



**MALAYSIAN NURSING BOARD AND  
MALAYSIAN MIDWIVES BOARD  
STANDARD CRITERIA FOR  
ACCREDITATION OF  
NURSING PROGRAMMES  
(2025)**





MALAYSIAN NURSING BOARD & MALAYSIAN MIDWIVES BOARD

STANDARD CRITERIA FOR ACCREDITATION OF NURSING PROGRAMMES (2025)  
Fourth Edition

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## **FOREWORD BY THE HONOURABLE MINISTER OF HEALTH, MALAYSIA**

Assalamualaikum WBT and Salam Malaysia Madani,

It is with great pride and commitment that I present the Standard Criteria for Accreditation of Nursing Programmes (2025). This publication marks a significant milestone in our continued efforts to strengthen and standardize nursing education in Malaysia, ensuring that our future nurses are well-equipped to meet the evolving needs of our healthcare system.

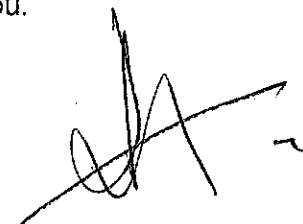
Nurses are the backbone of our healthcare services. Their dedication, compassion, and clinical excellence have long been the cornerstone of patient care and public health in our nation. As healthcare challenges become more complex, and patient expectations grow, it is imperative that nursing education programmes are held to the highest standards that reflect not only the current demands of the profession, but also anticipate future healthcare trends.

This updated document serves as a vital guide for institutions offering nursing programmes, providing clear and comprehensive criteria for accreditation and approval. It is the result of a rigorous and collaborative process involving key stakeholders, including educators, healthcare professionals, and regulatory bodies. Their contributions have ensured that this framework is both robust and responsive to the dynamic landscape of healthcare.

The Ministry of Health remains steadfast in our mission to support and uphold excellence in nursing education. By aligning with international best practices while honoring our national healthcare priorities, we aim to produce nursing graduates who are competent, ethical, and ready to serve with distinction.

I extend my deepest appreciation to all who contributed to the development of this standard, and I encourage all stakeholders to embrace its principles and apply them with diligence. Together, let us continue to raise the bar for nursing education and, in doing so, uphold the health and well-being of all Malaysians.

Thank you.



**YB DATUK SERI DR. DZULKEFLY AHMAD**

Minister of Health

Malaysia

2025

## FOREWORD

Assalamualaikum WBT and Salam Malaysia Madani,

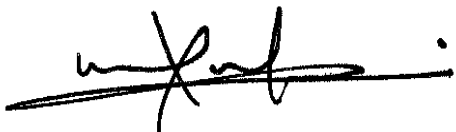
As the Director General of Health at the Ministry of Health Malaysia, I am deeply honored to extend my heartfelt appreciation to the Malaysian Nursing Board (MNB) and the Malaysian Midwives Board (MMB) for granting me the privilege of contributing to the development of the revised Standard Criteria for Accreditation of Nursing Programmes (2025).

It is truly inspiring to witness the seamless integration of the Code of Practice for Programme Accreditation (COPPA), 2nd Edition (2017), with the National Transformation Plan, reinforcing an outcome-based approach in nursing education. This alignment is not only a testament to our commitment to academic excellence but also a strategic move towards elevating the nursing profession both within Malaysia and on the global stage.

I have absolute confidence that the Standard Criteria for Accreditation of Nursing Programmes (2025) will serve as a cornerstone in shaping the approval and accreditation of nursing programmes nationwide. It stands as an indispensable reference for all nursing education institutions, driving them towards the highest standards of excellence in both education and practice.

With this, I urge all stakeholders to embrace this standard as a guiding beacon in our collective pursuit of nurturing competent, compassionate, and highly skilled nurses who will uphold the integrity and prestige of the profession.

Thank you.



**Y. BHG DATUK DR MUHAMMAD RADZI BIN ABU HASSAN**

Chairman

Malaysian Nursing Board

Ministry of Health, Malaysia

## PREFACE

Salam Malaysia Madani,

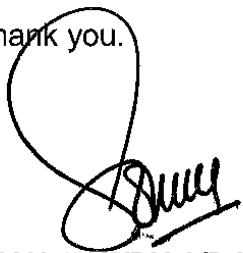
The introduction of the Standard Criteria for Approval/Accreditation of Nursing Programmes in 2018 marked a significant milestone in shaping the future of nursing education in Malaysia. This framework has driven a profound transformation, reinforcing the adoption of outcome-based learning to ensure that nursing graduates are equipped with the knowledge, skills, and competencies required to meet the evolving demands of healthcare.

The Malaysia Nursing Board (MNB) serves as the primary regulatory authority overseeing nursing services and programs across the country. With an enduring commitment to upholding competency, professionalism, and patient safety, the MNB operates under the Nurses Act 1950 and the Midwifery Act 1996. In fulfilling its mandate, the Board plays a pivotal role in accrediting nursing programs and providing comprehensive guidelines to ensure institutions consistently meet and uphold the highest standards in nursing education.

The Standard Criteria for Accreditation of Nursing Programmes (2025) is meticulously designed to align seamlessly with the Code of Practice for Programme Accreditation (COPPA), 2nd Edition. This alignment will serve as a definitive reference for all nursing education institutions, enhancing their ability to achieve and sustain excellence while adhering to national accreditation requirements.

I extend my deepest appreciation to all agencies, stakeholders, and contributors for their unwavering dedication and invaluable efforts in shaping this publication. Your commitment has been instrumental in strengthening the foundation of nursing education in Malaysia.

Thank you.



**PUAN GOWRY A/P NARAYANAN**

Registrar  
Malaysian Nursing Board  
Ministry of Health, Malaysia



## INTRODUCTION

Regardless of the standard of practice, the nursing profession underscores the crucial importance of establishing clear standards to communicate professional expectations. These standards should encompass criteria for measuring performance and be accompanied by an audit tool to assess professional competence.

**The Malaysian Nursing Board (MNB)/Malaysian Midwives Board (MMB) is the body that regulates the nursing profession.**

### **The main functions include:**

1. Establish and maintain a register of qualified nurses via nursing licensure.
2. Establish professional standards and guidelines for all levels of nursing education, practice, management, and research.
3. Oversee and regulate the conduct and competency of nurses.
4. Assess and approve all nursing programmes offered by both public and private educational institutions locally.

### **The purpose of this document is to:**

1. Offer professional standards and criteria necessary for the approval and accreditation of all nursing programmes offered within the country.
2. Serve as a reference, although non-prescriptive, for all nursing institutions intending to offer nursing programmes.

These standards and criteria are subject to periodic review as deemed necessary by the Curriculum Committee of the Malaysian Nursing Board.

**All nursing programmes are under the jurisdiction of the Malaysian Nursing Board/ Malaysian Midwives Board.**

Any educational institution seeking to offer a nursing programme **SHALL** adhere to the standards in **seven (7)** areas of evaluation established by the MNB/MMB before obtaining approval.



## GLOSSARY

Academic Staff	Refers to individuals holding positions such as Professor, Associate Professor, Lecturers, Nurse Tutors with suitable qualifications and relevant experience, who have been accredited and employed to deliver the curriculum.
Administrative and Management Staff	Refers to individuals appointed to oversee and ensure the effective implementation of educational programmes, including the allocation of educational resources.
Advisory Board	Individual from other HEP, expertise, and/or experience in the field. Individuals holding senior and respected positions within the HEP, industry, or other organisations.
Alternative Assessment	Alternative assessment, also known as authentic assessment or performance-based assessment, refers to evaluation methods or techniques that diverge from traditional standardised testing and focus on assessing students' knowledge, skills, and abilities in real-world contexts or authentic tasks. Alternative assessments emphasize students' application of knowledge, critical thinking, problem-solving, and creativity through tasks that reflect authentic or meaningful learning experiences. Examples of alternative assessments include projects, portfolios, case studies, presentations, performances, exhibitions, simulations, and authentic tasks or real-world scenarios. These assessments often involve active student engagement, collaboration, and reflection, and they provide opportunities for students to demonstrate their understanding and mastery of content in diverse ways.
Clinical Instructor (CI)	Refers to an actively practicing Registered Nurse employed by the institution to deliver clinical instruction, supervise, and assess students' clinical performance.
Clinical Placement	Refers to the officially approved local and international clinical resources.
Clinical Practice	Refers to the practical application of nursing skills in real-life situations.
Continuous Assessment	Continuous assessment refers to an ongoing process of evaluating and monitoring students' learning progress, performance, and achievement throughout an instructional period, rather than relying solely on a single final examination or assessment. Unlike traditional summative assessment methods, which typically occur at the end of a course or academic term, continuous assessment



involves frequent and regular assessments conducted periodically during the course of instruction. These assessments may take various forms, including quizzes, assignments, projects, presentations, discussions, and observations, and they are designed to provide ongoing feedback to both students and instructors about students' strengths, weaknesses, and areas for improvement. It promotes active engagement, reflection, and self-regulation among students and contributes to a more comprehensive and holistic evaluation of student learning outcomes.

Course/Module	Refers to all subjects relevant to nursing that culminate in registration/recognition by the MNB/MMB.
Elective in Nursing	Refers to a course or placement that a student can choose to take, usually in a particular area of nursing.
Equipment	Refers to the necessary items for effective classroom teaching and demonstration of nursing skills.
External Examiner/ Assessor	<p>Individuals from other HEP/Industry <b>SHALL</b> possess the necessary qualifications, expertise, and/or experience in the health-related field.</p> <p>He/she must not have any personal or professional interest that could conflict with their role as an external examiner for the appointing HEP/Industry.</p>
External Advisor	<p>Individuals from other HEP <b>SHALL</b> possess the necessary qualifications, expertise, and/or experience in the health-related field.</p> <p>He/she may have an indirect affiliation with the appointing HEP/Industry, such as former faculty members or alumni of related programmes at that HEP/ Industry.</p>
Final assessment	Final assessment refers to the evaluation or examination conducted at the conclusion of a course, programme, or instructional period to assess students' overall learning outcomes, knowledge, skills, and competencies. It is typically the last assessment activity in the instructional sequence and is designed to measure students' mastery of the course material and their readiness to progress to the next level of study or to graduate from the programme. Final assessments may take various forms, including written exams, practical demonstrations, oral presentations, projects, portfolios, or a combination of these methods. The results of final assessments often contribute



significantly to students' final grades or academic standings and may have implications for their academic progression, graduation, or certification. Final assessments are usually administered under standardised conditions and are intended to provide a comprehensive and summative evaluation of students' overall performance in the course or programme.

Governance	Refers to the decision-making processes in the administration of an organisation.
Higher Education Provider (HEP)	A higher education provider refers to an institution or organisation that offers tertiary education and awards academic qualifications such as degrees, diplomas, or certificates. These providers include universities, colleges, and other educational bodies that offer higher education and training programmes.
Institution	Refers to an educational institution accredited by the Malaysian Nursing Board (MNB) or Malaysian Midwives Board (MMB).
Malaysian Nursing Board (MNB)	The Malaysian Nursing Board (MNB) is a regulatory authority in Malaysia responsible for the regulation and oversight of nursing practice within the country. It sets standards for education, training, and practice for nurses, ensuring that they meet specific qualifications and adhere to professional guidelines. The board typically licenses nurses, monitors their performance, and enforces regulations to maintain high standards of care and safety for patients across various healthcare settings. Additionally, the Malaysian Nursing Board may also play a role in promoting professional development opportunities for nurses and advocating for the advancement of nursing practice in Malaysia.
Malaysian Midwife Board (MMB)	The Malaysian Midwifery Board (MMB) is a regulatory body in Malaysia responsible for overseeing the practice of midwifery within the country. It sets standards for education, training, and practice, ensuring that midwives meet certain qualifications and adhere to professional guidelines. The board typically licenses midwives, monitors their performance, and enforces regulations to maintain high standards of care and safety for mothers and babies during pregnancy, childbirth, and postpartum care.
Malaysian Qualifications Agency (MQA)	The Malaysian Qualifications Agency (MQA) is a statutory body in Malaysia established under the Malaysian Qualifications Agency Act 2007. It is responsible for implementing the Malaysian Qualifications Framework (MQF), which provides guidelines for quality assurance and accreditation of higher education programmes and institutions in Malaysia. The MQA evaluates and monitors the quality of education and training provided by higher



education institutions, ensures that programmes meet national and international standards, and promotes transparency and accountability in the Malaysian education system.

Malaysian  
Qualifications  
Framework (MQF)

The Malaysian Qualifications Framework (MQF) is a comprehensive system developed to classify and recognize qualifications in Malaysia. It provides a unified framework for organizing qualifications based on their levels, learning outcomes, and credits. The MQF encompasses all levels of education and training, from basic skills and vocational qualifications to higher education degrees and professional certifications. It aims to enhance the quality and comparability of qualifications, facilitate lifelong learning, promote transparency and mobility in education, and strengthen the international recognition of Malaysian qualifications.

MQF Level

MQF Level refers to the classification of qualifications within the Malaysian Qualifications Framework (MQF). The MQF categorises qualifications into various levels based on the complexity, depth, and specialisation of learning outcomes. There are multiple levels within the MQF, ranging from Level 1 (Certificate) for basic skills and introductory qualifications to Level 10 (Doctoral Degree) for advanced research-based qualifications. Each level represents a progression of knowledge, skills, and competencies, with higher levels typically requiring more extensive study and expertise. The MQF Level provides a standardised reference point for comparing and understanding the educational attainment and progression of individuals across different qualifications and disciplines within Malaysia's education system.

Nursing Programme

A nursing programme refers to an educational curriculum or course of study designed to prepare individuals for a career in nursing. Nursing programmes typically offer a combination of theoretical instruction, practical training, and clinical experience to equip students with the knowledge, skills, and competencies necessary for professional nursing practice. These programmes may lead to various levels of nursing qualifications, such as diplomas, bachelor's degrees, master's degrees, or doctoral degrees, depending on the level of education and specialization desired. Nursing programmes cover a wide range of topics, including anatomy, physiology, pharmacology, nursing theory, patient care techniques, and clinical practice guidelines. Graduates of nursing programmes are eligible to pursue licensure or registration as nurses and may work in diverse healthcare settings, including hospitals, clinics, long-term care facilities, and community health organisations.



Practicing Certificate (PC)	Refers to any individual practicing as a nurse, who must possess a valid practicing certificate. Nurses practicing without a valid certificate may be referred to a professional conduct committee. Applications for practicing certificates are always evaluated on an individual basis.
Practicum	Refers to a period of supervised practical training or work experience in a specific field or profession, typically as part of an educational program. During a practicum, students have the opportunity to apply theoretical knowledge gained in the classroom to real-world settings, gaining hands-on experience and developing practical skills under the guidance of experienced professionals or mentors. Practicums are commonly integrated into academic programmes such as nursing, education, social work, counselling, and various vocational fields. They provide students with valuable insights into their chosen profession, help them build professional networks, and prepare them for future employment opportunities. Practicums may vary in duration, structure, and requirements depending on the programme and the objectives of the training.
Quality Assurance (QA)	Refers to comprise plan and systemic actions (policies, strategies, attitudes, procedures and activities) to provide adequate demonstration that quality is being achieved, maintained and enhanced, and meets the specified standards of teaching, scholarship and research as well as student learning experience. It refers to a systematic process or set of activities designed to ensure that products, services, or processes meet specified standards and requirements. In various industries, including education, healthcare, manufacturing, and software development, QA aims to identify and address issues, errors, or deficiencies in order to enhance quality, reliability, and customer satisfaction. QA activities may include establishing quality standards and guidelines, conducting inspections, audits, or evaluations, implementing corrective and preventive measures, and monitoring performance over time to maintain or improve quality levels. The goal of QA is to consistently deliver products or services that meet or exceed customer expectations, adhere to regulatory requirements, and achieve organizational objectives.
Quality Development	Quality Development refers to the ongoing process of improving products, services, processes, or systems to enhance their quality, efficiency, and effectiveness. It involves identifying areas for improvement, implementing changes or innovations, and monitoring outcomes to achieve desired results. Quality development activities may include research and development, innovation, continuous improvement initiatives, and the adoption



of best practices or new technologies. The goal of quality development is to enhance overall performance, customer satisfaction, and competitiveness by continuously striving for excellence and adapting to changing needs and expectations. It is an integral part of quality management and organizational development, aimed at achieving sustainable growth and success.

