courses Taught in This Programme</th><th rowspan="2">Academic Qualifications and Year of Award</th><th colspan="3">Previous Experience</th><th colspan="2">Appointment Status</th><th colspan="2">Nationality</th></tr>
<tr><th>Position</th><th>Employer</th><th>Year of service</th><th>FT</th><th>PT</th><th>M</th><th>F</th></tr>
<tr><td colspan="13">A. Non-Core Subjects</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="13">B. Core Subject</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">Total:</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">Percentage:</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
FT = Full Time, PT = Part Time, M = Malaysian, F = Foreign

b) Provide offer letter and acceptance letter from HEP.
c) Provide curriculum vitae of each academic staff in the program containing the following information at the time of visit:
• Name
• Academic qualifications
• Current professional membership</td></tr>
</table>

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td></td><td>e) At least 50% of academic staff are Malaysian citizens.</td><td></td><td>• Current teaching and administrative responsibilities
• Previous employment
• Conferences and training
• Research and publications
• Consultancy
• Community service
• Other relevant information</td></tr>
<tr><td>v.</td><td>A lecturer with appropriate academic background should teach appropriate subjects (e.g., entrepreneur, legal, business, etc.), a bachelor degree in related field with 3 years professional experience is needed.</td><td>v.</td><td>State the minimum qualification of the staff required for teaching professional subjects:

<table><tr><th>Name of Staff</th><th>Academic Qualification</th><th>Postgraduate Qualifications (if any)</th><th>Years of experience</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>vi.</td><td>For supervision of clinical optometry subjects, a bachelor degree in optometry with 3 years professional experience is needed and be registered with Malaysian Optical Council.</td><td>vi.</td><td>State the minimum qualification of the staff required for clinical subject supervision

<table><tr><th>Name of Staff</th><th>Academic Qualification</th><th>Postgraduate Qualifications (if any)</th><th>Years of experience</th><th>MOC registration number</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td>vii.</td><td>The staff-student ratio for the programme must be appropriate to the teaching-learning methods and comply with the programme standards. The HEP must fulfilled the following ratio:
a) Ratio of opticianry lecturer to students for the whole programme should be minimum 1: 20.
b) Ratio of practical/laboratory instructors to students is 1: 10
c) Ratio of clinical supervisor to students is 1: 4</td><td>vii.</td><td>a) State the staff: student ratio:
• Overall:<table><tr><th>Total numbers of optometry lecturer</th><th>Total number of students (Year 1+2+3+4)</th><th>Staff: student ratio</th></tr><tr><td></td><td></td><td></td></tr></table>• Practical/ laboratory teaching:<table><tr><th>Course name</th><th>Number of staffs in lab teaching</th><th>Number of students (Year 2&3)</th><th>Staff: student ratio</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>• Clinical supervision:<table><tr><th>Course name</th><th>Number of clinical supervisors</th><th>Number of students (Year 3 & 4)</th><th>Staff: student ratio</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>b) Provide laboratory and clinical session time table showing designated instructors and supervisors for each session</td></tr>
<tr><td>viii.</td><td>There must be a combination of teaching and service roles (community</td><td>viii.</td><td>a) State your policy on staff functions in terms of teaching, research and service.
b) For each staff, provide evidences for the following:</td></tr>
</table>

Programme Standards		Information Required in Database	
	/ promotion activities / administrative) for all academic staff.		• Teaching • Research • Clinical service • Administration • Community/ Social services
ix.	The HEP must have the policy that reflects an equitable distribution of responsibilities among academic staff.	ix.	Describe how the HEP ensures equitable distribution of duties and responsibilities among the academic staff.
x.	The recruitment policy must seek diversity among the academic staff in terms of experience, approaches and background.	x.	Show how the recruitment policy seeks a balance between academic staff with multi-disciplinary backgrounds and experiences.
xi.	Recognition and reward through promotion, salary increment or other remuneration must be based on equitable work distribution and meritorious academic roles using clear and transparent policies and procedures.	xi.	State the mechanisms and procedures for monitoring and appraising academic staff performance, for ensuring equitable distribution of duties and responsibilities among the academic staff, and for determining the distribution of rewards.

Programme Standards		Information Required in Database	
4.2 Service and Development			
i.	The HEP must have policies addressing matters related to service, professional development and appraisal of the academic staff.	i.	Provide information on the HEP's policies on service, development and appraisal of the academic staff.
ii.	The HEP must provide opportunities for academic staff to focus on their respective areas of expertise.	ii.	How does the HEP ensure that the academic staff have sufficient autonomy in areas of his/her expertise such as curriculum development and delivery, academic supervision of students, scholarly and consultancy activities, community engagement and academically-related administrative duties?
iii.	The HEP must have a clearly stated policy on conflict of interest, particularly in the area of private practice, multiple employment and consultancy services.	iii.	State the HEP's policies and practices to address conflict of interest, for example, staff involvement in private practice, multiple employment and consultancy services.
iv.	The HEP must have clearly defined and documented processes and procedures in handling disciplinary cases involving the academic staff.	iv.	Describe the processes and procedures in handling disciplinary cases involving the academic staff.
v.	The HEP must have mechanisms and processes for periodic student evaluation of the academic staff for purposes of quality improvement.	v.	Describe the mechanisms and processes for periodic student evaluation of the academic staff. Show how this evaluation is taken into account for purposes of quality improvement. Indicate the frequency of this evaluation exercise.

Programme Standards		Information Required in Database	
vi.	The HEP must have a staff development programme particularly for new academic staff including mentoring and formative guidance. The academic staff must be provided with the necessary training, tools and technology for self-learning, access to information and communication.	vi.	Indicate the mechanisms that are in place for academic staff training. State the mechanisms and procedures for continuous professional development and career advancement of the academic staff (e.g., study leave, sabbatical, advanced training, specialised courses etc.).
vii.	The HEP must encourage and facilitate its academic staff to play an active role in community engagement activities.	vii.	Describe the engagement of academic staff in community activities. Assess the extent to which the activities are conducted.
viii.	The HEP must provide opportunities for academic staff to participate in professional, academic and other relevant activities, nationally and internationally and where relevant, for them to obtain professional qualifications to enhance teaching-learning experience.	viii.	Describe how the academic staffs are given the opportunity to participate in professional, academic and other relevant activities at national and international levels. How does this participation enhance teaching-learning and research experiences?