Skill Laboratory/Simulation ward	A Skill Laboratory/Simulation ward, often referred to as a Skills Lab, is a specialised facility within a nursing education program designed to provide students with hands-on practice and simulation of nursing skills in a controlled environment. These labs are equipped with medical equipment, mannequins, task trainers, and other resources that mimic real-life patient care scenarios. Nursing students use the skills lab to practice and refine clinical skills such as wound care, medication administration, vital signs assessment, intravenous therapy, and patient assessment. Under the supervision of instructors, students can gain confidence, proficiency, and competence in performing nursing procedures before they interact with actual patients in clinical settings. Nursing skill labs play a crucial role in bridging the gap between theoretical knowledge and clinical practice, enhancing students' learning experiences, and promoting patient safety.
Spouse of Malaysian citizen	A spouse of a Malaysian citizen refers to the legally married partner of an individual who holds Malaysian citizenship. This relationship entitles the spouse to certain rights and privileges in Malaysia, including residency and possibly citizenship through marriage, depending on the specific laws and regulations governing immigration and citizenship in Malaysia.
Stakeholder	Stakeholders are individuals, groups, or entities that have a vested interest or concern in a particular organization, project, or system. They may include internal or external parties such as employees, customers, shareholders, suppliers, government agencies, communities, and advocacy groups. Stakeholders can influence or be affected by the decisions, actions, or outcomes of the entity in which they have a stake. They may have different interests, perspectives, and priorities, and their involvement and engagement are crucial for the success and sustainability of the organization or initiative. Effective stakeholder management involves identifying stakeholders, understanding their needs and expectations, communicating with them transparently, and actively involving them in decision-making processes to ensure their concerns are addressed and their interests are considered.
Standard Operating Procedure (SOP)	A Standard Operating Procedure (SOP) is a detailed set of step-by-step instructions, guidelines, or protocols established to ensure



consistency, efficiency, and safety in performing specific tasks, processes, or operations within an organization. SOPs are developed to standardize procedures, minimize errors, and promote compliance with regulatory requirements or industry standards. They typically outline the sequence of actions, responsibilities, equipment or resources needed, safety precautions, and quality control measures to be followed when carrying out a particular activity or task. SOPs are commonly used in various industries, including healthcare, manufacturing, aviation, hospitality, and research, to facilitate training, streamline operations, and maintain quality and consistency in performance. They serve as valuable reference documents for employees, helping them understand and execute tasks effectively and consistently.

#### Student Affairs

Student Affairs refers to a department or division within an educational institution that is responsible for providing support services and programmes to enhance the overall student experience and promote student success, well-being, and development outside of the academic curriculum. Student Affairs professionals work collaboratively with students, faculty, staff, and other stakeholders to address a wide range of student needs and interests, including academic advising, career counseling, student activities, residential life, student health services, multicultural affairs, student conduct and discipline, and campus safety. The primary goal of Student Affairs is to foster a supportive and inclusive campus environment that facilitates student learning, engagement, and personal growth, and prepares students for success in their academic, professional, and personal lives.

#### Temporary Practicing Certificate (TPC)

A Temporary Practicing Certificate (TPC) is a provisional authorization issued by a regulatory or licensing authority that allows an individual to practice in a specific profession or occupation for a limited period of time, typically until they fulfill certain requirements or qualifications necessary for full licensure or registration. Temporary practicing certificates may have conditions or restrictions attached to them, such as supervision requirements or limitations on the scope of practice, and they are subject to renewal or expiration based on the terms specified by the issuing authority.



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MALAYSIAN NURSING BOARD/MALAYSIAN MIDWIVES BOARD

# **SECTION 1**

# **CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION**



# AREA 1

# PROGRAMME DEVELOPMENT AND DELIVERY

## SECTION 1: CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION

### CRITERIA

#### 1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes:

- 1.1.1 The institution **SHALL** articulate its direction by defining Programme Educational Objectives (PEOs) and Programme Learning Outcomes (PLOs) clearly.
- 1.1.2 The programme **SHALL** align with and contribute to the vision, mission, and goals of the Higher Education Provider (HEP).
- 1.1.3 The formulation of PEOs and PLOs **SHALL** involve the participation of:
  - 1.1.3.1 major stakeholders;
  - 1.1.3.2 the academic staff, nursing graduates, and the community; and
  - 1.1.3.3 education and health care authorities and professional organisations.
- 1.1.4 The programme **SHALL** be initiated following a thorough needs assessment indicating its necessity. This standard **SHALL** be considered alongside Standards 1.2.2 in Area 1, page 2, and 6.1.6 in Area 6, page 48.
- 1.1.5 The department **SHALL** define its programme educational objectives, learning outcomes, teaching and learning strategies, and assessment methods, ensuring constructive alignment among them. This standard **SHALL** be considered alongside Standards 1.2.4 in Area 1, page 2.
- 1.1.6 The programme's learning outcomes **SHALL** align with the MQF level descriptors and the domains of MQF learning outcomes.
- 1.1.7 In accordance with the specified learning outcomes, the programme **SHALL** outline the career and further study opportunities available to students upon completion.
- 1.1.8 The programme **SHALL** meet the requirements of the Malaysian Nursing Board (MNB) or Malaysian Midwives Board (MMB).



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

- 1.2.1 The department **SHALL** possess adequate autonomy to design the curriculum and utilise allocated resources for its implementation. This provision extends to collaborative programmes with other HEPs in accordance with national policies, where applicable.
- 1.2.2 The department **SHALL** establish a suitable process for curriculum development, culminating in approval by the highest academic authority within the HEP. This standard **SHALL** be considered alongside Standards 1.1.4 in Area 1, page 1, and 6.1.6 in Area 6, page 48.
- 1.2.3 The department **SHALL** engage stakeholders, including educational experts as necessary, in the curriculum development process. This standard **SHALL** be considered alongside Standard 7.1.6 in Area 7, page 52.
- 1.2.4 The curriculum **SHALL** adhere to the requirements of the discipline of study, taking into account relevant programme standards, professional and industry prerequisites, and best practices in the field.
- 1.2.5 There **SHALL** be suitable teaching and learning methods aligned with the programme educational objectives and learning outcomes.
- 1.2.6 There **SHALL** be co-curricular activities aimed at enriching the student experience and promoting personal development and responsibility. This standard may not apply to Open and Distance Learning (ODL) programmes and those tailored for working adult learners [Code of Practice and Open Distance Learning (COP-ODL), MQA (latest edition)].

## 1.3 Programme Delivery

- 1.3.1 The department is responsible for ensuring the effective delivery of programme learning outcomes.
- 1.3.2 Upon commencement of their studies, students **SHALL** receive comprehensive and up-to-date information regarding the objectives, structure, outline, schedule, credit value, learning outcomes, assessment methods of the programme, and other relevant details.
- 1.3.3 The programme **SHALL** have a designated full-time coordinator and a team of academic staff, such as a programme committee, endowed with sufficient authority to ensure effective delivery of the programme. This standard **SHALL** be considered alongside related Programme Standards and Guidelines to Good Practices, as well as standards 6.1.1 and 6.2.2 in Area 6, pages 48 and 49.



- 1.3.4 The department **SHALL** ensure a conducive learning environment for students. This standard **SHALL** be considered alongside Standard 5.1.1 in Area 5, page 42.
- 1.3.5 The department **SHALL** promote innovations in teaching, learning and assessment.
- 1.3.6 The department **SHALL** obtain feedback from stakeholders during curriculum review to improve the delivery of the programme outcomes.

#### 1.4 Curriculum Design and Delivery:

- 1.4.1 Academic Autonomy.  
There **SHALL** be a policy on sufficient academic independence:
- 1.4.1.1 the department to be responsible for designing the curriculum; and
- 1.4.1.2 allocation of resources for programme implementation.
- 1.4.2 Programme Design and Teaching and Learning Methods:  
The curriculum content **SHALL** illustrate content sequences, breadth, depth, and extent of the subject content.
- 1.4.3 A diverse range of teaching and learning methods **SHALL** be employed to accomplish the learning outcomes.
- 1.4.4 If changes exceed **30%** of the curriculum at any given time, it **SHALL** be submitted to the Malaysian Qualifications Agency (MQA) for approval, and notification must be provided to MNB/MMB.
- 1.4.5 Curriculum Content and Structure:
- 1.4.5.1 The curriculum content **SHALL** align with the Malaysian Qualifications Framework (MQF).
- 1.4.5.2 The curriculum **SHALL** contain the core discipline contents prescribed as below:
- Basic Medical Science:
- Anatomy
  - Physiology
  - Biochemistry
  - Microbiology
  - Parasitology
  - Immunology
  - Pharmacology



Behavioral Science related to nursing:

- Psychology
- Sociology
- Ethics and Law
- Communication
- Digitalisation and Technology
- Counselling
- Personal and Professional Development

Nursing Science:

- Fundamentals of Nursing
- Medical
- Surgical
- Paediatric
- Orthopaedic
- Emergency, Trauma and Disaster
- Perioperative Care
- Management/Administration Nursing
- Gerontology

Nursing Specialised:

- Obstetrics and Gynaecology
- Community Health, Epidemiology
- Mental Health

Research and Statistics:

- Research Methodology
- Statistics
- Research Project (MQF Level 6 and above)

1.4.5.3 The detailed course information **SHALL** be prepared using the Table 4 template provided by MQA.

1.4.6 Clinical placement:

1.4.6.1 Clinical placement for Certificate, Diploma and Bachelor in Nursing:

- **minimum of 52 weeks** of clinical placement is required before registration for the MNB examination.
- 60-70% of the coverage **SHALL** be from Medical and Surgical areas; and
- 100% attendance is mandatory.

Clinical placements are mandatory for all Nursing Science courses.

Elective Courses in Nursing (Bachelor levels) offer opportunities to explore specialised areas of interest within the field.



1.4.6.2 Clinical placement for Advanced Diploma in Midwifery.

- **minimum 24 weeks** of clinical placement before registration for MMB examination; and
- 100% attendance is mandatory.

**Footnotes:**

- Any medical certificate leaves or absenteeism **MUST** be replaced.
- All students are entitled to official gazetted public holidays.

1.4.7 The curriculum in relation to the level of programme:

1.4.7.1 Curriculum for Bachelor of Nursing programme (4 years) (MQF Level 6) (exclude MPU and university courses):

<b>Core</b>	<b>Minimum credit</b>
Basic Medical Science	16
Behavioural Science	10
Nursing Science	52
Clinical Placement	26
Research and Statistics (inclusive of Project)	12
Elective Course in Nursing	4
<b>Total</b>	<b>120</b>

\*Credit transfer is permitted for Diploma in Nursing graduates, with a maximum of 50% of the total required credits for graduation (*Kompilasi Dasar Jaminan Kualiti Pendidikan Tinggi, MQA, terkini*).

\*Credit transfer is not subject to the duration of the completion of prior studies or the completion of the module/course.

1.4.7.2 Curriculum for Bachelor of Public Health Nursing programme (4 years) (MQF Level 6) (exclude MPU and university courses):

<b>Core</b>	<b>Minimum credit</b>
Basic Medical Science	16
Behavioural Science	10
Nursing Science	56
Clinical Placement	26
Research and Statistics (inclusive of Project)	12
Elective Course in Nursing	Not applicable
<b>Total</b>	<b>120</b>

\*Credit transfer is permitted with a maximum of 50% of the total required credits for graduation (*Kompilasi Dasar Jaminan Kualiti Pendidikan Tinggi, MQA, terkini*).

\*Credit transfer is not subject to the duration of previous studies/completion of the module/course.



1.4.7.3 Curriculum for Advanced Diploma Programme in Nursing (1 year) (MQF Level 5) (exclude MPU and university courses):

Core	Minimum credit
Basic Medical Science	6
Behavioural Science	3
Nursing Science	16
Clinical Placement	12
Research and Statistics	3
Elective Course in Nursing	Not applicable
<b>Total</b>	<b>40</b>

1.4.7.4 Curriculum for Diploma in Nursing programme (3 years) (MQF Level 4) (exclude MPU and university courses):

Core	Minimum credit
Basic Medical Science	8
Behavioural Science	8
Nursing Science	46
Clinical Placement	26
Research and Statistics	2
Elective Course in Nursing	Not applicable
<b>Total</b>	<b>90</b>

\*Credit transfer is permitted for Certificate in Nursing graduates, with a maximum allowance of 50% of the total required credits for graduation (*Kompilasi Dasar Jaminan Kualiti Pendidikan Tinggi, MQA, terkini*).

\*Credit transfer is not subject to the duration of the completion of prior studies or the completion of the module/course.

1.4.7.5 Curriculum for Certificate in Nursing programme (MQF Level 3) (exclude MPU and university courses):

Core	Minimum credit
Basic Medical Science	6
Behavioural Science	4
Nursing Science	24
Clinical Placement	26
Research and Statistics	Not applicable
Elective Course in Nursing	Not applicable
<b>Total</b>	<b>60</b>



1.4.7.6 Curriculum for Post Basic Programme in Nursing:

<b>Core</b>	<b>Minimum credit</b>
Basic Medical Science	2
Behavioural Science	2
Nursing Science	10
Clinical Placement	6
Research and Statistics	Not applicable
Elective Course in Nursing	Not applicable
<b>Total</b>	<b>20</b>

1.4.8 Duration of study:

Level MQF	Academic	Conventional and Blended Learning		*Open Distance Learning (ODL) (minimum)	Micro-credentials
		Full time (minimum)	Part- time (minimum)		
6	Bachelor of Nursing	4 years	5 years	3 years	
6	Bachelor of Public Health Nursing	4 years	5 years		
5	Advanced Diploma	1 year	2 years		2-4 years
4	Diploma	3 years			
3	Certificate (Assistant Nurse)	2 years			
	Post Basic	6 months	1 year		1-2 years

Only students with approved credit transfers are permitted to complete their studies before the stipulated minimum duration.

ODL and Part-time – for registered nurses only.

\*For the Open Distance Learning mode kindly refer to Code of Practice and Open Distance Learning (COP-ODL), MQA (latest edition).

1.4.9 Total credit hours for core sciences **SHALL** be within the range of:

Level MQF	Academic	Core discipline Total Credit (Minimum)
6	Bachelor of Nursing	120
6	Bachelor of Public Health Nursing	120
5	Advanced Diploma in Nursing	40
4	Diploma in Nursing	90
3	*Certificate (Assistant Nurse) in Nursing	60
	Post Basic in Nursing	20



The curriculum **SHALL** meet the discipline's requirements, adhering to appropriate programme standards, professional and industry demands, and best practices in the field.

\* Can be offered only by private hospitals with nursing school/college.

**Formula:**

**1 credit = 40 notional hours for theory and practical.**

**1 credit = 80 notional hours for clinical placement (40 hours/week).**

**Clinical Placement:**

40 hours/week (Any day from Monday to Sunday).

Shift **SHALL** take place from the following working hours:

- 7am-2pm
- 2pm-9pm
- 9pm-7am (Minimum of two (2) night shifts required in the final year, applicable to Certificate, Diploma, Bachelor, and Advanced Diploma in Midwifery)
- Shift duration of seven plus one (7+1) hour involves guided learning sessions with clinical instructors/lecturers/local preceptors.
- Students spend nine (9) hours in community postings, including lunch breaks, adhering to clinic operational hours.

**Guidelines for Student Learning Time (SLT) calculation\***

Components	Face to Face (F2F)		Non-Face to Face (NF2F)
	Lecture/ Clinical	Guided structured learning	Independent Learning Time (ILT)
Lecture	1 hour		1-2 hours
Tutorial	1 hour		1-2 hours
Skill Laboratory	1 hour		1-2 hours
Nursing Practicum	7 hours	1 hour	-
Presentation	1 hour		3-4 hours
Coursework/Assignment	2000 words		10-12 hours
Examination	1 hour		3-4 hours
OSCE	1 hour		1-2 hours

\*The allocation of independent learning time (ILT) **SHALL** correspond to the complexity of the courses.



- 1.4.10 Evidence of integration between theory and practical components **SHALL** be demonstrated.
- 1.4.11 The learning outcomes of clinical practice **SHALL** align with the theoretical framework.
- 1.4.12 Each nursing course **SHALL** consist of a minimum of **2 credits** and a maximum of **4 credits for theory**, and a minimum of **2 credits** and a maximum of **8 credits for clinical placement**.
- 1.4.13 Management of the programme:
  - 1.4.13.1 Students **SHALL** be provided with up-to-date written information detailing the aims, objectives, learning outcomes, and assessment methods of the programme.
  - 1.4.13.2 The programme **SHALL** include a qualified academic coordinator and a team responsible for overseeing its implementation.
  - 1.4.13.3 The programme team **SHALL** have established procedures for both planning and monitoring the programme.
  - 1.4.13.4 The programme team **SHALL** possess sufficient resources to sustain the implementation of the programme.
  - 1.4.13.5 The programme team **SHALL** conduct regular reviews and evaluations of the programme to ensure quality assurance.
  - 1.4.13.6 The institution **SHALL** provide a conducive learning environment to facilitate academic achievement.
- 1.4.14 Linkages with external stakeholders:
  - 1.4.14.1 The institution **SHALL** establish linkages with external stakeholders at all levels of planning, implementation, and review.
  - 1.4.14.2 The institution **SHALL** seek evaluations from employers to enhance curriculum, clinical placements, and overall employability.
  - 1.4.14.3 Students **SHALL** be provided with opportunities to establish connections with external stakeholders.



- 1.4.15 APEL. C:  
APEL.C is permitted for Post Basic, Advanced Diploma, Bachelor of Nursing and Bachelor of Public Health Nursing except for the Advanced Diploma in Midwifery (Guideline APEL.C MQA and Appendix 1).
- 1.4.16 Micro-credentials:  
Micro-credentials are permitted for Post Basic and Advanced Diploma in Nursing exclusively (Guideline Micro-credentials MQA and Appendix 2).
- 1.4.17 The programme **SHALL** attain accreditation before students are eligible to sit for the MNB/MMB examination. An application for full accreditation is initiated when the first cohort of students approaches their final year.
- 1.4.18 The programme **SHALL** achieve full accreditation before students are eligible to graduate.
- 1.4.19 Full accreditation of the programme is mandatory for recognition from the MNB/MMB.



## AREA 2

## ASSESSMENT OF STUDENT LEARNING

### SECTION 1: CRITERIA AND STANDARDS FOR PROGRAMMES ACCREDITATION

#### CRITERIA

##### 2.1 Relationship between assessment and learning outcomes:

- 2.1.1 Assessment principles, methods, and practices **SHALL** be aligned to the learning outcomes of the programme, adhering to the levels delineated in the MQF.
- 2.1.2 The alignment of assessment with the learning outcomes in the programme **SHALL** undergo systematic and regular review to ensure ongoing effectiveness.

##### 2.2. Assessment methods:

- 2.2.1 There **SHALL** be a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies.
- 2.2.2 There **SHALL** be mechanisms to review periodically to ensure the validity, reliability, integrity, relevancy and fairness of the assessment methods.
- 2.2.3 The frequency, methods, and criteria of student assessment including the grading system and appeal policies **SHALL** be documented and communicated to students at the commencement of the programme.
- 2.2.4 Any changes to student assessment methods **SHALL** adhere to established procedures and regulations, and students **SHALL** be informed of these changes prior to their implementation.
- 2.2.5 All Nursing Science (**except** Management/Administration Nursing) and Basic Medical Science courses **SHALL** be assessed according to the proportion of 60% in the final assessment in the mode of a written final examination.
- 2.2.6 All clinical placement courses **SHALL** be assessed according to the proportion of 100% in continuous assessment throughout the semester as stated in 2.2.8.2. Page 12.
- 2.2.7 The methods and tools of assessment **SHALL** be communicated to the students on commencement of programme.
- 2.2.8 Assessment is a measure of student learning and effectiveness of teaching.



There are various methods of assessment such as:

#### 2.2.8.1 **Theory/didactic:**

Assessment during the didactic component occurs continuously throughout each semester, with evaluations conducted based on learning outcomes.

- i. Continuous assessment:
  - Such as **but not limited** to the following; case-based assessment, case study presentations, portfolio, test, or quiz.
  - Skill test/skill assessment/practical test at skill lab/simulation ward.
- ii. Final assessment:
  - It is conducted at the end of the semester such as Multiple-Choice Question (MCQ), Short Answer Question (SAQ), Short Essay Question (SEQ), or Modified Essay Question (MEQ).
- iii. Alternative assessment:
  - It is an alternative to a final assessment such as a report, portfolio, proposal or reflection.
  - It applies only to Behavioural Science, Research and Statistics.
- iv. Open books examination:
  - Allow for Behavioural Science, Research and Statistics only.

#### 2.2.8.2 **Practical:**

Assessment during the clinical component occurs continuously throughout the semester, aligning with the specified learning outcomes:

- i. Including but **not limited** to case-based assessments, clinical case study presentations, portfolio/clinical assessments, and \*supervisor/clinical performance appraisals. (\*maximum 10%)
- ii. Objective Structured Clinical Examination (OSCE)/Objective Structured Practical Examination (OSPE).
- iii. Clinical Examination in Real Scenario.

\*Assessment will commence once students have acquired sufficient clinical exposure.



Completion of core competency procedures and 100% attendance at clinical placements are mandatory for registration for the MNB/MMB examination.

- 2.2.9 The grading system for Bachelor, Advanced Diploma, Diploma, Post Basic and Certificate:

The scheme of marks and grades is as follows:

Marks	Grade	Grade Point	Meaning
50	C	2.00	Pass

A minimum of 50% is a passing mark and **Grade C** is the minimum passing grade for every module/course.

### 2.3 Management of Student Assessment:

- 2.3.1 The department and its academic staff **SHALL** have an adequate level of autonomy in the management of student assessment.
- 2.3.2 There **SHALL** be mechanisms to ensure the security of assessment documents and records.
- 2.3.3 The assessment results **SHALL** be communicated to students before the commencement of a new semester to facilitate progression decisions.
- 2.3.4 The department **SHALL** have appropriate guidelines and mechanisms for students to appeal their course results.
- 2.3.5 The department is required to periodically review the management of student assessment and take action based on the findings of the review. For programme at MQF levels 4 to 6, this review process **SHALL** involve external examiners/assessors, or advisors.
- 2.3.6 Establish a clear and comprehensive examination policy that outlines the procedures and guidelines for assessments. Clearly articulate the appeal policy for students to seek recourse in case of grievances or disputes regarding assessment outcomes. Additionally, provide a dismissal policy detailing the circumstances under which students may be terminated from the programme.
- 2.3.7 Ensure that feedback on academic and clinical performances, as well as assessments, is provided to students and documented for record-keeping purposes.



- 2.3.8 Ensure that students achieve a minimum of **85%** attendance of lecture/tutorial/practical hours for theory modules/courses hours.
  - 2.3.9 Ensure student achieves **100%** attendance of clinical placement.
  - 2.3.10 Medical leave **SHALL not exceed** a maximum of **nine (9) days** per year for programme lasting **one year or more**, and it is only applicable to theory modules/courses.
  - 2.3.11 Medical leave **SHALL not exceed** a maximum of **five (5) days** per year for programme between **six to twelve (6 to 12) months**, and it applies only to theory modules/courses.
  - 2.3.12 Ensure that students achieve **100%** completion for **core competency procedures** documented in the clinical practice record book. This requirement is mandatory for licensing registration and cannot be included as part of any form of assessment.
  - 2.3.13 Ensure that students achieve a minimum of **85%** completion for **optional procedures** documented in the clinical practice record book.
- 2.4 A candidate **SHALL** disclose their current health status before applying for a licensing registration examination.



# AREA 3

## STUDENT SELECTION AND SUPPORT SERVICES

### SECTION 1: CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION

#### CRITERIA

##### 3.1 Student Selection:

- 3.1.1 The programme **SHALL** establish transparent criteria and procedures for student selection, including students transfer, in accordance with relevant requirements.
- 3.1.2 The criteria and processes of student selection **SHALL** be transparent and objective.
- 3.1.3 Student enrollment **SHALL** align with the department's capacity to effectively deliver the programme.
- 3.1.4 A clear policy, along with any necessary mechanisms, **SHALL** be in place for students to appeal the selection process if needed.
- 3.1.5 The institution **SHALL** offer appropriate developmental or remedial support to assist students, including incoming transfer students who are in need.
- 3.1.6 The recruitment committee **SHALL** include at least a registered nurse.
- 3.1.7 All candidates **SHALL** fulfill the entry requirements specified by the MNB/ MMB.
- 3.1.8 Nursing Specialisation/Post-Basic Nursing programme **SHALL** be offered to registered nurses exclusively.
- 3.1.9 Malaysian candidates with local qualifications **SHALL** possess credit in *Bahasa Melayu* in *Sijil Pelajaran Malaysia (SPM)*/*Sijil Vokasional Malaysia (SVM)* a minimum of **Grade C**.

\*For employment in the Malaysian government, candidates **SHALL** have a credit in *Bahasa Melayu* in SPM/SVM.



- 3.1.10 Candidates with International General Certificate Secondary Education (IGCSE) qualification **SHALL** possess a minimum of **Grade C** in **five (5) subjects** and local candidates are required to have a credit in the Malay - First Language subjects.
- 3.1.11 Senior Middle Level for Unified Examination Certificate (UEC) with a minimum of **Grade B6** in **five (5) subjects SHALL** be accepted for Private Institution of Higher Learning as approved by the Ministry of Higher Education (MOHE).
- And possess SPM with **a minimum of three (3) credits**:
- Bahasa Melayu;
  - Mathematics (Elementary/Additional/ Modern); and
  - Science (General Science/Biology/Chemistry/Physics/Applied Science /Additional Science).
- 3.1.12 Possess Sijil Tinggi Agama Malaysia (STAM) **SHALL** possess SPM with **a minimum of three (3) credits**:
- Bahasa Melayu;
  - Mathematics (Elementary/Additional/Modern); and
  - Science (General Science/Biology/Chemistry/Physics/Applied Science /Additional Science).
- (Penetapan gred Sijil Tinggi Agama Malaysia (STAM) sebagai syarat masuk program Diploma Kejururawatan - Appendix 3);*
- (Penetapan gred Sijil Tinggi Agama Malaysia (STAM) sebagai syarat masuk program Ijazah Sarjana Muda Kejururawatan - Appendix 4).*
- 3.1.13 Malaysian candidates with international qualification **SHALL** follow the entry requirement as international candidates.
- 3.1.14 Malaysian candidates with Retention of Name (RON) **SHALL** obtain Practicing Certificate (PC) through Higher Education Provider (HEP) before undertaking clinical placement in Malaysia. Once the PC application is approved, the RON will be terminated.
- 3.1.15 Minimum age to enroll in a nursing programme is **eighteen (18)** years old.
- 3.1.16 International candidates with local qualification (SPM) **SHALL** follow the entry requirements as Malaysian candidates.



3.1.17 \*International candidates enrolled in the Post Basic, Advanced Diploma Programme and Bachelor in Nursing/Public Health Nursing **SHALL** possess a current Temporary Practicing Certificate (TPC) from the MNB **before** undertaking clinical placement in Malaysia.

*[Garis Panduan Penggunaan Fasiliti Kementerian Kesihatan Malaysia Bagi Tujuan Latih Amal Pelajar/Pelatih Pemberi Pendidikan Tinggi (terkini)].*

\*Applicable for registered nurse only.

3.1.18 Registered nurses pursuing further studies **SHALL** possess a valid Practicing Certificate (PC) or Temporary Practicing Certificate (TPC) to be eligible for clinical placement and sit for the MNB/MMB examination.

3.1.19 International students **SHALL** submit a copy of student pass, issued by Education Malaysia Global Services (EMGS) to the Curriculum Unit of MNB/MMB.

3.1.20 For Advanced Diploma in Midwifery:

3.1.20.1 All candidates **SHALL** have a certificate of **20 hours lactation** management course before registering in the programme offered by Ministry of Health or Public Higher Education Institution.

3.1.20.2 For private institutions, a **20 hours lactation** management course can be as pre-requisite or to be completed during the programme.

3.1.20.3 The Advanced Diploma Midwifery programme is permitted for **female candidates** only.

3.1.21 For Bachelor of Public Health Nursing Programme:

3.1.21.1 Candidate **SHALL** be a Registered Midwife.

3.1.22 **Programme: Post Basic Programme in Nursing:**

Minimum Entry Requirement For Malaysian candidates:	Minimum Entry Requirement For International candidates/ Spouse of Malaysian citizen:
<ul style="list-style-type: none"> <li>a. Possess Diploma/Bachelor in Nursing from a recognised institution by MQA;</li> <li>b. Registered with the MNB;</li> <li>c. Possess current PC/RON for nurses from MNB before</li> </ul>	<ul style="list-style-type: none"> <li>a. Possess Diploma/Bachelor in Nursing from a recognised institution by accreditation body country of origin;</li> <li>b. Registered with the Nursing Council of the country of origin;</li> </ul>



<p>clinical placement (3.1.14); and</p> <p>d. Minimum <b>twenty-four (24) months</b> clinical working experience;</p>	<p>c. Possess current TPC from MNB before clinical placement (3.1.18);</p> <p>d. Minimum <b>twenty-four (24) months</b> clinical working experience;</p> <p><b>AND</b> Attain proficiency in English language with any <b>one (1)</b> of the following exam results;</p> <p>e. MUET with minimum of Band 3 as a graduation requirement;</p> <p><b>OR</b> A pass in International English Language Testing System (IELTS) with a minimum score of 5.5;</p> <p><b>OR</b> Test of English as a Foreign Language (TOEFL): TOEFL Paper Based Test (TOEFL PBT) a minimum score of 453;</p> <p><b>OR</b> TOEFL Computer Based Test (TOEFL CBT) a minimum score of 133;</p> <p><b>OR</b> TOEFL Internet Based Test (TOEFL iBT) a minimum score of 46;</p> <p><b>OR</b> TOEFL Essentials (Online) 8;</p> <p><b>OR</b> Pearson Test of English (PTE Academic/PTE Online) a minimum score of 51;</p>
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	<p><b>OR</b> Cambridge English Qualifications and Test A2 Key (KET) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test B1 Preliminary (PET) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test B2 First (FCE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test C1 Advanced (CAE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test C2 Proficiency (CPE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test Linguaskill a minimum score of 160;</p> <p><b>OR</b> Cambridge Occupational English Test (OET) (Conventional/Online) a minimum score of 200;</p> <p><b>OR</b> ELS Certified Intensive English Programme Level (CIEP Level) a minimum score of 108.</p>
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3.1.23 **Programme: Certificate in Nursing (Assistant Nurse) (Level 3):**

<b>Minimum Entry Requirement For Malaysian candidates:</b>	<b>Minimum Entry Requirement For International candidates:</b>
Possess SPM/*SVM:  a. Credit in Bahasa Melayu/*Grade C in Bahasa Melayu;  Pass in Science (General Science/Biology/Chemistry/Physic/Additional Science);  Pass in Mathematics (Elementary/Additional/Modern);  Pass in English.	<b>Not Applicable</b>

3.1.24 **Programme: Diploma in Nursing (Level 4):**

<b>Minimum Entry Requirement For Malaysian candidates:</b>	<b>Minimum Entry Requirement For International candidates:</b>
<b>Either one (1) of the following below:</b>	<b>Either one (1) of the following below:</b>
a Possess SPM/*SVM or **equivalent with <b>a minimum of five (5) credits:</b>  Credit in Bahasa Melayu/*Grade C in Bahasa Melayu;  Credit/*Grade C in Mathematics (Elementary/Additional/Modern);  Credit/*Grade C in Science (General Science/Biology/Chemistry/Physics/Applied Science/Additional Science);	a. Possess SPM or **equivalent with <b>five (5) credits</b> (minimum Grade C); IGCSE/“O” Level  Credit in Mathematics (Elementary/Additional/Modern);  Credit in Science (General Science/Biology/Chemistry/Physics/Applied Science/Additional Science);  Credit in any <b>three (3)</b> other subjects;



<p>Credit/*Grade C in any <b>two (2)</b> other subjects;</p> <p>Minimum Pass in English;</p> <p><b>OR</b></p> <p>b Sijil Tinggi Agama Malaysia (STAM) minimum Maqbul;(3.1.12)</p> <p><b>OR</b></p> <p>c **Community Nurse Certificate;</p> <p>Registered with the MNB;</p> <p>Possess current PC/RON for nurses from MNB (3.1.14);</p> <p>Minimum <b>thirty-six (36) months</b> clinical working experience.</p> <p><b>OR</b></p> <p>d **Assistant Nurse;</p> <p>Possess SPM;</p> <p>Registered with the MNB;</p> <p>Possess current PC/RON for nurses from MNB (3.1.14);</p> <p>Minimum <b>thirty-six (36) months</b> clinical working experience.</p>	<p><b>AND</b></p> <p>Attain proficiency in English language with any <b>one (1)</b> of the following exam results;</p> <p>b. MUET with minimum of Band 3 as a graduation requirement;</p> <p><b>OR</b></p> <p>A pass in International English Language Testing System (IELTS) with a minimum score of 5.5;</p> <p><b>OR</b></p> <p>Test of English as a Foreign Language (TOEFL): TOEFL Paper Based Test (TOEFL PBT) a minimum score of 453;</p> <p><b>OR</b></p> <p>TOEFL Computer Based Test (TOEFL CBT) a minimum score of 133;</p> <p><b>OR</b></p> <p>TOEFL Internet Based Test (TOEFL iBT) a minimum score of 46;</p> <p><b>OR</b></p> <p>TOEFL Essentials (Online) 8;</p> <p><b>OR</b></p> <p>Pearson Test of English (PTE Academic/PTE Online) a minimum score of 51;</p> <p><b>OR</b></p> <p>Cambridge English Qualifications and Test A2 Key (KET) a minimum score of 160;</p>
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	<p><b>OR</b> Cambridge English Qualifications and Test B1 Preliminary (PET) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test B2 First (FCE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test C1 Advanced (CAE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test C2 Proficiency (CPE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test Linguaskill a minimum score of 160;</p> <p><b>OR</b> Cambridge Occupational English Test (OET) (Conventional/Online) a minimum score of 200;</p> <p><b>OR</b> ELS Certified Intensive English Programme Level (CIEP Level) a minimum score of 108.</p>
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\*\*Equivalent refers to the international academic qualification obtained that has been recognised as equivalent to SPM by the Malaysian Qualifications Agency (MQA).