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td colspan="4">4.3 Support Staff</td></tr>
<tr><td>i.</td><td>There should be sufficient support staff for teaching and learning purposes.
Support staffs include Resident Optometrist/optician, Clinical Instructor, Lab Assistant, Registration Clerk and any other relevant support staff.
Minimum number of staff required:
• Resident optometrist/optician – 1
• Lab assistant - 1
• Registration Clerk - 1</td><td>i.</td><td>Provide a summary information on support staff available in the program:

<table><tr><th>Job category</th><th>Rank/ Grade</th><th>Qualification</th><th>Number of staffs required</th><th>Current number of staffs</th></tr><tr><td>Resident optometrist /Optician</td><td></td><td></td><td>1</td><td></td></tr><tr><td>Lab assistant</td><td></td><td></td><td>1</td><td></td></tr><tr><td>Registration clerk</td><td></td><td></td><td>1</td><td></td></tr><tr><td>Others (please specify): .....</td><td></td><td></td><td></td><td></td></tr></table></td></tr>
</table>

Area 5: Educational Resources

<table>
<tr><th colspan="2">Programme Standards</th><th colspan="2">Information Required in Database</th></tr>
<tr><td colspan="4">5.1 Physical Facilities</td></tr>
<tr><td>i.</td><td>The HEP must have sufficient and appropriate physical facilities and educational resources such as facilities for practical teaching to ensure its effective delivery.

● Educational resources include, but not limited to, lecture hall/auditorium, tutorial room, strong room, seminar room, computer lab and basic science lab.

● General facilities include, but not limited to, cafeteria, toilet, locker rooms, prayer room, students' common room, sports facilities and hostel.</td><td>i.</td><td>List all the physical facilities required to the programme:
A) Educational Resources

<table>
<tr><th rowspan="2">Type of Facilities</th><th colspan="2">Current</th><th colspan="2">Projection of Addition</th></tr>
<tr><th>No</th><th>Capacity</th><th>No</th><th>Capacity</th></tr>
<tr><td>Offices</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Lecture Theatre / Hall/ Auditorium</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Classrooms</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Tutorial/Seminar Rooms</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Strong Room</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Basic Science Laboratory
4. Anatomy & Physiology
5. Others</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Computer Laboratory</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Others, please specify:
…….
…….
…….
(e.g study areas, lecturer's room, demonstration area)</td><td></td><td></td><td></td><td></td></tr>
</table>

B) General facilities</td></tr>
</table>

<table>
<tr>
<td>ii.</td>
<td>The HEP must provide specific equipment and facilities for training must be adequately provided for practical training:
a. Ophthalmic dispensing lab
b. Optometry skill lab

Recommended ratio of refraction cubicles to students is 1:4.</td>
<td>ii.</td>
<td>a) Provide information on the specific facilities related to the programme

1. Optometry & Visual Science Laboratory

<table>
<tr><th>Lab</th><th>No of Labs</th><th>No. of Students</th><th>Ratio
(Lab: Student)</th></tr>
<tr><td>d. Ophthalmic Dispensing</td><td></td><td></td><td></td></tr>
<tr><td>e. Optometry Skills</td><td></td><td></td><td></td></tr>
</table>

2. Equipment

<table>
<tr><th>Name of instrument</th><th>Company</th><th>Reference Number</th><th>Location</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
</td>
</tr>
<tr>
<td>iii.</td>
<td>All equipment (e.g., dispensing edger, focimeter) must comply with the relevant planned preventive maintenance.</td>
<td>iii.</td>
<td>Show evidence of equipment that comply with the relevant planned preventive maintenance (e.g. dispensing edger, focimeter etc.) as in Appendix: List of Equipment</td>
</tr>
</table>

<table>
<tr>
<td>iv.</td>
<td>The library or resource centre must have adequate and up-to-date reference materials and availability of qualified staff that meet the needs of the programme amongst academic staff and students. This would include provisions for appropriate computer, information and communication technology-mediated reference materials.

a. Appropriate collection of books, journals, audio visual and electronic resources in accordance to the listed references in the course outline. Recent and sufficient number of books must be made available for the use of academic staff and students.
b. Internet connection, databases and computers should be provided by the HEP. The relevant software should be made available for the students use.</td>
<td>iv.</td>
<td>a) State the database system used in the library and information centre.
b) State the number of staff in the library and information centre and their qualifications.
c) Describe resource sharing and access mechanisms that are available to extend the library’s capabilities. Comment on the extent of use of these facilities by academic staff and students. Comment on the adequacy of the library to support the programme.
d) State the number of reference materials related to the programme.
e) Indicate availability and connectivity of internet facilities.

<table>
<tr><th>Types of Reference</th><th>No. of Title</th><th>No. of Material</th></tr>
<tr><td>Books</td><td></td><td></td></tr>
<tr><td>Online Resources</td><td></td><td></td></tr>
<tr><td>Journals</td><td></td><td></td></tr>
<tr><td>Others
(e.g. CD-ROM, Video and Electronic Reference Materials)</td><td></td><td></td></tr>
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</td>
</tr>
<tr>
<td>v.</td>
<td>The facilities available in the HEP must be user friendly to patients with special needs and must comply with the relevant laws and regulations.</td>
<td>v.</td>
<td>Describe the availability of user-friendly facilities to those with special needs and must comply with the relevant laws and regulations (eg. DOSH)</td>
</tr>
</table>

<table>
<tr>
<td>vi.</td>
<td>The HEP must provide In-house training centre / Private Optometry Practice that fulfill the following Clinical Optometry services:
a. General Optometry
b. Optical Dispensary</td>
<td>vi.</td>
<td>a) State the clinical training and services for in-house / private optometry practice.
<table>
<tr><th>Service</th><th>Name of Hospital/ Clinic</th><th>No. of Sessions Per Week (hours per session)</th><th>Total No. of Session</th><th>No. of Students per Session</th><th>No. of Supervisors per Session</th></tr>
<tr><td>General Optometry</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Optical Dispensary</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
b) Show evidence of logbook / report for the above activities.</td>
</tr>
<tr>
<td>vii.</td>
<td>The HEP must fulfill these criteria for selection of placement for industrial training.