**\*\*Credit transfer with a maximum allowance of 50% of the total required credits for graduation. (*Kompilasi Dasar Jaminan Kualiti Pendidikan Tinggi, MQA, terkini*).**

**\*\*Sponsored graduates are subject to the terms of the agreement.**

**3.1.24 Programme: Advanced Diploma Programme in Nursing (Level 5):**

<b>Minimum Entry Requirement For Malaysian candidates:</b>	<b>Minimum Entry Requirement For International candidates/ Spouse of Malaysian citizen:</b>
<ul style="list-style-type: none"> <li>a. Possess Diploma/Bachelor in Nursing from a recognised institution by MQA;</li> <li>b. Registered with the MNB/MMB;</li> <li>c. Possess current PC/RON for nurses from MNB (3.1.14);</li> <li>d. Minimum <b>twenty-four (24) months</b> clinical working experience.</li> </ul>	<ul style="list-style-type: none"> <li>a. Possess Diploma/Bachelor in Nursing from a recognised institution by accreditation body country of origin;</li> <li>b. Registered with the Nursing Council of the country of origin;</li> <li>c. Possess current TPC from MNB before clinical placement (3.1.18);</li> <li>d. Minimum <b>twenty-four (24) months</b> clinical working experience;</li> </ul> <p><b>AND</b> Attain proficiency in English language with any <b>one (1)</b> of the following exam results;</p> <ul style="list-style-type: none"> <li>e. MUET with minimum of Band 3 as a graduation requirement;</li> </ul> <p><b>OR</b> A pass in International English Language Testing System (IELTS) with a minimum score of 5.5;</p> <p><b>OR</b> Test of English as a Foreign Language (TOEFL):</p>



	<p>TOEFL Paper Based Test (TOEFL PBT) a minimum score of 453;</p> <p><b>OR</b></p> <p>TOEFL Computer Based Test (TOEFL CBT) a minimum score of 133;</p> <p><b>OR</b></p> <p>TOEFL Internet Based Test (TOEFL iBT) a minimum score of 46;</p> <p><b>OR</b></p> <p>TOEFL Essentials (Online) 8;</p> <p><b>OR</b></p> <p>Pearson Test of English (PTE Academic/PTE Online) a minimum score of 51;</p> <p><b>OR</b></p> <p>Cambridge English Qualifications and Test A2 Key (KET) a minimum score of 160;</p> <p><b>OR</b></p> <p>Cambridge English Qualifications and Test B1 Preliminary (PET) a minimum score of 160;</p> <p><b>OR</b></p> <p>Cambridge English Qualifications and Test B2 First (FCE) a minimum score of 160;</p> <p><b>OR</b></p> <p>Cambridge English Qualifications and Test C1 Advanced (CAE) a minimum score of 160;</p>
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	<p><b>OR</b> Cambridge English Qualifications and Test C2 Proficiency (CPE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test Linguaskill a minimum score of 160;</p> <p><b>OR</b> Cambridge Occupational English Test (OET) (Conventional/Online) a minimum score of 200;</p> <p><b>OR</b> ELS Certified Intensive English Programme Level (CIEP Level) a minimum score of 108.</p>
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\*International candidates are **not allowed** to practice in Malaysia upon graduation, **except** nurses from the spouses of Malaysian citizen.

3.1.25 **Programme: Bachelor of Nursing (Level 6):**

Minimum Entry Requirement For Malaysian candidates:	Minimum Entry Requirement For International candidates:
<p><b>Either one (1)</b> of the following below:</p> <p>a. Possess Sijil Tinggi Persekolahan Malaysia (STPM) or *equivalent with minimum CGPA 2.0;</p> <p><b>OR</b></p> <p>b. Sijil Tinggi Agama Malaysia (STAM) minimum 2.0 (Jayyid);</p> <p><b>OR</b></p> <p>c. UEC minimum grade B6;</p>	<p><b>Either one (1)</b> of the following below:</p> <p>a. Pass “A” Level minimum <b>Grade C</b> in <b>three (3)</b> subjects with minimum CGPA 2.5;</p> <p><b>OR</b></p> <p>b. Foundation with minimum CGPA 2.5;</p> <p><b>OR</b></p> <p>c. Any academic qualification equivalent to Sijil Tinggi</p>



<p><b>OR</b></p> <p>d. Matriculation/Foundation with minimum CGPA 2.5;</p> <p><b>OR</b></p> <p>e. Any Diploma/Bachelor Degree with minimum CGPA 2.5 (<b>Credit transfer are allow for Basic Medical Science/ Behavioural Science</b>) equivalent MQF Level 4/ Level 6;</p> <p><b>OR</b></p> <p>f. <b>**Diploma in Nursing</b> with minimum CGPA 2.5 from a recognised institution by MQA;</p> <p><b>AND</b></p> <p>g. Possess current PC/RON for nurses from MNB (for conventional programme) (3.1.14);</p> <p><b>OR</b></p> <p>Possess current PC/RON for nurses from MNB (before clinical placement for ODL programme) (3.1.14);</p> <p><b>AND</b></p> <p>h. Minimum Credit Bahasa Melayu in SPM/Grade C in SVM;</p> <p><b>AND</b></p> <p>Attain proficiency in English language with any <b>one (1)</b> of the following exam results;</p> <p>i. MUET with minimum of Band 3 as a graduation requirement.</p>	<p>Persekolahan Malaysia (STPM) with minimum CGPA 2.0;</p> <p><b>OR</b></p> <p>d. Any Diploma/Bachelor Degree with minimum CGPA 2.5 (<b>Credit transfer are allow for Basic Medical Science/ Behavioural Science</b>) equivalent MQF Level 4/Level 6;</p> <p><b>OR</b></p> <p>e. Diploma in Nursing with minimum CGPA 2.5 and Registered with the Nursing Council of the country of origin;</p> <p><b>AND</b></p> <p>f. Possess current Temporary Practicing Certificate (TPC) for registered nurses from MNB before clinical placement;</p> <p><b>AND</b></p> <p>Attain proficiency in English language with any <b>one (1)</b> of the following exam results;</p> <p>g. MUET with minimum of Band 3 as a graduation requirement;</p> <p><b>OR</b></p> <p>A pass in International English Language Testing System (IELTS) with a minimum score of 5.5;</p>
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<p><b>OR</b> A pass in International English Language Testing System (IELTS) with a minimum score of 5.5;</p> <p><b>OR</b> Test of English as a Foreign Language (TOEFL): TOEFL Paper Based Test (TOEFL PBT) a minimum score of 453;</p> <p><b>OR</b> TOEFL Computer Based Test (TOEFL CBT) a minimum score of 133;</p> <p><b>OR</b> TOEFL Internet Based Test (TOEFL iBT) a minimum score of 46;</p> <p><b>OR</b> TOEFL Essentials (Online) 8;</p> <p><b>OR</b> Pearson Test of English (PTE Academic/PTE Online) a minimum score of 51;</p> <p><b>OR</b> Cambridge English Qualifications and Test A2 Key (KET) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test B1 Preliminary (PET) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test B2</p>	<p><b>OR</b> Test of English as a Foreign Language (TOEFL): TOEFL Paper Based Test (TOEFL PBT) a minimum score of 453;</p> <p><b>OR</b> TOEFL Computer Based Test (TOEFL CBT) a minimum score of 133;</p> <p><b>OR</b> TOEFL Internet Based Test (TOEFL iBT) a minimum score of 46;</p> <p><b>OR</b> TOEFL Essentials (Online) 8;</p> <p><b>OR</b> Pearson Test of English (PTE Academic/PTE Online) a minimum score of 51;</p> <p><b>OR</b> Cambridge English Qualifications and Test A2 Key (KET) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test B1 Preliminary (PET) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test B2 First (FCE) a minimum score of 160;</p>
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<p>First (FCE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test C1 Advanced (CAE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test C2 Proficiency (CPE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test Linguaskill a minimum score of 160;</p> <p><b>OR</b> Cambridge Occupational English Test (OET) (Conventional/Online) a minimum score of 200;</p> <p><b>OR</b> ELS Certified Intensive English Programme Level (CIEP Level) a minimum score of 108.</p>	<p><b>OR</b> Cambridge English Qualifications and Test C1 Advanced (CAE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test C2 Proficiency (CPE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test Linguaskill a minimum score of 160;</p> <p><b>OR</b> Cambridge Occupational English Test (OET) (Conventional/Online) a minimum score of 200;</p> <p><b>OR</b> ELS Certified Intensive English Programme Level (CIEP Level) a minimum score of 108.</p>
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\*Equivalent refers to the international academic qualification obtained that has been recognised as equivalent to STPM by the Malaysian Qualifications Agency (MQA).

\*\*Credit transfer with a maximum allowance of 50% of the total required credits for graduation. (*Kompilasi Dasar Jaminan Kualiti Pendidikan Tinggi, MQA, terkini*).

\*\*Sponsored graduates are subject to the terms of the agreement.



3.1.26 Programme: Bachelor of Public Health Nursing (Level 6):

Minimum Entry Requirement For Malaysian candidates:	Minimum Entry Requirement For International candidates:
<p>a. Certificate/Diploma in Nursing with minimum CGPA 2.5 from a recognised institution by MQA;</p> <p><b>AND</b></p> <p>b. Possess at least Certificate of Midwifery;</p> <p><b>AND</b></p> <p>c. Registered with the MNB and MMB;</p> <p><b>AND</b></p> <p>d. Possess current PC/RON for nurses from MNB (3.1.14);</p> <p><b>AND</b> Attain proficiency in English language with any <b>one (1)</b> of the following exam results;</p> <p>e. MUET with minimum of Band 3 as a graduation requirement.</p> <p><b>OR</b> A pass in International English Language Testing System (IELTS) with a minimum score of 5.5;</p> <p><b>OR</b> Test of English as a Foreign Language (TOEFL): TOEFL Paper Based Test (TOEFL PBT) a minimum score of 453;</p>	<p>a. Diploma in Nursing with minimum CGPA 2.5 and Registered with the Nursing Council of the country of origin;</p> <p><b>AND</b></p> <p>b. Possess at least Certificate of Midwifery;</p> <p><b>AND</b></p> <p>c. Possess current Temporary Practicing Certificate (TPC) for registered nurses from MNB before clinical placement;</p> <p><b>AND</b> Attain proficiency in English language with any <b>one (1)</b> of the following exam results;</p> <p>d. MUET with minimum of Band 3 as a graduation requirement;</p> <p><b>OR</b> A pass in International English Language Testing System (IELTS) with a minimum score of 5.5;</p> <p><b>OR</b> Test of English as a Foreign Language (TOEFL): TOEFL Paper Based Test (TOEFL PBT) a minimum score of 453;</p>



<p><b>OR</b> TOEFL Computer Based Test (TOEFL CBT) a minimum score of 133;</p> <p><b>OR</b> TOEFL Internet Based Test (TOEFL iBT) a minimum score of 46;</p> <p><b>OR</b> TOEFL Essentials (Online) 8;</p> <p><b>OR</b> Pearson Test of English (PTE Academic/PTE Online) a minimum score of 51;</p> <p><b>OR</b> Cambridge English Qualifications and Test A2 Key (KET) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test B1 Preliminary (PET) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test B2 First (FCE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test C1 Advanced (CAE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test C2 Proficiency (CPE) a minimum score of 160;</p>	<p><b>OR</b> TOEFL Computer Based Test (TOEFL CBT) a minimum score of 133;</p> <p><b>OR</b> TOEFL Internet Based Test (TOEFL iBT) a minimum score of 46;</p> <p><b>OR</b> TOEFL Essentials (Online) 8;</p> <p><b>OR</b> Pearson Test of English (PTE Academic/PTE Online) a minimum score of 51;</p> <p><b>OR</b> Cambridge English Qualifications and Test A2 Key (KET) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test B1 Preliminary (PET) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test B2 First (FCE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test C1 Advanced (CAE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test C2 Proficiency (CPE) a minimum score of 160;</p>
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<p><b>OR</b> Cambridge English Qualifications and Test Linguaskill a minimum score of 160;</p> <p><b>OR</b> Cambridge Occupational English Test (OET) (Conventional/Online) a minimum score of 200;</p> <p><b>OR</b> ELS Certified Intensive English Programme Level (CIEP Level) a minimum score of 108.</p>	<p>Proficiency (CPE) a minimum score of 160;</p> <p><b>OR</b> Cambridge English Qualifications and Test Linguaskill a minimum score of 160;</p> <p><b>OR</b> Cambridge Occupational English Test (OET) (Conventional/Online) a minimum score of 200;</p> <p><b>OR</b> ELS Certified Intensive English Programme Level (CIEP Level) a minimum score of 108.</p>
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Credit transfer with a maximum allowance of 50% of the total required credits for graduation. (*Kompilasi Dasar Jaminan Kualiti Pendidikan Tinggi, MQA, terkini*).

3.1.27 **Health status:**

- 3.1.27.1 All candidates are required to self-disclose their health status upon entry.
- 3.1.27.2 All candidates **SHALL** obtain medical fitness certification from a registered medical practitioner within **one (1) month** from the commencement of the nursing programme.
- 3.1.27.3 A candidate with any of the following **SHALL** be disqualified from entry into a nursing programme such as:
- Colour blindness, physical illness/deformity, mental illness, communicable disease **that may affect nursing practice**.
  - Individuals with HIV/AIDS/Hepatitis B/Hepatitis C are not eligible to enter the programme.



### 3.2 Articulation and Transfer:

- 3.2.1 The institution **SHALL** establish clear policies and mechanisms to facilitate student mobility, including student transfers within and between institutions, as well as cross-border mobility.
- 3.2.2 The institution **SHALL** ensure that incoming transfer students possess the capacity to successfully pursue the programme.

### 3.3 Student wellbeing:

- 3.3.1 If a student is determined to have a physical illness/deformity, mental illness, or communicable disease that poses a potential risk to nursing practice during training, termination **SHALL** be considered. HEP is to notify MNB/MMB with supportive documents.

### 3.4 Student Support Services:

- 3.4.1 Students **SHALL** have access to comprehensive support services, including physical, social, financial, recreational, online facilities, academic and non-academic counseling, and health services, which are appropriate and sufficient to meet their needs.
- 3.4.2 There **SHALL** be a designated administrative unit within the HEP, holding a prominent organisational status, tasked with planning and implementing student support services. This unit **SHALL** be staffed by individuals possessing relevant experience.
- 3.4.3 A comprehensive orientation programme **SHALL** be provided to all new students.
- 3.4.4 Academic, non-academic and career counselling **SHALL** be provided by qualified staff.
- 3.4.5 Support mechanisms **SHALL** be established to actively identify and assist students in need of academic, spiritual, psychological, and social support.
- 3.4.6 The HEP **SHALL** establish clearly defined and documented processes and procedures for managing disciplinary cases involving students.
- 3.4.7 An effective mechanism **SHALL** be in place for students to voice their grievances and seek resolution on both academic and non-academic matters.
- 3.4.8 Regular evaluations of student support services **SHALL** be conducted to ensure their adequacy, effectiveness, and safety.



### 3.5 Student Representation and Participation:

- 3.5.1 Well-disseminated policies and processes **SHALL** be in place to encourage active student engagement, particularly in areas concerning their interests and welfare.
- 3.5.2 Adequate student representation and organisation **SHALL** be established at both institutional and departmental levels.
- 3.5.3 Students **SHALL** be supported in establishing connections with external stakeholders and engaging in activities aimed at developing managerial, entrepreneurial, and leadership skills to prepare them for the workplace.
- 3.5.4 Student activities and organisations **SHALL** be facilitated to promote character building, foster a sense of belonging and responsibility, and encourage active citizenship.

### 3.6 Alumni:

The institution **SHALL** actively cultivate connections with alumni to develop, review, and consistently enhance the programme.

### 3.7 Registration in the *Sistem Pengurusan Maklumat Jururawat (SPMJ)*:

- 3.7.1 HEP **SHALL** register new students in the SPMJ within **six (6) months** after enrollment.
- 3.7.2 All students **SHALL** fulfill the requirements for the professional MNB/MMB examination upon completing eligibility screening.
- 3.7.3 All students **SHALL** be free from any disciplinary action or misconduct.
- 3.7.4 The HEP **SHALL** notify the MNB/MMB regarding student transfers/termination/withdrawal.



## AREA 4

## ACADEMIC STAFF

### SECTION 1: CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION

#### CRITERIA

##### 4.1. Recruitment and Management:

- 4.1.1 The department **SHALL** develop a well-defined plan for its academic staffing requirements, aligning with institutional policies and programme needs.
- 4.1.2 The department **SHALL** establish a clear and documented policy for recruiting academic staff, prioritising selection criteria based on academic merit and/or relevant experience.
- 4.1.3 The qualifications of academic staff **SHALL** be commensurate with the level of the programme.
- 4.1.4 All academic staff **SHALL** possess Post Basic qualification/Advanced Diploma/Master in Nursing (specialty) or specialised-related nursing programme under MOH or institution that has registered with the MQA and recognised by MNB/MMB.

Academic staff who were already part of the HEP academic system prior to the implementation of the 2018 Standard Operating Procedure (SOP) are **exempted** from this requirement.

Appointments after 2018 **SHALL** comply with Standard Criteria 2025.

##### 4.1.5 Post Basic in nursing:

- 4.1.5.1 Possess a Bachelor in Nursing recognised by the MNB/MMB;

**OR**

Possess a Bachelor in Health Care related certificate as recognised by the MNB/MMB with Diploma in Nursing (exceptional before December 2017);

- 4.1.5.2 Possess current Practicing Certificate (PC) for nurses or Temporary Practicing Certificate (TPC) for foreigners;



- 4.1.5.3 Possess Post Basic qualification/Advanced Diploma/Master in Nursing (specialty) or specialised-related nursing programme under Ministry of Health (MOH) or institution that has registered with the Malaysian Qualification Agency (MQA) and recognised by MNB/MMB with a minimum of **six (6) months** clinical working experience in that area of specialty after completion of study;
- 4.1.5.4 Possess a minimum of **five (5) years** of clinical experience as a registered nurse.
- 4.1.6 Certificate in Nursing:
- 4.1.6.1 Possess Bachelor in Nursing recognised by the MNB/MMB;
- OR**
- Possess a Bachelor in Health Care related certificate as recognised by the MNB/MMB with Diploma in Nursing (exceptional before December 2017);
- 4.1.6.2 Possess current PC for nurses or TPC for foreigners;
- 4.1.6.3 Possess a minimum of **five (5) years** of clinical experience as a registered nurse.
- 4.1.7 Diploma in Nursing:
- 4.1.7.1 Possess Bachelor in Nursing recognised by the MNB/MMB;
- OR**
- Possess Bachelor in Healthcare related certificate as recognised by the MNB/MMB with Diploma in Nursing (exceptional before December 2017);
- 4.1.7.2 Possess current PC for nurses or TPC for foreigners;
- 4.1.7.3 Possess Post Basic qualification/Advanced Diploma/Master in Nursing (specialty) or specialised-related nursing programme under Ministry of Health (MOH) or institution that has registered with the Malaysian Qualification Agency (MQA) and recognised by MNB/MMB is eligible to teach in the specialised nursing courses;
- 4.1.7.4 Possess a minimum of **five (5) years** of clinical experience as a registered nurse.



4.1.8 Bachelor of Nursing:

- 4.1.8.1 A Master's degree or higher in Nursing or a related field is required, with a Bachelor's degree in Nursing being mandatory;
- 4.1.8.2 Possess current PC for nurses or TPC for foreigners;
- 4.1.8.3 Possess Post Basic qualification/Advanced Diploma/Master in Nursing (specialty) or specialised-related nursing programme under Ministry of Health (MOH) or institution that has registered with the MQA and recognised by MNB/MMB, is eligible to teach in the specialised nursing courses;
- 4.1.8.4 Possess a minimum of **five (5) years** of clinical experience as a registered nurse.

4.1.9 Advanced Diploma in Nursing:

- 4.1.9.1 Possess Bachelor in Nursing recognised by the MNB/MMB;

**OR**

Possess Bachelor in Healthcare related certificate as recognised by the MNB/MMB with Diploma in Nursing (exceptional before December 2017);

- 4.1.9.2 Possess current PC or nurses or TPC for foreigners;
- 4.1.9.3 Possess Post Basic qualification/Advanced Diploma/Master in Nursing (specialty) or specialised-related nursing programme under Ministry of Health (MOH) or institution that has registered with the MQA and recognised by MNB/MMB with a minimum of **six (6) months** clinical working experience in that area of specialty after completion of study;
- 4.1.9.4 Possess a minimum of **five (5) years** of clinical experience as a registered nurse.

4.1.10 Dean/Director of Nursing/Head of Programme/Head of Department:

- 4.1.10.1 Malaysian citizen;
- 4.1.10.2 \*Possess a Master or higher degree/Healthcare related Master Degree;



4.1.10.3 Bachelor's degree in Nursing being mandatory;

**OR**

Bachelor in related degree as recognised by the MNB/MMB (exceptional before December 2017);

4.1.10.4 Possess current PC for nurses;

4.1.10.5 Possess Post Basic qualification/Advanced Diploma/Master in Nursing (specialty) or specialised-related nursing programme under MOH or institution that has registered with the MQA and recognised by MNB/MMB;

Academic staff who were already part of the HEP academic system prior to the implementation of the 2018 SOP are **exempted** from this requirement.

Appointments after 2018 **SHALL** comply with Standard Criteria 2025.

4.1.10.6 Has a minimum of **five (5) years** of teaching experience inclusive administrative experience;

4.1.10.7 Possess a minimum of **five (5) years** of clinical experience as a registered nurse.

4.1.10.8 Possess a higher level of academic qualification than the programme offered.

4.1.11 \* Programme Coordinator:

4.1.11.1 Malaysian citizen;

4.1.11.2 \*Possess a Master or higher degree/Healthcare related Master Degree;

**OR**

Bachelor's degree in Nursing being mandatory;

**OR**

Bachelor in related degree as recognised by the MNB/MMB (exceptional before December 2017);

4.1.11.3 Possess current PC for nurses;



- 4.1.11.4 Possess Post Basic qualification/Advanced Diploma/Master in Nursing (specialty) or specialised related nursing programme under MOH or institution that has registered with the MQA and recognised by MNB/MMB;
- Academic staff who were already part of the HEP academic system prior to the implementation of the 2018 SOP are **exempted** from this requirement.
- Appointments after 2018 **SHALL** comply with Standard Criteria 2025.
- 4.1.11.5 Has a minimum of **three (3) years** of teaching experience;
- 4.1.11.6 Possess a minimum of **five (5) years** of clinical experience as a registered nurse.
- 4.1.11.7 Possess a higher level of academic qualification than the programme offered.
- 4.1.12 \*Clinical Instructors (CI) for Certificate, Diploma and Bachelor programmes:
- 4.1.12.1 Possess current PC for nurses.
- 4.1.12.2 Possess a minimum of **five (5) years** of clinical experience as a registered nurse.
- 4.1.12.3 For supervision of Community Health Nursing, a Clinical Instructor (CI) without a Post Basic qualification in Public Health Nursing or experience but who hold a Certificate/Advanced Diploma in Midwifery **SHALL** undergo a **three (3) months** attachment at MOH Public Health setting.
- 4.1.12.4 For supervision of Mental Health Nursing, a CI without experience or Post Basic qualification in Mental Health Nursing, **SHALL** undergo a **three (3) months** attachment at MOH Mental Health setting.
- 4.1.12.5 For supervision of Obstetric Nursing, a CI **SHALL** have a Post Basic qualification Certificate/Advanced Diploma in Midwifery.
- 4.1.13 \*Clinical Instructors (CI) for Post Basic/Advanced Diploma programme and Bachelor of Public Health Nursing:
- 4.1.13.1 Possess current PC for nurses;
- 4.1.13.2 Possess a minimum of **five (5) years** of clinical experience as a registered nurse;



4.1.13.3 Possess Post Basic qualification/Advanced Diploma/Master in Nursing (specialty) or specialised-related nursing programme under MOH or institution that has registered with the MQA and recognised by MNB/MMB with a minimum of **six (6) months** clinical working experience in the related area after completion of study, is eligible to supervise the student in the specialised clinical area.

\*These criteria also apply to the selection and appointment of a Local Preceptor (LP).

4.1.14 Non-nursing academic staff employed the nursing department **SHALL** be a qualified graduate in the relevant field of expertise:

4.1.14.1 The number of non-nursing academic staff members **SHALL NOT** exceed 30% of the total nursing academic staff.

4.1.14.2 Allowed to teach in Basic Medical Science, Behavioural Science, Research and Statistic courses.

4.1.15 Ratio of full time and part time nursing academic staff in conventional programme:

4.1.15.1 The staff-student ratio for the programme **SHALL** be appropriate to the teaching-learning methods and comply with the programme standards for each discipline.

4.1.15.2 The department **SHALL** have adequate and qualified academic staff responsible for implementing the programme. The expected ratio of full-time and part-time academic staff is 60:40.

4.1.15.3 Full time nursing academic staff are limited to a maximum teaching workload of **nine (9)** credits per semester.

4.1.15.4 Part-time nursing academic staff are limited to a maximum teaching workload of **eight (8)** credits per semester.

4.1.16 There **SHALL** be enough qualified academic staff to implement the curriculum effectively and ensure adequate clinical supervision.

4.1.16.1 The conventional nursing programme: teacher-student ratio **SHALL** be **1:25** (full time nursing academic staff).

4.1.16.2 Clinical teaching: teacher-student ratio **SHALL** be **1:15** (full time academic staff).

4.1.16.3 The clinical instructor-student ratio **SHALL** be **1:15**



(If the lecturer also serves as a clinical instructor, they **SHALL** be available to provide full-time supervision and guidance to students).

- 4.1.16.4 For specialty programmes the teacher-student ratio **SHALL** be **1:20**.
- 4.1.16.5 For specialty programmes the clinical instructor-student ratio **SHALL** be **1:10**.
- 4.1.16.6 For Open Distance Learning programme teacher-student ratio **SHALL** be **1:30**.
- 4.1.17 Foreign nursing academic staff **SHALL NOT** exceed 40% of the total full-time nursing academic staff.
- 4.1.18 The policy of the department **SHALL** reflect an equitable distribution of responsibilities among the academic staff.
- 4.1.19 The recruitment policy for a specific programme **SHALL** aim to achieve diversity among academic staff in terms of experience, approaches, and backgrounds.
- 4.1.20 Policies and procedures for recognition through promotion, salary increment or other remuneration **SHALL** be clear, transparent, and based on merit.
- 4.1.21 The department **SHALL** establish national and international linkages to involve experienced academics, professionals, and practitioners in enhancing teaching and learning within the programme.

## 4.2 Service and Development

- 4.2.1 The department **SHALL** have established policies concerning the service, development, and appraisal of academic staff.
- 4.2.2 The department **SHALL** offer opportunities for academic staff to concentrate on their specific areas of expertise.
- 4.2.3 The HEP **SHALL** establish clear policies regarding conflict of interest and professional conduct, encompassing procedures for managing disciplinary cases among academic staff.
- 4.2.4 The HEP **SHALL** implement mechanisms and processes for periodic student evaluation of academic staff to enhance quality improvement.
- 4.2.5 The department **SHALL** establish a development programme for new academic staff and offer continuous professional enhancement opportunities for existing staff.



- 4.2.6 The HEP **SHALL** facilitate opportunities for academic staff to engage in professional, academic, and relevant activities at national and international levels, enabling them to acquire qualifications that enhance the teaching-learning experience.
- 4.2.7 The department **SHALL** actively encourage and facilitate its academic staff to engage in community and industry involvement activities.



# AREA 5

# EDUCATIONAL RESOURCES

## SECTION 1: CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION

### CRITERIA

#### 5.1 Physical Facilities:

- 5.1.1 The programme **SHALL** have sufficient and appropriate physical facilities and educational resources to ensure its effective delivery, including facilities for practical-based programme and for those with special needs.
- 5.1.2 The physical facilities **SHALL** comply with the relevant laws and regulations.
- 5.1.3 Sufficient and appropriate physical facilities and educational resources to ensure its effective delivery.
- 5.1.4 The institution **SHALL** have:
- 5.1.4.1 Classroom and teaching facilities include/examination hall:
- Adequate classrooms according to the approved number of students.
  - Spacious and comfortable classroom to accommodate the intended number of students.
  - Adequate and current audio-visual aids for effective teaching-learning activities.
  - Examination unit with adequate facilities **SHALL** be made available.
  - There **SHALL** be upgrading of equipment and facilities to cater for an increasing number of students.
- 5.1.4.2 Skill laboratory/Simulation ward **SHALL** consist of:
- Nurse's counter/station
  - Adult and child mannequin
  - Dangerous Drug/Psychotropic cabinet
  - Emergency trolley with SOP
  - Oxygen and suction panel with apparatus
  - Medication trolley
  - Treatment room
  - Hand washing facilities with elbow tap
  - Medical base
  - Surgical base



- Community base
- Isolation room
- Clean and dirty utility room

\*For specialty programme equipment's **SHALL** commensurate with programme offered.

5.1.4.3 Nursing Academic Staff: Student: Bed: ratio per teaching session **SHALL be 1:15** in the skill laboratory/simulation ward.

5.1.4.4 **Specialty Programme:**  
Nursing Academic Staff: Student: ratio per teaching session **SHALL be 1:10** in the skill laboratory/simulation ward.

5.1.4.5 Equipment **SHALL** correspond with the requirement and upgraded to meet the increasing population of the students.

5.1.4.6 Utilisation of the skill laboratory/simulation ward **SHALL** be scheduled to ensure adequate opportunities for all students to practice.

5.1.4.7 Skill laboratory/simulation ward **SHALL** have procedure stations and checklists.

5.1.4.8 Examination unit **SHALL** be equipped with:

- computer
- printer/photo copy machine
- shredder
- fire extinguisher
- authorised personnel
- authorisation and oath letter
- SOP for packing and handling question papers

5.1.4.9 Strong room/steel cabinet to keep examination paper **SHALL** include:

- door with grill
- double lock/combination key lock/digital lock
- authorised personnel in-charge
- authorisation and oath letter
- SOP for handling and receiving question papers
- record of entries and exits from the room

5.1.4.10 The library or resource centre **SHALL** have adequate and up-to-date reference materials and qualified staff that meet the needs of the programme and research amongst academic staff and students. Library facilities **SHALL** be adequate to meet programme requirements:



- books, e-books, journals, or e-journals related to programme
- Wireless Fidelity (Wi-Fi)
- computer and printer
- librarian/personnel in-charge
- discussion room

5.1.4.11 Computer laboratory **SHALL** be adequately equipped.

5.1.4.12 For the Open Distance Learning mode kindly refer to Code of Practice and Open Distance Learning (COP-ODL), MQA (latest).

5.1.5 Clinical placement:

5.1.5.1 Clinical placement areas **SHALL** cover all required discipline as approved to meet the learning outcomes of the respective programme placement (Table 5.1).

**TABLE 5.1: DISCIPLINE/AREA TO BE COVERED**

Post Basic	Certificate (MQF Level 3)	Diploma (MQF Level 4) and Bachelor of Nursing (MQF Level 6)	Advanced Diploma (MQF Level 5)	Bachelor of Public Health Nursing (MQF Level 6)
Relevant disciplines <b>SHALL</b> be available and <b>SHALL</b> comply with programme learning outcomes.	Medical Surgical Orthopaedic Paediatrics Obstetrics Gynaecology Out-patient Department Trauma and Emergency	Medical Surgical Orthopaedic Paediatrics Obstetrics Gynaecology Ophthalmology Otorhinolaryngology Trauma and Emergency Urology/Nephrology Neurology Gerontology Mental Health Community Health  Optional discipline: ● ICU ● CCU ● Operation Theatre ● Oncology	Relevant disciplines <b>SHALL</b> be available and <b>SHALL</b> comply with programme learning outcomes.	Nutrition, Obstetrics, Paediatric Nursing, Primary Health Care, Reproductive Health, Maternal and Child Health, Adolescent Health, School Health, Epidemiology, Health Information Management System, Population in special groups (Vulnerable populations), Environmental and Occupational Health



				Nursing, Gerontology Nursing, Leadership and Management, Wellness and Health Promotion.
--	--	--	--	---

- 5.1.5.2 Clinical placement for Diploma and Bachelor of the Nursing programme **SHALL** be:
- a minimum of **52 weeks** of clinical placement.
  - Medical and Surgical placements **SHALL** fulfill **60-70%** of the total clinical placement requirement.
  - a minimum placement for Nursing Management **SHALL** be **4 weeks**.
  - a minimum placement for Community Health Nursing **SHALL** be **4 weeks**.
  - a minimum placement for Mental Health Nursing **SHALL** be **2 weeks**.
- 5.1.5.3 Clinical placement for Bachelor of Public Health Nursing programme **SHALL** be:
- a minimum of **52 weeks** of clinical placement.
- 5.1.5.4 Clinical placement for Advanced Diploma in Midwifery programme **SHALL** be:
- a minimum of **24 weeks** of clinical placement.
  - a minimum placement for the labor room **SHALL** be **8 weeks**.
  - a minimum placement for Community Health Nursing **SHALL** be **4 weeks**.
- 5.1.5.5 Additional placements facilities **SHALL** be approved by MNB/MMB to ensure suitability for clinical experiences.
- 5.1.5.6 Placements are available to fulfill the programme outcomes to cover a range of the experiences required.
- 5.1.5.7 The maximum number of students allowed per Community Health Center **SHALL** not exceed **eight (8)** at any given time.
- 5.1.5.8 Staff: student ratio **SHALL** be **1:8** in the Community Health Center and **1:4** during activities.
- 5.1.5.9 Prior to placements, students **SHALL** be provided with clear and specific learning outcomes.



- 5.1.5.10 The student-to-patient ratio **SHALL** be **1:4**, and the level of patient care **SHALL** align with the students' required learning outcomes.
- 5.1.5.11 Clinical instructors are permitted to oversee a maximum of **two (2) adjacent wards** simultaneously at any given time.
- 5.1.5.12 Male students **SHALL** be accompanied by female health personnel when providing care to female patients.
- 5.1.5.13 Both indoor and outdoor recreational facilities **SHALL** be accessible.
- 5.1.5.14 Conducive accommodation for students in the clinical/college is recommended, and the institution is responsible for the well-being of the students.
- 5.1.5.14 The educational resources, services, and facilities **SHALL** undergo periodic reviews to evaluate their quality and appropriateness for current education and training needs.

## 5.2 Educational Expertise:

- 5.2.1 The educational resources, services and facilities **SHALL** be maintained and periodically reviewed to improve the quality and appropriateness.
- 5.2.2 The institution **SHALL** utilise educational expertise for staff development and research.