Placement of students in private optometry practice must be included in the programme and each placement must not be less than 4 weeks in duration. Ratio of students to supervisor is 1:2 at any given time.</td>
<td>vii.</td>
<td>Show evidence of the selected of private optometry practice as follows:
<table>
<tr><td>Name of Private Practice</td><td>Duration</td><td>Instruments</td><td>No of Student</td><td>No of Supervisor/Local Preceptor</td><td>Ratio (Student: Supervisor/Local Preceptor)</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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</table>

<table>
<tr>
<td>viii.</td>
<td>The HEP must provide and fulfill criteria to select private optometry practice as a placement centre:
A. Detail of the registered practitioner
i. Name
ii. MOC Registration number (for local practitioner)
iii. Current APC number (for local practitioner)
iv. Work Address
v. Work Experience (MUST be more than 3 years optometric working experience)
vi. Qualification / CV
vii. Continuous Professional Development (CPD) record (for local practitioner)
viii. Disciplinary record (letter of good standing)
B. Type of services offered
i. Primary eye care
ii. Optical Dispensary
C. Workload
- At least 10 patients per week over the past 3 months
D. Valid business registration (current year)</td>
<td>viii.</td>
<td>Show evidence of the selected of private optometry practice as follows;

<table>
<tr><th>Criteria</th><th>Information/ Evidence</th></tr>
<tr><td>A. Detail of the registered practitioner
i. Name
ii. MOC Registration number
iii. Current APC number
iv. Address
v. Work Experience
vi. Qualification / CV
vii. Continuous Professional Development (CPD) record
viii. Disciplinary record</td><td></td></tr>
<tr><td>B. Type of services offered
i. Primary eye care
ii. Optical dispensary</td><td></td></tr>
<tr><td>C. Workload
- At least 10 patients per week over the past 3 months</td><td></td></tr>
<tr><td>D. Valid business registration</td><td></td></tr>
</table>
</td>
</tr>
</table>

5.2 Financial Resources			
i.	The HEP must demonstrate financial viability and sustainability for the programme.	i.	Demonstrate that the HEP are financially viable and able to sustain the programme.
ii.	The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of the HEP.	ii.	Indicate the responsibilities and line of authority in terms of budgeting and resource allocation in the HEP with respect to the specific needs of the HEP.
iii.	The HEP must have clear procedures to ensure that its financial resources are sufficient and that it is capable of utilising them efficiently and responsibly.	iii.	a) Demonstrate that the HEP has clear procedures to ensure that its financial resources are sufficient and managed efficiently. b) Fees Provide information on the following: i. Current tuition fees for Malaysian and foreign students. ii. Other fees e.g., laboratory, clinic and equipment/instruments. iii. Other expenses incurred by students c) Describe how financial resources allocated to the HEP are managed.
iv.	The HEP must be given sufficient autonomy to allocate resources appropriately to achieve the programme educational objectives.	iv.	Describe the degree of autonomy given to the HEP to allocate and utilise resources to achieve the programme educational objectives.

Area 6: Programme Management

PROGRAM STANDARDS		INFORMATION REQUIRED IN DATABASE	
6.1 Programme Management			
i.	The HEP must clarify its management structure and function, the relationships within them, and these must be communicated to all parties involved based on the principles of transparency, accountability and authority.	i.	a) Describe the governance structure and functions, and the main decision- making components of the HEP, as well as the relationships between them. b) How these relationships are made known to all parties involved? c) What effect do these relationships have on the programme?
ii.	The HEP must have policies, procedures and mechanisms for regular reviewing and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement.	ii.	a) Describe the HEP's policies, procedures and mechanisms for regular reviewing and updating of the HEP structures, functions, strategies and core activities to ensure continuous quality improvement. b) Identify the committee with its Term of Reference for continual quality improvement within the faculty.
iii.	The HEP management committee must have a sufficient degree of autonomy within the terms of reference for active decision/policy-making management.	iii.	Show evidence (such as terms of reference, minutes of meeting) that the department is an effective policy-making body with adequate autonomy.
iv.	Mechanisms to ensure functional integration and comparability of educational quality must be established for programmes conducted in	iv.	Describe the arrangements agreed upon by the HEP and its campuses or partner institutions (for example: collaborative research, student exchange arrangements, student mobility program etc.) to assure functional integration and educational quality. Provide evidence such as MoA/MoU

PROGRAM STANDARDS		INFORMATION REQUIRED IN DATABASE	
	campuses or partner institutions that are geographically separated.		and term of reference.
v	The HEP must conduct internal and external consultations to get feedback on market needs and graduates' employability analyses.	v.	Describe the committee system in the HEP responsible for programmes and how it utilises consultation and feedback, and considers market need analysis and employability projections in the programme development and review.
6.2 Programme Leadership			
i.	The head of the opticianry programme must be a registered optometrist in Malaysia, full time staff, possess a bachelor degree in Optometry with a minimum of 5-year experience as an academician in optometry. The leadership of the programme must be qualified in education and experienced in opticianry education, scholarly activity, research and vision care and with sufficient authority for curriculum design, delivery and review.	i.	a) Provide information on the qualification and experience of the programme leaders. b) Provide information on the responsibilities of the programme leaders.
ii.	There must be mechanisms and processes for communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission,	ii.	Describe the relationship between the programme leader, department and the HEP leadership on matters such as recruitment and training, student admission, allocation of resources and decision-making processes.

<table>
<tr><th colspan="2">PROGRAM STANDARDS</th><th colspan="2">INFORMATION REQUIRED IN DATABASE</th></tr>
<tr><td></td><td>allocation of resources and decision-making processes.</td><td></td><td></td></tr>
<tr><td colspan="4">6.3 Administrative Staff</td></tr>
<tr><td>i.</td><td>The administrative staff of the HEP must be appropriately qualified, technically competent and sufficient in numbers to support the implementation of the programme and related activities. The administrative staff must include the registrar, IT personnel, financial officer, receptionist and others.</td><td>i.</td><td>a) Describe the profile of the administrative staff for the programme.

b) Explain how the number of administrative staff is determined in accordance to the needs of the programme and other activities. Describe the recruitment processes and procedures. State the terms and conditions of the service.
c) State the numbers required and available, job category and minimum qualification of administrative staff for this programme. (To be discussed)
<table>
<tr><th>No.</th><th>Job Category</th><th>Minimum Qualification</th><th>No. of Staff Required</th><th>Current No. of Staff / Total</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>ii.</td><td>The HEP must conduct regular performance review of the programme’s administrative staff.</td><td>ii.</td><td>State the mechanisms and procedures for monitoring and appraising the performance of administrative staff, for ensuring equitable distribution of duties and responsibilities among the staff, and for determining the distribution of rewards and for training and career advancement.</td></tr>
</table>

PROGRAM STANDARDS		INFORMATION REQUIRED IN DATABASE	
iii.	The HEP must have an appropriate training scheme for the advancement of the administrative staff as well as to fulfil the specific needs of the programme.	iii.	Describe the training scheme for the administrative staff and show how this scheme fulfils the specific, advanced and future needs of the programme.
6.4 Academic Records			
i.	The HEP must have appropriate policies and practices concerning the nature, content and security of student and academic staff records.	i.	State the policies and practices on the nature, content and security of student and academic staff records at the HEP level.
ii.	The HEP must have an appropriate system to maintain students' records relating to their admission, performance, completion and graduation.	ii.	Explain the available system in HEP to maintain students' records relating to their admission, performance, completion and graduation.
iii.	The HEP must implement policies on the rights of individual privacy and the confidentiality of records.	iii.	Describe how the HEP ensures the rights of individual privacy and the confidentiality of records.
iv.	The HEP should continuously review policies on security of records including increased use of electronic technologies and safety systems.	iv.	Describe the HEP review policies on security of records and its plans for improvements.

Area 7: Programme Monitoring, Review and Continual Quality Improvement

PROGRAM STANDARDS		INFORMATION REQUIRED IN DATABASE	
7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement			
i.	The HEP must have clear policies and appropriate mechanisms for regular monitoring and review of the programme.	i.	Describe the policies and mechanisms for regular monitoring and review of the programme.
ii.	The content of the programme must be periodically reviewed to keep abreast with scientific, technological and knowledge development of the discipline, and with the needs of the society. The curriculum must be reviewed every 4 years.	ii.	Explain how the monitoring and review processes help ensure that the programme keeps abreast with scientific, technological and knowledge development of the discipline, and with the needs of society. Curriculum review Provide information/evidence for the following: a) Is there a formal curriculum review committee? List the members of the committee. b) How often does the committee meet? c) Why is the need for the review of curriculum? d) What are the changes made in the review? e) Date of implementation of present and revised curriculum. Date of last curriculum revision.
iii.	The HEP must have a dedicated Quality Assurance (QA) unit or personnel responsible for internal quality assurance of the programme.	iii.	Describe the role and the effectiveness of the unit responsible for internal quality assurance of the programme.

PROGRAM STANDARDS		INFORMATION REQUIRED IN DATABASE	
iv.	The HEP must have an internal monitoring and review committee headed by a designated coordinator who is dedicated to continuously review the programme. The review must involve external experts.	iv.	a) Describe the structure and the workings of the internal programme monitoring and review committee. b) Describe the processes, procedures and mechanisms for monitoring and reviewing the programme. c) Does the review involve external examiners/assessors /other expertise? Provide the relevant reports.
v.	The HEP's review system must constructively engaged stakeholders including the alumni and employers as well as the external expertise, whose views are taken into consideration.	v.	a) State the relevant stakeholders that are engaged in a programme review? b) Describe the degree of their engagement and how their views are taken into consideration.
vi.	Teacher and student feedback must be sought. Students have channels for informing issues to heads of programmes before they become major problems. The faculty has mechanisms for students to assess their lecturers.	vi.	a) Is there a system for teachers and students to provide feedback / given opportunity to give their views for the purpose of improving the programme? b) Describe the mechanism to obtain feedback and how these feedbacks are incorporated for programme improvement / review exercise.
vii.	Various aspects of student performance, progression and attrition must be analysed for the purpose of continual quality improvement.	vii.	Provide documented information on student performance, progression and attrition analysis for the purpose of continual quality improvement.
viii.	In collaborative arrangements, the partners involved must share the responsibilities of programme monitoring and review.	viii.	Describe the responsibilities of the parties involved in collaborative arrangements in programme monitoring and review.

PROGRAM STANDARDS		INFORMATION REQUIRED IN DATABASE	
ix.	The findings of a programme review must be presented to the HEP for its attention and further action.	ix.	Provide evidence to indicate that the findings of the review are presented to the HEP and its further action thereafter.
x.	There must be an integral link between the HEP quality assurance processes and the achievement of the institutional goals.	x.	a) Explain the link between the HEP/Faculty quality assurance processes and the achievement of the institutional goals. b) Provide evidence on evaluation of programme effectiveness, that may include the following: • Student scores on written exams • Performance-based assessment of student skills and abilities • Alumni/graduate survey • Student advancement and graduation rates • Others (specify)

SECTION IV:

GUIDE FOR THE CONDUCT OF PROGRAMME EVALUATION VISIT

1. INTRODUCTION

This guide sets out the procedure for conducting a programme evaluation visit. The procedures are categorised into three (3) parts; before, during and after the evaluation visit.