## 5.3 Research and Development:

(These standards are largely directed to universities and university colleges)

- 5.3.1 The institution **SHALL** have a research policy supported by adequate facilities and resources to sustain research activities.
- 5.3.2 The curriculum **SHALL** reflect the interaction between research and learning, influencing current teaching methods and preparing students for engagement in research, scholarship, and development endeavors.
- 5.3.3 The institution **SHALL** conduct periodic reviews of its research resources and facilities, taking appropriate action to enhance its research capabilities and foster a conducive research environment.

## 5.4 Financial Resources:

- 5.4.1 The HEP **SHALL** demonstrate financial viability and sustainability for the programme.



- 5.4.2 The institution **SHALL** establish clear procedures to ensure that its financial resources are adequate and managed efficiently.
  
- 5.4.3 The HEP **SHALL** have a clear line of responsibility and authority for budgeting and resource allocation that considers the specific needs of the department.



# AREA 6

# PROGRAMME MANAGEMENT

## SECTION 1: CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION

### CRITERIA

#### 6.1 Programme Management:

- 6.1.1 The institution **SHALL** clarify its management structure, function, relationships between them, and these **SHALL** be communicated to all parties involved based on the principles of responsibility, accountability, and transparency.
- 6.1.2 The institution **SHALL** provide accurate, relevant, and timely information about the programme which are easily and publicly accessible, especially to prospective students.
- 6.1.3 The institution **SHALL** have policies, procedures and mechanisms for regular review and updating of its structures, functions, strategies, and core activities to ensure continuous quality improvement.
- 6.1.4 The academic board of the department **SHALL** be an effective decision-making body with an adequate degree of autonomy.
- 6.1.5 Mechanisms to ensure functional integration and comparability of educational quality **SHALL** be established for programme conducted in different campuses or partner institutions.
- 6.1.6 The institution **SHALL** conduct internal and external consultations, and market needs and graduate employability analyses.
- 6.1.7 Mechanism for programme monitoring and review:
- 6.1.7.1 Student performance and progression **SHALL** be analysed in relation to the curriculum:
- Appropriately defined mechanism to monitor student progress and achievement.
  - There **SHALL** be evidence of evaluation, monitoring and reviewing on teaching-learning activities.
- 6.1.7.2 There **SHALL** be programme evaluation mechanism:



- The institution **SHALL** adhere to the curriculum's content, breadth, depth, and sequence which meet the current requirements.
  - The process of analysis in relation to teaching and learning.
- 6.1.7.3 There **SHALL** be a programme review and monitoring committee.
- 6.1.7.4 The institution self-review **SHALL** be able to identify areas of concern and demonstrate ways to improve the programme:
- The evaluation feedback **SHALL** be complimented with an action mechanism.
  - The findings **SHALL** be well documented with a prompt retrieval system for review.
- 6.1.7.5 The institution **SHALL** establish a mechanism for maintaining and upgrading facilities and programme resources for both local and international.

## 6.2 Programme Leadership:

- 6.2.1 The criteria for the appointment and the responsibilities of the programme leader **SHALL** be clearly stated.
- 6.2.2 The programme leader **SHALL** have appropriate qualification, knowledge and experiences related to the programme he/she is responsible for.
- 6.2.3 There **SHALL** 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.
- 6.2.4 There **SHALL** be a structured action plan for continuous improvement of activities:
- Short term action plan for below five years.
  - Long term action plan for five years and above.
- 6.2.5 Evaluation:  
The effectiveness of actions taken is evaluated to ensure improvement.
- 6.2.5.1 Internal audit:
- The committee will check and analyse weaknesses and strengths in the learning outcomes.
  - Structured audit tools to monitor adequacy of programme resources and facilities.
- 6.2.5.2 External audit:



Professionally informed judgments are made based on:

- Programme evaluation.
- Appropriate clinical practice assessment.
- Sufficient academic staff with relevant teaching and professional qualifications.
- Adequate support mechanisms for students.
- Adequate provisions for quality management and enhancement.
- Appointment of external examiners/moderators.
- The evidence of utilisation of audit and assessment (internal and external) findings from programme evaluation for future improvement.
- Evidence of documentation.

6.2.6 Feedback:

- Definite remedial measures are identified and implemented for improvement.
- The outcomes of remedial measures are regularly communicated to the stakeholders, staff, and students.

### 6.3 Administrative Staff:

6.3.1 The institution **SHALL** have a sufficient number of qualified administrative staff to support the implementation of the programme and related activities.

6.3.2 The HEP **SHALL** conduct regular performance review of the administrative staff of the programme.

6.3.3 The institution **SHALL** have an appropriate training scheme for the advancement of the administrative staff as well as to fulfil the specific needs of the programme.

6.3.4 The appointment of academic leadership **SHALL** meet the minimum requirements.

6.3.5 The academic leadership **SHALL** be held by one with appropriate qualifications and experience.

6.3.6 The academic leadership **SHALL** be evaluated at defined intervals for the programme's performance.

6.3.7 The academic leadership **SHALL** ensure that core skills are taught and validated.

### 6.4 Academic Records:



- 6.4.1 The institution **SHALL** have appropriate policies and practices concerning the nature, content and security of student, academic staff, and other academic records.
- 6.4.2 The institution **SHALL** maintain student records relating to their admission, performance, completion, and graduation in such form as is practical and preserve these records for future reference.
- 6.4.3 The institution **SHALL** implement policies on the rights of individual privacy and the confidentiality of records.
- 6.4.4 The institution **SHALL** continually review policies on the security of records, including the increased use of electronic technologies and safety systems.
- 6.4.5 There **SHALL** be records of academic meetings.
- 6.4.6 There **SHALL** be a registry of student's enrollment of the programme.



# AREA 7

## PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

### SECTION 1: CRITERIA AND STANDARDS FOR PROGRAMME ACCREDITATION

#### CRITERIA

#### 7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement.

##### 7.1.1 Governance:

The institution **SHALL** clearly state its ways of administering an educational institution and the methods of management.

7.1.2 The institution **SHALL** have clear policies and appropriate mechanisms for regular monitoring and review of the programme.

7.1.3 The institution **SHALL** have a Quality Assurance (QA) unit for internal quality assurance of the department to work together with the QA unit of the HEP.

7.1.4 The institution **SHALL** have an internal programme monitoring and review committee with a designated head responsible for continual review of the programme to ensure its relevancy and up-to-date status.

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

7.1.6 The institution **SHALL** make the programme review report accessible to stakeholders.

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

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

7.1.9 The findings of a programme review **SHALL** be presented to the HEP for its attention and further action.



- 7.1.10 There **SHALL** be an integral link between the departmental quality assurance processes and the achievement of the institutional purpose.
- 7.1.11 There **SHALL** be a policy on budget allocation which allows:
- 7.1.11.1 Sufficient autonomy to direct resources appropriately to achieve the educational objectives;
  - 7.1.11.2 Delineation of responsibility and decision making concordant with the curriculum activities and its resources.
- 7.1.12 There **SHALL** be a policy on student representation and leadership.
- 7.1.13 There **SHALL** be a policy on teaching and learning methods.
- 7.1.14 There **SHALL** be a policy on educational expertise in nursing education.
- 7.1.15 Review of curriculum for improvements **SHALL** involve feedback from stakeholders and external sources:
- 7.1.15.1 Major review of curriculum every **3 to 5 years**;
  - 7.1.15.2 Minor review of curriculum at internal level is continuous and as necessary;
  - 7.1.15.3 The Curriculum Committee (internal) for major review **SHALL** consists of Dean/HOD/Programme Coordinator/Nursing Academics/Clinical Instructor.
- OR/AND**
- 7.1.15.4 The Board of study for major review **SHALL** consists of stakeholders, nursing academics, nursing practitioners, external advisor, examiner/assessor and alumni.



MALAYSIAN NURSING BOARD/MALAYSIAN MIDWIVES BOARD

# **SECTION 2**

# **SUBMISSION FOR PROGRAMME ACCREDITATION**

# Section 2

## Submission for Programme Accreditation

Please refer to the guideline for submission of program accreditation.

[Borang Part BC MQA-02 2017 latest 051219 \(3\).doc](#)

<b>MQA-02 2017 (FULL ACCREDITATION)</b>
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**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 STANDARDS**

Part C of the MQA-02 (2017) requires the HEP to furnish information on all the standards in the seven areas of evaluation for quality assurance on the programme to be accredited. The following pages provide a series of questions and statements that guide the HEP in furnishing such information.

In Area 1 (Programme Development and Delivery), there are 25 questions and statements related to the 17 standards.

In Area 2 (Assessment of Student Learning), there are 18 questions and statements related to the 11 standards.

In Area 3 (Student Selection and Support Services), there are 29 questions and statements related to the 20 standards.

In Area 4 (Academic Staff), there are 22 questions and statements related to the 15 standards.

In Area 5 (Educational Resources), there are 21 questions and statements related to the 10 standards.

In Area 6 (Programme Management), there are 21 questions and statements related to the 16 standards.

In Area 7 (Programme Monitoring, Review and Continual Quality Improvement), there are 12 questions and statements related to the nine standards.

HEPs are required to use Evaluation Instrument of COPPA 2<sup>nd</sup> Edition (2017) (Excel) to conduct self-review for each Area which should include the following:

- i. Strengths of the programme in meeting its goals;
- ii. Steps taken in maintaining and enhancing the strengths/practices of the programme;
- iii. Areas of concern that need to be addressed; and
- iv. Steps taken to address the problem areas.

(Refer to Section 4.1 in COPPA for complete requirement of a Programme Self-Review).

## INFORMATION ON AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

### 1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes

#### Information on Standards

- 1.1.1 Explain how the programme is in line with, and supportive of, the vision, mission and goals of the HEP.
- 1.1.2 Provide evidence and explain how the department has considered market and societal demand for the programme. In what way is this proposed programme an enhancement of the others?  
*(To be read together with information on Standard 1.2.2 in Area 1 and 6.1.6 in Area 6)*
- 1.1.3 (a) State the educational objectives, learning outcomes, learning and teaching strategies, and assessment methods of the programme.  
(b) Map the programme learning outcomes (PLO) against the programme educational objectives (Provide information in Table 1).  
*(To be read together with information on Standard 1.2.4 in Area 1)*

**Table 1.** Matrix of programme learning outcomes against the programme educational objectives

Programme Learning Outcomes (PLO)	Programme Educational Objectives (PEO)			
	PEO1	PEO2	PEO3	PEO4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				

- (c) Describe the strategies for the attainment of PLOs in terms of learning and teaching strategies, and assessment methods.
- 1.1.4 Map the PLO to an MQF level descriptor and the five clusters of MQF learning outcomes.
- 1.1.5 (a) How are the learning outcomes related to the career and further studies options of students upon programme completion?  
(b) Do the learning outcomes relate to the existing and emergent needs of the profession, industry and discipline?

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

### Information on Standards

- 1.2.1 Describe the provisions and practices that indicate the autonomy of the department in the design of the curriculum and its utilisation of the allocated resources.
- 1.2.2 Describe the processes to develop and approve curriculum.  
(To be read together with information on Standard 1.1.2 in Area 1 and 6.1.6 in Area 6)
- 1.2.3 (a) Who and how are the stakeholders consulted in the development of the curriculum?  
(b) Explain the involvement of education experts in this curriculum development.  
(To be read together with information on Standard 7.1.4 in Area 7)
- 1.2.4 (a) Describe how the curriculum fulfils the requirements of the discipline of study in line with the programme standards (if applicable) and good practices in the field.  
(b) Provide the necessary information, where applicable, in Table 2.

**Table 2.** Components of the programme and its credit value

No.	Course Classification	Credit Value	Percentage (%)
1.	Compulsory courses/modules*		
2.	<b>Core**/Major***/Specialisation:</b> • <b>Courses</b> • <b>Projects/thesis/dissertation</b>		
3.	Optional/Elective courses****		
4.	Minor courses (if applicable)		
5.	Industrial training/Practicum		
6.	Others (specify)		
<b>Total Credit Value</b>			<b>100</b>

Note:

- \* Compulsory courses/modules refer to *Mata Pelajaran Umum* (MPU) and other courses required by the HEP.
  - \*\* Core courses also include common courses of faculty.
  - \*\*\* Provide information on major, including double major, if applicable.
  - \*\*\*\* Optional/elective courses refer to courses where students can exercise choice.
- (c) Provide a brief description of each course offered in the programme. Please arrange courses by year and semester as in Table 3.

**Table 3.** Brief description of courses offered in the programme

No.	Semester/ Year Offered	Name and Code of Course	Classification (Compulsory Major/Minor/ Elective)	Credit Value	Programme Learning Outcomes (PLO)					Pre- requisite/ Co- requisite	Name(s) of Academic Staff
					P L O 1	P L O 2	P L O 3	P L O 4	P L O 5		
1											
2											
3											
4											
5											

(d) Provide information for each course, where applicable in Table 4.

**Table 4.** Course information

1.	Name and Code of Course:																																																																																																											
2.	Synopsis:																																																																																																											
3.	Name(s) of academic staff:																																																																																																											
4.	Semester and year offered:																																																																																																											
5.	Credit value:																																																																																																											
6.	Pre-requisite/co-requisite (if any):																																																																																																											
7.	Course learning outcomes (CLO): CLO 1 - .... CLO 2 - .... CLO 3 - ....																																																																																																											
8.	Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment Methods: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Course Learning Outcomes (CLO)</th> <th colspan="12">Programme Learning Outcomes (PLO)</th> <th rowspan="2">Teaching Methods</th> <th rowspan="2">Assessment Methods</th> </tr> <tr> <th>PL O 1</th> <th>PL O 2</th> <th>PL O 3</th> <th>PL O 4</th> <th>PL O 5</th> <th>PL O 6</th> <th>PL O 7</th> <th>PL O 8</th> <th>PL O 9</th> <th>PL O 10</th> <th>PL O 11</th> <th>PL O 12</th> </tr> </thead> <tbody> <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><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><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><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><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><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>Indicate the primary causal link between the CLO and PLO by ticking "✓" the appropriate box. (This description must be read together with Standard 2.1.2, 2.2.1 and 2.2.2 in Area 2)</p>	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)												Teaching Methods	Assessment Methods	PL O 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	CLO 1																CLO 2																CLO 3																																															
Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)												Teaching Methods	Assessment Methods																																																																																														
	PL O 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12																																																																																																
CLO 1																																																																																																												
CLO 2																																																																																																												
CLO 3																																																																																																												
9.	Transferable Skills (if applicable): (Skills learned in the course of study which can be useful and utilised in other settings.)																																																																																																											

10.	Distribution of Student Learning Time (SLT):								
	Course Content Outline	CLO*	Learning and Teaching Activities					Total SLT	
			Guided Learning (F2F)				Guided Learning (NF2F) e.g. e-Learning		Independent Learning (NF2F)
			L	T	P	O			
	1.								
	2.								
	3.								
	4.								
	Continuous Assessment		Percentage (%)		F2F		Independent Learning (NF2F)	Total SLT	
	1.								
	2.								
	Final Assessment		Percentage (%)		F2F		Independent Learning (NF2F)	Total SLT	
	1.								
	2.								
<b>GRAND TOTAL SLT</b>									
L = Lecture, T = Tutorial, P = Practical, O = Others, F2F = Face to Face, NF2F = Non-Face to Face *Indicate the CLO based on the CLO's numbering in Item 8.									
11.	Identify special requirements or resources to deliver the course (e.g., software, nursery, computer lab, simulation room):								
12.	References (include required and further readings, and should be the most current):								
13.	Other additional information (if applicable):								

Note: Number of PLO indicated is purely for illustration purposes only and the number is subjected to programme standards (if applicable) and curriculum design.

- 1.2.5 Explain the appropriateness of learning and teaching methods applied to achieve the objectives and learning outcomes of the programme.  
*(To be read together with information on Standard 1.1.3 in Area 1)*
- 1.2.6 What are the co-curricular activities made available to the students of this programme? How do these activities enrich student learning experience, and foster personal development and responsibility?

## 1.3 Programme Delivery

### Information on Standards

- 1.3.1 Provide evidence on how the department ensures the effectiveness of delivery in supporting the achievement of course and programme learning outcomes.
- 1.3.2 Show evidence that the students are provided with, and briefed on information about the programme, for example, Student Study Guide, Student Handbook and Student Project Handbook.
- 1.3.3 (a) Provide details of the coordinator of the programme and team members responsible for the programme. State the manner in which the academic team manages the programme. What are their authority and responsibility? What are the procedures that guide the planning, implementation, evaluation and improvement of the programme?
- (b) Does the programme team have access to adequate resources? Provide evidence.  
*(To be read together with information on Standard 6.1.1 and 6.2.2 in Area 6)*
- 1.3.4 Show how the department provides favourable conditions for learning and teaching.  
*(To be read together with information on Standard 5.1.1 in Area 5)*
- 1.3.5 Describe the department's initiatives to encourage innovations in teaching, learning and assessment.
- 1.3.6 State how the department obtains feedback and uses it to improve the delivery of the programme outcomes. Provide evidence.