The purposes of conducting a programme evaluation visit are to:

- Determine compliance of the programme implementation to the standards and criteria of an optometry degree / opticianry diploma;
- Recommend on improvements and accreditation status of the programme.

2. PROCEDURES BEFORE THE EVALUATION VISIT

The procedures before the evaluation visit consist of notification of the accreditation visit, preparation of the database and preparation for the visit by the Panel of Assessors (POA).

2.1 Notification of Accreditation Visit

a. The programme to be visited by the POA will be given at least four (4) months' notices of the accreditation visit so that documentation can be adequately prepared. The notification of the visit is given by MQA on the advice of Joint Technical Committee (JTC).
b. Date of evaluation visit and date of document submission is based on the type of evaluation as follows:

Optometry Degree

	Types of Visits	Timing
i.	Pre-approval Visit	Any time after approval of MQA-01 document by JTC
ii.	Post-approval Visit	In semester 2 of Year One of the first cohort
iii.	Clinical phase visit	In semester 1 of Year Three of the first cohort

Types of Visits		Timing
iv.	Full Accreditation Visit	In semester 2 of the Final Year of the first cohort
v.	Renewal of Accreditation Visit	Not less than six (6) months before the expiry of the current accreditation period

Opticianry Programme

Types of Visits		Timing
i.	Pre-approval Visit	Any time after approval of MQA-01 document by JTC
ii.	Post-approval Visit	In semester 2 of Year One of the first cohort
iii.	Full Accreditation Visit	In semester 2 of the Final Year of the first cohort
iv.	Renewal of Accreditation Visit	Not less than six (6) months before the expiry of the current accreditation period

c. The visit to the optometry programme / opticianry programme / HEP will be conducted during active learning - teaching time.

2.2 Date of document submission by the HEP

a. HEP must submit database and other relevant documents after receiving notification from MQA.

b. For new programme, the submission dates are shown in the table below:

Optometry Degree

Stage		Date of document submission
i.	First Monitoring	By end of Semester One of the first cohort of students
ii.	Second Monitoring	By end of Semester Four of the first cohort of students
iii.	Full Accreditation	When the first cohort of students enter final year

Opticianry Programme

Stage		Date of document submission
i.	First Monitoring	By end of Semester One of the first cohort of students
ii.	Full Accreditation	When the first cohort of students enter final year

c. For existing programme, the HEP applying for renewal of the accreditation must submit necessary documents at least **six (6) months** before expiry date of the accreditation status.

2.3 Preparation for Visit

a. The MQA will submit to the HEP, a tentative schedule for visit.
b. The HEP should appoint a liaison officer, preferably a senior academic, to act as the key link between the programme and the POA throughout the visit. The liaison officer is expected to accompany the POA in all learning-teaching facilities.
c. The HEP will need to provide a room with necessary facilities/ office paraphernalia for the POA and their team's use.
    - All forms of information in this room should be accessible to the POA.
d. The programme should provide a list of students for interview by the POA. Students' opinion will be sought regarding the quality and adequacy of the programme, student academic and personal counseling, health services, financial aid, the role of the student feedback in relation to institutional policy, and on any other issues deem appropriate by POA.

2.4 Panel of Assessors (POA)

a. Appointment of POA

The POA will be appointed by MQA based on recommendation by JTC. The chairperson of the POA will be identified by the JTC.

Criteria for POA selection:

i. Has undergo training on OBE conducted by MOC
ii. Has done tagging once during assessment of any HEP with other appointed POA
iii. Has no conflict of interests with the assessed programme.

For Optometry programme:

- At least three (3) persons will be appointed as members of POA.
- All three (3) POA must be optometrist and one (1) shall be from the Ministry of Health (MOH).
- For accreditation of public HEP, the chairperson must be from private HEP, and vice versa.

For Opticianry programme:

- At least two (2) persons will be appointed as members of POA.
- One (1) of the POA must be an optician. In the absence of an optician, an optometrist from MOH or other HEPs shall be appointed.

b. Tasks and Responsibility of POA

The database will be given by the MQA to the POA at least **TWO (2) WEEKS** before the date of visit for document assessment. The POA will also be provided with the document on guideline for the accreditation of optometry degree / opticianry diploma programme.

The POA will convene a meeting before the visit to:

- scrutinize the database and any other relevant documents including previous POA report;
- clarify issues identified from the database;
- enumerate questions for clarification;
- list further information that is required;

- determine the data and information from the database that needs verification during the visit.

c. Role of the Chairperson

The chairperson is the key person in an accreditation process and should have experience as an assessor. It is the chairperson's responsibility to create an atmosphere in which critical professional discussions can take place, where opinions can be liberally and considerately exchanged, and in which integrity and transparency prevail. Much of the mode and accomplishment of the accreditation exercise depends on the chairperson's ability to facilitate the panel to do its work as a team rather than as individuals, and also to bring out the best in those whom the panel meets.

The roles of the Chairperson are to:

- serve as the Panel's spokesperson during the visit by leading the deliberations;
- ensure that attention be paid so that comments made are based on due compliance to the quality assurance standards as contained in the *Standards and Criteria for Accreditation of an Optometry Degree / Opticianry Diploma programme*;
- presents the oral exit report that summaries the tentative findings of the Panel to the representatives of the HEP/programme;
- involve actively in preparing the reports whilst ensuring that the exit report is not materially different from the final report; and
- presents the final report to the JTC.

d. Role of POA members

Panel members assist the chairperson in collecting and recording additional data and findings during the visit. They should jointly prepare the report and review the draft.

e. In reviewing the documents, the POA should refer to the Code of Practice for Programme *Accreditation - Optometry Degree & Opticianry DiplomaProgramme Version 2.*

3. PROCEDURES DURING THE EVALUATION VISIT

3.1 Schedule of the visit

a. MQA will provide the HEP with a tentative schedule as agreed earlier by the POA. The final schedule should be set at mutually acceptable dates.

b. Duration allocated for the visit are as follows:

	Types of Visits	Duration
i.	Pre-approval Visit	One (1) Day
ii.	Post-approval Visit	One (1) Day
iii.	Clinical phase Visit	One (1) Day
iv.	Full Accreditation Visit	Three (3) days
v.	Renewal of Accreditation Visit	Three (3) days

c. The POA meets the senior management of the programme and the HEP, as well as individuals and committee members responsible for the educational programme. The POA also meets the representatives of the teaching staff, administrative staff, clinical staff and current optometry / opticianry staff.

d. The POA inspects the physical resources, including teaching and research laboratories, computer-assisted learning facilities, libraries and clinics.

e. The first and last hour of each day will be set aside for the members of the POA to meet as a group.

f. The schedule of visit as in Appendix SIV-1 provides an example of a site visit schedule.

3.2 Decorum and Conduct of POA

a. The POA must be professional in approach. They should be helpful to the programme and uphold the spirit of collegiality as accreditation is a peer review process which is a positive and not punitive.

b. At the HEP, the Chairperson explains the purpose of the visit and introduces the POA.

c. All interviews are conducted with the knowledge of the Head of Programme with or without his/her presence. This ensures that dissenting views can be freely expressed without being attributed to individuals.

d. The POA must remember that they are guests of the programme visited. Courtesy entails not being confrontational or getting into arguments.

e. The role of the POA is to evaluate and they must overcome the inclination to compare the programme visited with their own institution. They should not play the role of consultant. They should encourage innovation and re-orientation in accordance with changing health needs.
f. All information gained during the visit is **ABSOLUTELY CONFIDENTIAL** and there must be no sharing information outside of the report. There must be no additional comments apart from the report.
g. At the end of each day the POA meets to arrive at a consensus on the areas of strengths and concerns which must be validated with the standards and criteria and presented at the exit meeting.

3.3 Exit Report

a. The Chairperson should give the Head of Programme and senior officers of the programme the opportunity to clarify any findings as well as to correct any error.
b. An oral report is given to the institution at the end of the visit by the Chairperson of the Panel. This gives the programme immediate feedback, since the preparation of the detailed report may require an extended period.
c. The oral report highlights the unique areas of strength, emphasizes the areas of concern which are directly linked to non-compliance with the standards and distinctive activities to be encouraged.
d. The Chairperson should seek confirmation on the understanding of the findings of the exit report.
e. The Chairperson should advise the management of the HEP that the exit report is only a preliminary report and not the final report or the decision of JTC/MOC.

4. AFTER THE EVALUATION VISIT

The role of POA after the evaluation visit is to consolidate the findings and prepare a comprehensive report. This report should be submitted to the MQA/secretariat of JTC. The POA should be prepared to present the findings to the JTC.

4.1 Writing the Report

a. The draft report should be prepared according to the document “Guide to Preparing Accreditation Report” (Section V). The report should give primary emphasis to description and evaluation of the educational programme and to document noteworthy strengths and weaknesses. The POA list of strengths, concerns and weaknesses should be supported by documentation. Appropriate references should be made to the database and institutional self-review report.
b. It is advisable that the draft of the written report be completed by the end of the site visit. The Chairperson is responsible for completing the final version of the draft report.
c. The final report of the POA is sent to MQA/secretariat of JTC within **TWO WEEKS** after the visit.
d. The report is **CONFIDENTIAL** and must not be released to anyone without authorization from the JTC.
e. The POA report does not necessarily represent the final recommendation from the JTC.
f. The JTC recommendation will be tabled at the MOC meeting for approval of full accreditation
g. The Secretary of MOC will notify MQA of JTC/MOC’s decision.
h. The accreditation status is public information but the report on the findings and deliberations of the POA and the JTC/MOC are **CONFIDENTIAL**.

5. CONCLUSION

The evaluation of a prgoramme is conducted by the POA appointed by MQA. The panel members must be aware of their respective roles and conduct the evaluation with decorum. They also must ensure that there is no conflict of interest in performing the task. All information gathered during the visit must be treated with strict confidentiality. An exit oral report, which is merely a preliminary report, must be presented by the Chairperson. The final report is prerogative of the JTC/MOC/MQA.

Appendix
SIV-1
Schedule of Visit

SCHEDULE OF VISIT
PROVISIONAL ACCREDITATION

TIME	ACTIVITY	VENUE
DAY 1 (DD/MM/YYYY)		
8.30 am – 9.00 am	Arrival of Panel of Assessors, MQA & MOC Secretariat, MOC Observer	Foyer, Administrative Building
9.00 am – 9.15 am	Preparatory meeting of Panel of Assessors	Meeting Room
9.15 am – 10.00 am	Opening meeting • Welcome address & presentation on the HEP by Chief Executive / Vice Chancellor / Dean / Representative • Introductory Remark by Chairperson of Panel of Assessors • Presentation on the programme by Head of Programme	Meeting Room
10.00 am – 11.00 am	Interview with Head of Programme	Seminar Room
11.00 am – 12.00 pm	Interview with academic staffs, support staffs or administrative staffs	Seminar Room
12.00 pm – 1.00 pm	Tour of Facilities	Department / Campus
1.00 pm – 2.00 pm	Break	
2.00 pm – 4.00 pm	Review of Documents by POA	Seminar Room
4.00 pm – 5.00 pm	Discussion session among POA • Preparation of Assessment Report • Preparation for exit meeting report	Seminar Room
5.00 pm – 5.30 pm	Exit Meeting Oral Presentation of Findings by the Chairperson, POA	Meeting Room