## **INFORMATION ON AREA 2: ASSESSMENT OF STUDENT LEARNING**

### **2.1 Relationship between Assessment and Learning Outcomes**

#### Information on Standards

- 2.1.1 Explain how assessment principles, methods and practices are aligned to the learning outcomes achievement of the programme consistent with MQF level.  
*(The information given for this standard must be consistent with that of Standard 1.2.4 in Area 1.)*
- 2.1.2 Describe how the alignment between assessment and learning outcomes is regularly reviewed to ensure its effectiveness (please provide policy on the review, if any). Provide evidence.

### **2.2 Assessment Methods**

#### Information on Standards

- 2.2.1 Describe how a variety of assessment methods and tools are used in assessing learning outcomes and competencies. Show the utilisation of both summative and formative assessment methods within the programme.  
*(The information given for this standard must be consistent with that of Standard 1.2.4 in Area 1.)*
- 2.2.2 (a) Explain how the department ensures the validity, reliability, integrity, currency and fairness of student assessment over time and across sites (if applicable).
- (b) Indicate the authority and processes for verification and moderation of summative assessments.
- (c) What guidelines and mechanisms are in place to address academic plagiarism among students?
- (d) Are the assessment methods reviewed periodically? Describe the review of the assessment methods in the programme conducted (e.g., the existence of a permanent review committee on assessment, and consultation with external examiners, students, alumni and industry).
- 2.2.3 (a) Describe the student assessment methods in terms of its duration, diversity, weight, criteria, and coverage. Describe the grading system used. How are these documented and communicated to the students?
- (b) Explain how the department 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 appeals dealt with?
- (e) Append a copy of the Regulations of Examination.

- 2.2.4 Explain the processes in making changes to the assessment methods and implementing new assessment methods. How are these changes made known to the students?

## **2.3 Management of Student Assessment**

### Information on Standards

- 2.3.1 Explain the roles, rights and power of the department and its academic staff in the management of student assessment.
- 2.3.2 Describe how the confidentiality and security of student assessment documents as well as academic records are ensured.
- 2.3.3 Explain how and when continuous and final assessments results are made available to students.
- 2.3.4 What are the guidelines and mechanisms in place for students' appeal against course results?
- 2.3.5 Explain how the department periodically reviews the management of student assessment and measures it takes to address the issues highlighted by the review.

## **INFORMATION ON AREA 3: STUDENT SELECTION AND SUPPORT SERVICES**

### **3.1 Student Selection**

#### Information on Standards

- 3.1.1 (a) State the criteria and mechanisms for student selection, including that of transfer students and any other additional requirements including for example those in relation to students with special needs.
- (b) Provide evidence that the students selected fulfil the admission policies that are consistent with applicable requirements.
- (c) Describe the admission mechanisms and criteria for students with other equivalent qualifications (where applicable).
- 3.1.2 (a) Explain how the selection criteria are accessible to the public.
- (b) If other additional selection criteria are utilised, describe them.
- (c) Show evidence that the admission policy and mechanism are free from unfair discrimination and bias.
- 3.1.3 (a) Provide information on student intake for each session since commencement and the ratio of the applicants to intake.
- (b) Describe how the size of student intake is determined in relation to the capacity of the department and explain the mechanisms for adjustments, taking into account the admission of visiting, auditing, exchange and transfer students.
- 3.1.4 Describe the policies, mechanisms and practices for appeal on student selection, if applicable.
- 3.1.5 State the support provided for those who are selected but need additional developmental and remedial assistance.

### **3.2 Articulation and Transfer**

#### Information on Standards

- 3.2.1 Describe how the department facilitates students in respect to mobility, exchanges and transfers, nationally and internationally.
- 3.2.2 Indicate how students accepted for transfer demonstrate comparable achievements in their previous programme of study.

### **3.3 Student Support Services**

#### Information on Standards

- 3.3.1 What support services are available to students? Show evidence that those who provide these services are qualified. What other additional support arrangements provided by other organisations are accessible to students?
- 3.3.2 (a) Describe the roles and responsibilities of those responsible for student

support services.

- (b) Describe the organisation and management of the student support services and maintenance of related student records.

3.3.3 How are students orientated into the programme?

3.3.4 (a) Describe the provision of the academic, non-academic and career counselling services to students.

- (b) How are the effectiveness of the academic, non-academic and career 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?

3.3.5 Describe the mechanisms that exist to identify and assist students who are in need of academic, spiritual, psychological and social support.

3.3.6 Describe the processes and procedures in handling disciplinary cases involving the students.

3.3.7 What mechanism is available for students to complain and to appeal on academic and non-academic matters?

3.3.8 How are the adequacy, effectiveness and safety of student support services evaluated and ensured?

### **3.4 Student Representation and Participation**

#### Information on Standards

3.4.1 What policy and processes are in place for active student engagement, especially in areas that affect their interest and welfare?

3.4.2 Explain student representation and organisation at the institutional and departmental levels.

3.4.3 (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 and leadership skills in preparation for the workplace?

3.4.4 How does the department facilitate student activities and organisations that encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship?

### **3.5 Alumni**

#### Information on Standards

- 3.5.1 (a) Describe the linkages established by the department with the alumni.
- (b) Describe the role of alumni in the development, review and continual improvement of the programme.

## INFORMATION ON AREA 4: ACADEMIC STAFF

### 4.1 Recruitment and Management

#### Information on Standards

- 4.1.1 Explain how the departmental academic staff plan is consistent with HEP policies and programme requirements.
- 4.1.2 (a) State the policy, criteria, procedures, terms and conditions of service for the recruitment of academic staff.  
(b) Explain the due diligence exercised by the department in ensuring that the qualifications of academic staff are from *bona fide* institutions.
- 4.1.3 Provide data on the staff-student ratio appropriate to the learning-teaching methods and consistent with the programme requirements.

#### Academic Staff Listing and Responsibilities

- 4.1.4 (a) Provide an information summary on every academic staff involved in conducting the programme in Table 5.

**Table 5.** Summary information on academic staff involved in the programme

No.	Name and Designation of Academic Staff	Appointment Status (full-time, part-time, contract, etc.)	Nationality	Courses Taught in This Programme	Courses Taught in Other Programmes	Academic Qualifications		Research Focus Areas (Bachelor and above)	Past Work Experience		
						Qualifications, Field of Specialisation, Year of Award	Name of Awarding Institution and Country		Positions Held	Employer	Years of Service (start and end)
1											
2											
3											
4											
5											
6											

- (b) Provide curriculum vitae of each academic staff teaching in this programme, which contains the following:
- i. Name
  - ii. Academic Qualifications
  - iii. Current Professional Membership
  - iv. Current Teaching and Administrative Responsibilities
  - v. Previous Employment
  - vi. Conferences and Training
  - vii. Research and Publications
  - viii. Consultancy
  - ix. Community Service
  - x. Other Relevant Information

(c) Provide information on turnover of academic staff for the programme (for Full Accreditation only).

- 4.1.5 Describe how the department ensures equitable distribution of duties and responsibilities among the academic staff.
- 4.1.6 Describe how the recruitment policy for a particular programme seeks diversity among the academic staff such as balance between senior and junior academic staff, between academic and non-academic staff, between academic staff with different approaches to the subject, and academic staff with multi-disciplinary backgrounds and experiences.
- 4.1.7 (a) State the policies, procedures and criteria (including involvement in professional, academic and other relevant activities, at national and international levels) for appraising and recognising academic staff.
- (b) Explain the policies, procedures and criteria for promotion, salary increment or other remuneration of academic staff.
- (c) How is the above information made known to the academic staff?
- 4.1.8 Describe the nature and extent of the national and international linkages to enhance learning and teaching in the programme.

## **4.2 Service and Development**

### Information on Standards

- 4.2.1 Provide information on the departmental policy on service, development and appraisal of the academic staff.
- 4.2.2 How does the department ensure that the academic staff are given opportunities to focus on their respective areas of expertise, such as curriculum development, curriculum delivery, academic supervision of students, research and writing, scholarly and consultancy activities, community engagement and academically-related administrative duties?
- 4.2.3 (a) State the HEP policies on conflict of interest and professional conduct of academic staff;
- (b) State the HEP procedures for handling disciplinary cases.
- 4.2.4 Describe the mechanisms and processes for periodic student evaluation of the academic staff. Indicate the frequency of this evaluation exercise. Show how this evaluation is taken into account for quality improvement.

- 4.2.5 (a) State the policies for training, professional development and career advancement (e.g., study leave, sabbatical, advanced training, specialised courses, re-tooling, etc.) of the academic staff.
- (b) Describe the mentoring system or formative guidance for new academic staff.
- 4.2.6 Describe the opportunities available to academic staff to obtain professional qualifications and to participate in professional, academic and other relevant activities at national and international levels. How does this participation enhance learning-teaching experience?
- 4.2.7 Describe how the department encourages and facilitates academic staff in community and industry engagement activities. Describe how such activities are rewarded.

## INFORMATION ON AREA 5: EDUCATIONAL RESOURCES

### 5.1 Physical Facilities

#### Information on Standards

5.1.1 (a) List the physical facilities required for the programme in Table 6.

**Table 6.** List of physical facilities required for the programme

No.	Facilities required	Provisional Accreditation						Full Accreditation	
		Available for Year 1		To be provided					
		No.	Capacity	In Year 2		In Year 3		No.	Capacity
1	Lecture Halls								
2	Tutorial Rooms								
3	Discussion Rooms								
4	Laboratories and Workshops								
	IT lab								
	Science lab								
	Engineering workshop								
	Processing workshop								
	Manufacturing workshop								
	Studio								
	Mock kitchen								
	Moot court								
	Clinical lab								
	Others								
5	Library and Information Centres								
	Learning Support Centres								
6	Learning Resources Support								
7	Student Social Spaces								
8	Other Facilities including ICT related facilities								

- (b) Describe and assess the adequacy of the physical facilities and equipment (e.g., workshop, studio and laboratories) as well as human resources (e.g., laboratory professionals and technicians).
- (c) Provide information on the clinical and practical facilities for programmes which require such facilities. State the location and provide agreements if facilities are provided by other parties.
- (d) Provide information on the arrangement for practical and industrial training.
- (e) How are these physical facilities users friendly to those with special needs? Provide a copy of any technical standards that have been deployed for students with special needs.

- 5.1.2 Show that the physical facilities comply with the relevant laws and regulations, including issues of licensing.
- 5.1.3
- (a) Explain the database system used in the library and resource centre.
  - (b) State the number of staff in the library and resource 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 in Table 7.

**Table 7.** Reference materials supporting the programme

Resources supporting the programme (e.g., books, online resources, etc.)		Journals		State other facilities such as CD ROM, video and electronic reference material
Number of Title	Number of Collection	Number of Title	Number of Collection	

- 5.1.4
- (a) Describe how the HEP maintains, reviews and improves the adequacy, currency and quality of its educational resources and the role of the department in these processes.
  - (b) Provide information on, and provision for, the maintenance of the physical learning facilities.

## 5.2 Research and Development

*(Please note that the standards on Research and Development are largely directed to universities and university colleges)*

### Information on Standards

- 5.2.1
- (a) Describe the policies, facilities and budget allocation available to support research.
  - (b) Describe the research activities of the department and the academic staff involved in them.
- 5.2.2
- (a) Describe how the HEP encourages interaction between research and learning. Show the link between the HEP's policy on research and the learning-teaching activities in the department.
  - (b) State any initiatives taken by the department to engage students in research.
- 5.2.3 Describe the processes by which the department reviews its research resources and facilities, and the steps taken to enhance its research capabilities and environment.

### **5.3 Financial Resources**

#### Information on Standards

- 5.3.1 Provide audited financial statements or certified supporting documents for the last three consecutive years. Explain the financial viability and sustainability based on the provided statements/documents.
  
- 5.3.2 Demonstrate that the department has clear procedures to ensure that its financial resources are sufficient and managed efficiently.
  
- 5.3.3
  - (a) 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 department.
  - (b) Describe the HEP's financial planning for the programme in the next two years.

## **INFORMATION ON AREA 6: PROGRAMME MANAGEMENT**

### **6.1 Programme Management**

#### Information on Standards

- 6.1.1 (a) Describe the management structure and functions and the main decision-making components of the department as well as the relationships between them. How are these relationships made known to all parties involved?
- (b) Indicate the type and frequency of department meetings.
- 6.1.2 Describe the policies and procedures that ensure accurate, relevant and timely information about the programme which are easily and publicly accessible, especially to prospective students.
- 6.1.3 (a) Describe the departmental policies, procedures and mechanisms for regular review and updating of the departmental structures, functions, strategies and core activities to ensure continual quality improvement. Identify person(s) responsible for continual quality improvement within the department.
- (b) Highlight the improvement resulting from these policies, procedures and mechanisms.
- 6.1.4 Show evidence (e.g., terms of reference, minutes of meeting) that the academic board of the department is an effective decision-making body with adequate autonomy.
- 6.1.5 Describe the arrangements agreed upon by the HEP and its different campuses or partner institutions - for example, collaborative programmes, joint awards, collaborative research, student exchange arrangements - to assure functional integration and comparability of educational quality.  
*(To be read together with information on Standard 7.1.7 in Area 7)*
- 6.1.6 Show evidence of internal and external consultation, and market needs and graduate employability analyses.  
*(To be read together with information on Standard 1.1.2, 1.2.2 in Area 1 and 7.1.6 in Area 7)*

### **6.2 Programme Leadership**

#### Information on Standards

- 6.2.1 Explain the criteria for the appointment and job description of the programme leader.
- 6.2.2 Indicate the programme leader of this programme. Describe the qualifications, experiences, tenure and responsibilities of the programme leader.

- 6.2.3 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.

### 6.3 Administrative Staff

#### Information on Standards

- 6.3.1 (a) Describe the structure of the administrative staff which supports the programme.
- (b) Explain how the number of the 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 service.
- (c) State the numbers required and that are available, job category and minimum qualification for administrative staff of the programme in Table 8.

**Table 8.** Administrative staff for the programme

No.	Job Category	Minimum qualification	Number of staff required	Current number
1.				
2.				
3.				

- 6.3.2 State the mechanisms and procedures for monitoring and appraising the performance of the administrative staff of the programme.
- 6.3.3 Describe the training scheme for the advancement of the administrative staff and show how this scheme fulfils the current and future needs of the programme.

### 6.4 Academic Records

#### Information on Standards

- 6.4.1 (a) State the policies and practices on the nature, content and security of student, academic staff and other academic records at the departmental level and show that these policies and practices are in line with those of the HEP.
- (b) Explain the policies and practices on retention, preservation and disposal of student, academic staff and other academic records.
- 6.4.2 Explain how the department maintains student records relating to their admission, performance, completion and graduation.
- 6.4.3 Describe how the department ensures the rights of individual privacy and the confidentiality of records.
- 6.4.4 Describe the departmental review policies on record security and safety systems and its improvement plans.

## **INFORMATION ON AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT**

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

#### Information on Standards

- 7.1.1 Describe the policies and mechanisms for regular monitoring and review of the programme.
- 7.1.2 Describe the roles and the responsibilities of the Quality Assurance unit responsible for internal quality assurance of the department.
- 7.1.3
- (a) Describe the structure and the workings of the internal programme monitoring and review committee.
  - (b) Describe the frequency and mechanisms for monitoring and reviewing the programme.
  - (c) Describe how the department utilises feedback from a programme monitoring and review exercise to further improve the programme.
  - (d) 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.
- 7.1.4 Which stakeholders are involved in programme review? Describe their involvement and show how their views are taken into consideration.  
*(To be read together with information on Standard 1.2.3 in Area 1)*
- 7.1.5 Explain how the department informs the stakeholders the result of a programme assessment and how their views on the report are taken into consideration in the future development of the programme.
- 7.1.6 Explain how student performance, progression, attrition, graduation and employment are analysed for the purpose of continual quality improvement. Provide evidence.
- 7.1.7 Describe the responsibilities of the parties involved in collaborative arrangements in programme monitoring and review.  
*(To be read together with information on Standard 6.1.5 in Area 6)*
- 7.1.8 Describe how the findings of the review are presented to the HEP and its further action therefrom.
- 7.1.9 Explain the integral link between the departmental quality assurance processes and achievement of the institutional purpose.

# **APPENDICES**



**The following nomenclature is allowed for the Nursing Programme**

Certificate

- Certificate in Nursing  
*Sijil Kejururawatan*

Diploma

- Diploma in Nursing  
*Diploma Kejururawatan*

Post Basic

- Post Basic in Nursing (*specialty*) e.g.
  - Post Basic in Perioperative Nursing  
*Pos Basik Perawatan Perioperatif*

Advanced Diploma

- Advanced Diploma in Nursing (*specialty*) e.g.
  - Advanced Diploma in Midwifery  
*Diploma Lanjutan Kebidanan*

Bachelor

- Bachelor of Nursing (Hons)  
*Sarjana Muda Kejururawatan (Kepujian)*

**OR**

- Bachelor of Nursing Science (Hons) or  
*Sarjana Muda Sains Kejururawatan (Kepujian)*

**OR**

- Bachelor of Nursing (*speciality*) (Hons)  
Bachelor of Public Health Nursing (Hons)  
*Sarjana Muda Kejururawatan Kesihatan Awam (Kepujian)*



## **GARIS PANDUAN PENGKREDITAN PEMBELAJARAN BERASASKAN PENGALAMAN TERDAHULU (APEL.C) BAGI TUJUAN PENGANUGERAHAN KREDIT PROGRAM KEJURURAWATAN OLEH LEMBAGA JURURAWAT MALAYSIA (LJM)**

### ***APEL.C (Accreditation of Prior Experiential Learning for Credit Award)***

APEL.C ialah kaedah penilaian ilmu yang diperolehi daripada pengalaman kerja, pengalaman hidup atau himpunan kursus pendek bagi tujuan mendapatkan pindahan kredit untuk kursus dalam program akademik di Pemberi Pendidikan Tinggi (PPT). Melalui APEL.C, individu yang telah memperoleh pembelajaran bukan formal dan tidak formal sepanjang hidup melalui pengalaman kerja dan kehidupan serta himpunan kursus pendek dapat dinilai yang akhirnya membawa kepada penganugerahan kredit untuk kursus dalam program pengajian yang sedang diikuti.