SCHEDULE OF VISIT
PROVISIONAL ACCREDITATION

TIME	ACTIVITY	VENUE
DAY 1 (DD/MM/YYYY)		
8.30 am – 9.00 am	Arrival of Panel of Assessors, MQA & MOC Secretariat, MOC Observer	Foyer, Administrative Building
9.00 am – 9.15 am	Preparatory meeting of Panel of Assessors	Meeting Room
9.15 am – 10.00 am	Opening meeting • Welcome address & presentation on the HEP by Chief Executive / Vice Chancellor / Dean / Representative • Introductory Remark by Chairperson of Panel of Assessors • Presentation on the programme by Head of Programme • Updates of the programme and actions taken on previous panel reports by Head of Programme or Representative	Meeting Room
10.00 am – 11.00 am	Interview with the Head of Programme	Seminar Room
11.00 am – 1.00 pm	Interview with academic staffs / programme's clinical coordinators / support staffs	Seminar Room
1.00 pm – 2.00 pm	Break	
2.00 pm – 3.00 pm	Interview with students' representatives	Seminar Room
3.00 pm – 4.00 pm	Interview with students	Seminar Room
4.00 pm – 5.00 pm	Review of Documents	Seminar Room
DAY 2 (DD/MM/YYYY)		
9.00 am – 1.00 pm	Tour to Clinical Placement	Clinic / Hospital / Private Practice
1.00 pm – 2.00 pm	Break	
2.00 pm – 3.00 pm	Tour of Facilities dan Campus	Department / Campus
4.00 pm – 5.00 pm	Continue Review of Document	Seminar Room

DAY 3 (DD/MM/YYYY)		
9.00 am – 10.00 am	Interview with human resource and finance staffs, counselor and others if needed	Seminar Room
10.00 am – 11.00 am	Continue Review of Document	Seminar Room
11.00 am – 11.30 am	Discussion session among POA • Preparation of Assessment Report • Preparation for exit meeting report	Seminar Room
11.30 am – 12.00 pm	Exit Meeting Oral Presentation of Findings by the Chairperson, POA	Meeting Room

SECTION V:

GUIDE TO PREPARING ACCREDITATION REPORT

1. INTRODUCTION

One of the roles of the Panel of Assessors (POA) is to prepare an accreditation report for the Joint Technical Committee for Accreditation. They are guided by the suggested format as described below. This format is to be used for both the provisional and full accreditation of a programme.

The purpose of the accreditation report is to:

i. provide a clear picture of the optometry/opticianry programme environment, its objectives, programme organisation, students, resources, and educational outcomes;

ii. identify the strengths of the institution;

iii. document any concerns of the POA including opportunities for improvement;

iv. note major changes, recently implemented or underway, especially those that should be followed up;

2. FUNDAMENTAL PRINCIPLES

The Panel of Assessors are appointed by the Malaysian Qualifications Agency (MQA) to act on its behalf in carrying out the evaluation of an optometry degree / opticianry diploma. The information obtained in this exercise is privileged information and need to be considered strictly confidential. The report belongs to MQA and shall not be given to other parties without prior approval of MQA and the consent of the education institution concerned.

The audiences of the report are the MQA, The Joint Technical Committee (JTC) and the Malaysian Optical Council (MOC). These Committees/Agencies expect a clear, concise and defensible report for their understanding to arrive at a fair decision with regard to the programme. It is the responsibility of the POA, through its report, to ensure the credibility and stature of these Committees/Agencies.

3. ROLE OF PANEL OF ASSESSORS

The POA will have a chairperson and team member. Each team member will be given specific tasks and responsibilities in the preparation of the report as outlined in this guide.

The findings by the respective team members should be submitted to the Chairperson. These findings will be consolidated into a preliminary report by the Chairperson for the exit meeting. During this meeting the HEP is given the opportunity to express its views with regards to the findings of the report. There should not be any discussion but the POA should note the feedback or concern by the HEP. The final report should be submitted to the MQA within 14days of the visit.

The final report should include a description of the assessment based on Guidelines of the Standards and Criteria for the Accreditation of an Optometry Degree / Opticianry Diploma Programme outlining the strengths, areas of concern and opportunities for improvement. Relevant supporting documents should be included as appendices. This may include figures and tables from the programme self-review report. In-text references to appendices, tables and figures should be indicated in the report. Any concerns must be presented in a tactful manner.

The Chairperson is responsible for retaining the copies of the related documents provided during the visit for reference when required.

The report should be prepared in the prescribed format using Arial font, size 11 and spacing of 1.5.

4. FORMAT OF THE ACCREDITATION REPORT

The accreditation report consists of cover, cover page, memorandum and the full report.

4.1 Cover

The cover should indicate the title of the report and the MQA reference number (Appendix SV-1)

4.2 Cover Page

The cover page must contain the following information:

- The title of the report (indicate whether it is a Full or Provisional Accreditation
- Name of HEP:
- Name of Programme:
- Reference No.:(As indicated in the letter from MQA)
- Date of site visit (Indicate date of site visit by the POA)

- Include the statement “Prepared by: The Panel of Accreditation for the Malaysian Optical Council and the Malaysian Qualifications Agency”
- At the bottom most of the page include the statement “This privileged communication is the property of the Malaysian Qualifications Agency.” (Appendix SV-2).

4.3 Memorandum

The memorandum is a written report duly prepared and signed by the Panel of Assessors (POA) especially for the Joint Technical Committee (JTC). An example of a memorandum is presented in Appendix

4.4 The Accreditation Report

The full accreditation report should consist of sub-headings as follows:

- Purpose
- Introduction
- Objective
- Acknowledgement
- Background
- Process of Accreditation
- Programme Self-review Report
- Findings in relation to Standards and Criteria based on SWOT analysis
- Conclusion
- Recommendations
- Appendices

An example of the accreditation report is presented in Appendix SV-5.

5. CONCLUSION

The POA must be familiar with the standards and criteria of the optometry degree / opticianry diploma programme so that they can provide a report that is clear and defensible

PROVISIONAL / FULL ACCREDITATION REPORT

Bachelor of Optometry (Hon) / Diploma in Opticianry Programme XXXX University

(MQA/PA XXXX) / (MQA/FA XXXX)

DD-DD/MM/YYYY

PROVISIONAL / FULL ACCREDITATION REPORT

Bachelor of Optometry (Hon) / Diploma in
Opticianry Programme XXXX University
(MQA/PA XXXX) / (MQA/FA XXXX)

DD-DD/MM/YYYY

Prepared by:

The Panel of Assessors

For the Malaysian Optical Council (MOC) and

The Malaysian Qualifications Agency (MQA)

This privileged communication is the property of the Malaysian Qualifications Agency (MQA) and the Malaysian Optical Council (MOC)

To : The Joint Technical Committee for the Accreditation of Optometry / Opticianry Programmes

From : The Panel of Assessors for XXXX University, Bachelor xxxx / Diploma xxxx Programme Full Accreditation Evaluation

The Panel of Assessors that visited XXXX University on DD/MM/YYYY for the Provisional / Full Accreditation Evaluation of Bachelor xxxx / Diploma xxxx Programme is pleased to provide the following report of its findings and conclusions.

Respectfully,

….....Name,
Chairman
Designation

….....Name,
Member
Designation

….....Name,
Member
Designation

Provisional / Full Accreditation Report
Bachelor of Optometry / Diploma in Opticianry Programme
XXXX
University DD
-
DD/MM/YYYY

1. PURPOSE

This report is prepared for the consideration of the Joint Technical Committee on the Provisional / Full Accreditation of the Bachelor of Optometry / Diploma in Opticianry programme of the XXXX University.

2. INTRODUCTION

A group of Panel of Assessor was appointed to conduct an evaluation of the XXX programme offered by the faculty of xxxx, XXXX University. The Panel of Assessors comprised of the following members:

Chairman: ……...

……

……..

Members: .....

.....

.....

……..

……..

……..

Also present during the visit:

Observer:	Name
	Designation
Secretariat:	…….
	Secretariat of Joint Technical Committee
	Malaysian Optical Council
	……
	Malaysians Qualification Agency (MQA)

3. OBJECTIVE

Outline the objectives of the accreditation.

Example of objectives.

The objectives of the Full Accreditation visit were to:

i. assess the HEP's response to issues raised by the previous Panel;
ii. verify the information provided in the documents provided by the HEP;
iii. evaluate the compliance of the programme and the institution to the criteria and standards as stipulated in the MQA/MOC accreditation document
iv. make necessary recommendations to relevant agencies on the capacity and capability of the HEP in conducting the Programme

4. ACKNOWLEDGEMENT

Give credit to those who provided the assistance to the POA and the Secretariat in ensuring the smooth conduct of the accreditation activities.

Example

The Panel of Assessors expresses its appreciation to the Dean, Faculty of XXXX, Universiti XXXX and her team comprising of academic, administrative and support staff as well as students for their assistance during this evaluation visit.

5. BACKGROUND

Provide information that can help the audience to understand the programme and context of the accreditation in relation to the HEP. It also orientates the audience to the events leading to the accreditation exercise.

6. PROCESS OF ACCREDITATION

Describe the activities that were conducted in this accreditation exercise such as interviews, locations in the faculty that were visited and documents examined. Activities prior to the visit, such as pre-visit meeting to identify areas in the documents that need to be verified during the site visit should also be highlighted. In general, indicate all activities undertaken to obtain information and make decisions with regard to accreditation status of the programme.

7. PROGRAMME SELF-REVIEW REPORT

Describe briefly your overall assessment of the report. Indicate any discrepancies between the report and the database. Highlight the efforts of the HEP that result in positive outcomes to the student, staff and organization.

8. FINDINGS

8.1 ISSUES FROM THE PREVIOUS VISIT

Describe briefly the areas of concern raised by the previous panel and the remedial actions taken. Indicate actions have not fully completed and issues raised that were not resolved.

If the programme has previously gone through an accreditation exercise, for example a provisional accreditation exercise, summarise the key findings and recommendations (including any progress report addressing any problems identified previously or conditions that need to be fulfilled).

8.2 FINDINGS FROM THE CURRENT VISIT

Area 1: Programme Development and Delivery

If the programme complies with this area, indicate its compliance, provide evidence of compliance or provide a description of the compliance.

If this standard is not complied or some of the criteria of the standards are not fulfilled, indicate the relevant clause and evidence/description to support the contention.

Strength

The standard or criterion is considered as “strength” if its outcome is exceptionally superior or the practice/condition for this standard or criterion stands above the normative requirement and has positive effect on the programme.

Areas of concern

The term “area of concern” is equivalent to “weakness”. It is non-compliance of the standard or criterion. Therefore, remedial action is required to overcome this weakness or problem and strengthen the non-compliance of the standard, criterion, policy or procedure.

Opportunities for Improvement

It is related to identification of opportunities to enhance the attainment of the standard or criterion. It is up to the HEP to find ways to further improve this standard or criterion. It is not mandatory for the HEP to follow-up with the issues raised as it is not considered as weaknesses.

Area 2: Assessment of Student Learning

Strength
Areas of concern
Opportunities for improvement

Area 3: Student Selection and Support Services

Strength
Areas of concern
Opportunities for improvement

Area 4: Academic and support staff

Strength
Areas of concern
Opportunities for Improvement

Area 5: Area 5: Educational Resources

Strength
Areas of concern
Opportunities for Improvement

Area 6: Programme Management

Strength
Areas of concern
Opportunities for Improvement

Area 7: Programme Monitoring, Review and Continual Improvement

Strength
Areas of concern
Opportunities for Improvement

9. CONCLUSION & RECOMMENDATIONS

The xxxx programme, XXXX University has fulfilled the requirements in the 'Standards and Criteria for Accreditation of Optometry Degree Programmes' and the Panel recommends that the programme be given Provisional Accreditation or Full Accreditation for a period of three (3) years

At the same time, the xxxx programme, XXXX University needs to take necessary actions to address the areas of concern raised by the POA. It is pertinent for the HEP to consider the issues raised in the section on "Opportunity for improvement (OFI)".

Report prepared by:

1. ……. Chairperson

2. ……. Member

3. ……. Member

List of Appendices

Appendix 1 : Programme Visit

CODE OF PRACTICE FOR PROGRAMME ACCREDITATION UNDERGRADUATE OPTOMETRY DEGREE/OPTICIANRY DIPLOMA VERSION 2 2022

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Kementerian Kesihatan Malaysia

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