### **A. KETETAPAN PELAKSANAAN**

1. PPT perlu memohon kelulusan pelaksanaan APEL.C kepada MQA melalui kelulusan Senat/Lembaga Akademik PPT masing-masing.
2. PPT boleh melaksanakan APEL.C hanya selepas mendapat kelulusan MQA dan LJM.
3. Senarai PPT yang telah mempunyai kelulusan pelaksanaan APEL.C boleh disemak dalam portal MQA.
4. APEL.C boleh dilaksanakan bagi program:
  - i. **Pos Basik**
  - ii. **Diploma Lanjutan**
  - iii. **Ijazah Sarjana Muda**
5. APEL.C hanya boleh dilaksanakan bagi kursus dalam program yang telah mendapat sekurang-kurangnya Akreditasi Sementara.
6. Garis panduan APEL.C ini tidak terpakai bagi program *Advanced Diploma in Midwifery*.
7. Bentuk penilaian terhadap pelajar adalah bergantung kepada kesesuaian bidang seperti yang ditetapkan oleh PPT.
8. Pihak LJM boleh pada bila-bila masa menjalankan pemantauan terhadap PPT yang menjalankan APEL.C.



## B. PRINSIP PELAKSANAAN

1. PPT mesti mempunyai garis panduan yang jelas dan komprehensif untuk pelaksanaan APEL.C.
2. PPT mesti memastikan kemudahan Pengajaran dan Pembelajaran (P&P) adalah mencukupi.
3. Proses, prosedur, amalan dan keputusan APEL.C hendaklah dipercayai, telus dan konsisten untuk menjaga kredibiliti dan integriti keseluruhan sistem penilaian.
4. Semua proses APEL.C hendaklah mematuhi standard piawaian yang ditetapkan oleh MQA dan mempunyai mekanisma jaminan kualiti dan pemantauan yang ketat.
5. Proses jaminan kualiti hendaklah disediakan untuk penelitian oleh MQA dan LJM pada setiap masa.
6. Dasar penganugerahan kredit melalui APEL.C membenarkan pindah kredit maksimum sebanyak tiga puluh peratus (30%) daripada jumlah keseluruhan kredit bergraduat sesuatu program.
7. Pelantikan anggota yang terlibat dalam proses penilaian APEL.C mesti dibuat dengan peranan dan tanggungjawab yang jelas.  
Ahli Jawatankuasa di dalam pasukan penilaian APEL. C termasuk:
  - i. Penasihat yang pakar dalam program dan/atau subjek (*Subject Matter Expert - SME*).
  - ii. Penilai yang akan memutuskan cara penilaian dan membangunkan item penilaian.
  - iii. Moderator untuk menilai instrumen penilaian, serta memastikan ketekalan.
8. *Table of implementation* mesti di hantar kepada LJM untuk rekod sebelum menjalankan program buat pertama kali.
9. Calon yang gagal dalam penilaian APEL.C, boleh meneruskan pengajian secara konvensional atau dalam talian mengikut kelulusan asal pelaksanaan program.
10. Mana-mana maklumat berkaitan APEL.C yang tidak dinyatakan dalam Garis Panduan ini PPT boleh merujuk kepada *Guidelines to Good Practice: Accreditation of Prior Experiential Learning for Credit Award [APEL.C], MQA (2020)*.



### C. SYARAT KHUSUS PELAJAR

1. Pelajar mesti mempunyai pengalaman kerja minimum dua (2) tahun secara berterusan dalam disiplin yang berkaitan.
2. APEL.C terbuka kepada semua pelajar warganegara Malaysia dan antarabangsa di PPT yang telah mendapat kelulusan melaksanakan APEL.C kecuali program pos basik enam (6) bulan bagi pelajar antarabangsa tidak dibenarkan (*Standard Criteria for Approval/Accreditation of Nursing Programmes 2018: Area 3, Student selection and support services, Clause 3.1.16, Post Basic Specialty in Nursing*).
3. Pelajar yang memohon pindahan kredit melalui APEL.C bertanggungjawab menyediakan dokumen dan bukti yang mencukupi untuk proses penilaian.
4. APEL.C boleh diguna pakai bagi pelajar berdaftar menggunakan kemasukan konvensional atau dalam talian mengikut kelulusan asal pelaksanaan program.
5. Bagi pelajar yang mempunyai kelayakan formal dan pengalaman, mereka boleh memperoleh kedua-dua pindah kredit iaitu melalui APEL.C dan kelayakan formal. Peratusan maksimum pemindahan kredit iaitu:
  - APEL (C) (30%) + dasar pindah kredit secara konvensional
  - (30 - 50%) tidak melebihi 60%.



## APPENDIX 2

### GARIS PANDUAN PENAWARAN *MICRO-CREDENTIALS* PROGRAM KEJURURAWATAN OLEH LEMBAGA JURURAWAT MALAYSIA

#### ***MICRO-CREDENTIAL***

*Micro-credential* adalah "... istilah yang merangkumi pelbagai bentuk pensijilan, termasuk 'nano-darjah', '*micro-masters*', 'kelayakan', 'sijil', 'lencana', 'lesen' dan 'sokongan'" (UNESCO, 2018: 10). Seperti namanya, kelayakan mikro memberi tumpuan kepada jumlah pembelajaran yang lebih kecil daripada anugerah konvensional, yang membolehkan pelajar menyelesaikan kajian yang diperlukan dalam tempoh yang lebih pendek. Dalam bentuk yang paling maju, kelayakan mikro mewakili lebih daripada sekadar pengiktirafan jumlah pembelajaran yang lebih kecil.

#### **A. PENAWARAN PROGRAM**

1. PPT yang ingin menawarkan *Micro-credentials* perlu merujuk kepada polisi/prosedur berkaitan yang dikeluarkan oleh Agensi Kelayakan Malaysia (MQA) dari semasa ke semasa.
2. PPT hendaklah memastikan program yang telah mendapat Akreditasi Sementara dan memenuhi semua syarat yang ditetapkan atau program telah mendapat Akreditasi Penuh sebelum boleh ditawarkan secara *Micro-credentials*.
3. PPT perlu menjalankan kajian pasaran sebelum *Micro-credentials* dilaksanakan bagi memastikan penawaran kursus dijalankan mengikut keperluan bagi program yang dipilih.
4. PPT perlu menyediakan Garis Panduan *Micro-credentials* di peringkat institusi untuk dijadikan rujukan kepada pemohon sebelum menjalani *Micro-credentials*.
5. PPT perlu melantik Ahli Jawatankuasa *Micro-credentials* dalam merancang pembentukan kursus atau modul-modul yang bersesuaian serta membuat penilaian dan pemantauan program yang dijalankan.
6. PPT perlu mendapat kelulusan Senat/Lembaga Akademik di peringkat institusi masing-masing sebelum menjalankan program bagi memastikan penawaran *Micro-credentials* berjalan lancar.
7. PPT yang ingin menawarkan *Micro-credentials* perlu memaklumkan dan mendapat kelulusan daripada LJM berkaitan pelaksanaan ini.



## B. KAEDAH PENYAMPAIAN

1. Kaedah penawaran kursus *Micro-credentials* perlu berdasarkan kelulusan asal penawaran program sama ada secara konvensional atau dalam talian.
2. PPT perlu menilai dan menetapkan kesesuaian kursus dalam program yang ditawarkan melalui *Micro-credentials*.
3. Pelaksanaan *Micro-credentials* melalui pembelajaran dalam talian mestilah melalui pelantar pembelajaran (*Learning Management System-LMS*) yang bersesuaian manakala pelaksanaan secara bersemuka perlu melibatkan ruang fizikal yang bersesuaian disediakan oleh PPT.
4. Kursus yang melibatkan makmal demonstrasi/*clinical posting*/latihan amali/boleh dilaksanakan secara *Micro-credentials* tetapi mestilah melalui kaedah penyampaian secara fizikal/bersemuka.

## C. PELAKSANAAN PROGRAM

1. PPT perlu menyediakan kurikulum lengkap yang meliputi objektif kursus, hasil (pengetahuan, kemahiran dan sikap), cara penyampaian, jam pembelajaran, kandungan, penilaian dan kredit bagi semua kursus yang dirangka.
2. PPT perlu memastikan penyediaan kursus adalah bersesuaian dan boleh dipetakan (*mapping*) bagi memudahkan pelajar untuk mendapat pindah kredit apabila berhasrat menyambung pelajaran.
3. PPT perlu memberikan maklumat lengkap mengenai kursus dalam bentuk yang boleh dibaca dan mudah diakses kepada LJM untuk tujuan rekod.

## D. MASA DAN TEMPOH

1. Tempoh penawaran kursus *Micro-credentials* tertakluk kepada jumlah hasil pembelajaran/kredit kursus asal.
2. Setiap satu sijil *Micro-credentials* yang diperoleh hanya boleh diguna pakai selama lima (5) tahun.
3. Tempoh penawaran sesuatu kursus *Micro-credentials* bagi program kejururawatan:

Program	Tempoh Penawaran
Pos Basik	1 hingga 2 tahun
Diploma Lanjutan	2 hingga 4 tahun



## E. SYARAT PENDAFTARAN

1. Terbuka kepada semua pelajar warganegara Malaysia dan bukan warganegara.
2. Pemohon boleh mendaftar kursus *Micro-credentials* mengikut syarat yang ditetapkan oleh PPT tersebut.
3. PPT perlu menetapkan kadar yuran yang munasabah tertakluk kepada bidang kuasa/polisi PPT itu sendiri.

## F. PENILAIAN

1. PPT perlu menyatakan dengan jelas maklumat mengenai jenis penilaian (peperiksaan, ujian, projek dan lain-lain) dan penggredan markah lulus minimum adalah lima puluh peratus (50%).

## G. PENGANUGERAHAN MICRO-CREDENTIALS

1. Pelajar boleh mengumpul kursus-kursus dari mana-mana PPT yang dipelajari sehingga tujuh puluh peratus (70%). Untuk mendapat penganugerahan, pelajar perlu mengikuti pengajian tidak kurang dari tiga puluh peratus (30%) kredit bergraduasi di PPT yang akan menganugerahkan kelayakan.
2. Pelajar yang mengikuti kursus-kursus *Micro-credentials* yang ditawarkan oleh PPT akan mendapat *Malaysian Micro-credentials Statement* (MMS) sebagai bukti pelajar telah menamatkan kursus yang berkaitan.  
Rujuk GGP: *MC Sample of Malaysian Micro-Credentials Statement* (MMS).
3. Pihak LJM tidak akan mengeluarkan apa-apa dokumen sokongan atau sijil pengiktirafan kepada pelajar atau PPT berkaitan program *Micro-credentials* yang dijalankan.
4. PPT yang telah melaksanakan *Micro-credentials* perlu mengemukakan butiran maklumat pelajar yang telah mengambil modul dan lulus kursus *Micro-credentials* dari program yang telah diakreditasi kepada LJM.

## H. PEMINDAHAN DAN PENGECUALIAN KREDIT

1. Untuk pemindahan kredit, PPT boleh merujuk kepada *Guidelines to Good Practices: Micro-credentials: Table 2: Micro-credentials, Recognition and Awards, Malaysian Qualifications Agency*.



## I. JAMINAN KUALITI

1. Bagi memastikan kursus *Micro-credentials* yang ditawarkan memenuhi kehendak dan keperluan semasa, PPT mesti menekankan aspek jaminan kualiti dan pemantauan dalam pelaksanaan modul yang ditawarkan.
2. PPT perlu mewujudkan Sistem Pengurusan Kualiti yang berkesan dan melakukan penilaian meliputi semua aspek reka bentuk, pembangunan, penyampaian, penilaian, pemantauan dan semakan.
3. PPT hendaklah memastikan jaminan kualiti kursus *Micro-credentials* dilaksanakan mengikut ketetapan dasar, mekanisme dan prosedur sebagaimana yang digariskan oleh MQA.
4. Bagi kursus *Micro-credentials* yang berasaskan kemahiran profesional, ia hendaklah mengambil kira standard dan amalan terbaik dalam bidang tersebut.
5. PPT perlu menjalankan pemantauan terhadap proses pengajaran dan pembelajaran serta melakukan penilaian. Pengumpulan maklumat diperlukan untuk menilai semula keberkesanan pembelajaran bagi penambahbaikan berterusan.
6. Pengurusan sumber manusia terutama staf akademik untuk menjalankan *Micro-credentials* adalah di bawah pengurusan PPT sendiri dengan syarat tidak membebankan pengajar sedia ada yang terlibat dalam program yang telah mendapat akreditasi.
7. Pihak LJM boleh pada bila-bila masa menjalankan pemantauan terhadap PPT yang menjalankan *Micro-credentials*.



### APPENDIX 3

#### **PENETAPAN GRED SIJIL TINGGI AGAMA MALAYSIA (STAM) SEBAGAI SYARAT MASUK PROGRAM DIPLOMA KEJURURAWATAN**

Syarat kelayakan masuk pelajar dengan Sijil Tinggi Agama Malaysia (STAM) ke dalam program Diploma Kejururawatan seperti berikut:

A. Lulus sekurang-kurangnya empat (4) mata pelajaran pada peringkat Maqbul dalam satu peperiksaan dengan kombinasi mata pelajaran berikut:

- a. dua (2) mata pelajaran dalam bidang Bahasa Arab, satu (1) mata pelajaran dalam bidang Syariah dan satu (1) mata pelajaran dalam bidang Usuluddin; atau
- b. satu (1) mata pelajaran dalam bidang Bahasa Arab, dua (2) mata pelajaran dalam bidang Syariah dan satu (1) mata pelajaran dalam bidang Usuluddin; atau
- c. satu (1) mata pelajaran dalam bidang Bahasa Arab, satu (1) mata pelajaran dalam bidang Syariah dan dua (2) mata pelajaran dalam bidang Usuluddin; atau
- d. dua (2) mata pelajaran dalam bidang Bahasa Arab dan dua (2) mata pelajaran dalam bidang Syariah; atau
- e. dua (2) mata pelajaran dalam bidang Bahasa Arab dan dua (2) mata pelajaran dalam bidang Usuluddin; atau
- f. tiga (3) mata pelajaran dalam bidang Bahasa Arab dan satu (1) mata pelajaran dalam bidang Syariah; atau
- g. tiga (3) mata pelajaran dalam bidang Bahasa Arab dan satu (1) mata pelajaran dalam bidang Usuluddin; atau
- h. satu (1) mata pelajaran dalam bidang Bahasa Arab dan tiga (3) mata pelajaran dalam bidang Usuluddin; atau
- i. dua (2) mata pelajaran dalam bidang Syariah dan dua (2) mata pelajaran dalam bidang Usuluddin; atau
- j. satu (1) mata pelajaran dalam bidang Syariah dan tiga (3) mata pelajaran dalam bidang Usuluddin.

**ATAU**



B. Lulus sekurang-kurangnya empat (4) mata pelajaran pada peringkat **Maqbul** yang dikumpulkan daripada keputusan peperiksaan yang pertama kali diduduki dengan kombinasi mata pelajaran seperti di perenggan (a) hingga (j) di atas (layak masuk menggunakan slip peperiksaan).



## APPENDIX 4

### **PENETAPAN GRED SIJIL TINGGI AGAMA MALAYSIA (STAM) SEBAGAI SYARAT MASUK PROGRAM IJAZAH KEJURURAWATAN**

Syarat kelayakan masuk pelajar dengan Sijil Tinggi Agama Malaysia (STAM) diterima dalam program Ijazah kejururawatan berkuatkuasa 1 Januari 2024.

Syarat masuk ke program Ijazah Kejururawatan seperti berikut :

- Lulus Sijil Pelajaran Malaysia (SPM) dengan **Kepujian dalam mata pelajaran Bahasa Melayu.**  
Kepujian dalam mata pelajaran Bahasa Melayu SPM Ulangan boleh diambil kira.
- Memperoleh **Kepujian** dalam mata pelajaran berikut di peringkat SPM:
  - Matematik / Matematik Tambahan
  - Sains / Fizik / Kimia / Biologi
- Lulus STAM dengan memperoleh sekurang-kurangnya pangkat **JAYYID.**



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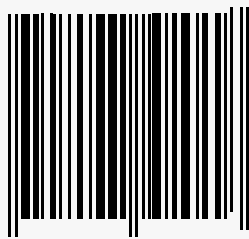


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