

SECTION III:

**GUIDE TO PREPARING THE DATABASE FOR
PROGRAMME ACCREDITATION**

- BACHELOR OF DENTAL SURGERY (BDS)
PROGRAMME OR EQUIVALENT**

GUIDE TO PREPARING THE DATABASE FOR PROGRAMME ACCREDITATION BACHELOR OF DENTAL SURGERY (BDS) PROGRAMME OR EQUIVALENT

1. INTRODUCTION

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

The items for assessment used in the database relate to specific accreditation standards contained in the document Code of Practice for Programme Accreditation – Bachelor of Dental Surgery (BDS) Programme or Equivalent. Each section of the database should be completed by the person(s) who is/are knowledgeable of the programme component and its results.

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

For a new dental faculty seeking programme approval, some data may not be available (e.g. data on student or graduate performance). In such cases, a **Not Applicable Yet** note is acceptable. The full complement of resources may also not be ready yet (e.g. number of teachers and physical facilities). In that case, provide plans for acquiring such resources.

The document must be submitted in English or *Bahasa Malaysia* in softcopy (Flash drive and any suitable cloud storage). Institutions are requested to submit the Assessment Rubric for Accreditation of BDS Programme or equivalent and Reports on Actions Taken on Findings of Previous Accreditation Visit together with this database.

Apart from the database for Programme Accreditation the HEP also has to submit several documents indicated in Section I, sub-section 6.1.1 (Provisional Accreditation) and sub-section 6.2.1 (Full Accreditation).

2. SUGGESTIONS ON HOW TO PREPARE THE DATABASE

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

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

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

3. CONTENTS OF DATABASE

Part A: Programme Information

The information required are as follows:

1. Name of Institution (University)
2. Background of Institution, its organizational structure and chart (University)
3. Name of course and degree awarded (Programme)
4. Language of instruction (University)
5. Mailing and website addresses (University)
6. Telephone and fax numbers, email addresses (University)
7. Name of site visit Coordinator, telephone number, fax number and email address (Programme)
8. Name of Vice Chancellor / President / Rector / Chief Executive Officer telephone number, fax number and email address
9. Date of establishment of Institution
10. Reference number of the approval for establishment. (University)

Part B: Status of Programme

1. Indicate the mode by which the course is conducted.

| Mode of Course | Mark [✓] Where Appropriate |
|-------------------------|----------------------------|
| Internal to the Faculty | [] |
| Collaboration (specify) | [] |

2. If the course is conducted in a mode other than internal to the faculty, please provide the following information:

- 2.1 Name of partner faculty(ies) and name of equivalent degree(s) awarded.

- 2.2 Accreditation status of the partner faculty(ies)?

- 2.3 Is the degree of the partner faculty recognised by the Malaysian Dental Council?

- 2.4 Indicate number of years of study in parent/partner faculty and in your faculty.

- 2.5 What are the credit transfer requirements?

- 2.6 Provide evidence/documents pertaining to the agreement between your faculty and the parent faculty(ies).

3. Physical Resources and Finance

- 3.1 Give a brief description of source of financing and proportion budget allocation for the present year and the last two years.

- 3.2 List all members who are responsible for decisions on budget allocation and their positions in relation to the faculty.

4. Management of the Programme

- 4.1 List all committees, which are responsible for programme management.

- 4.2 List all members of these committees and their relationship to the faculty.

5. Name of Dean / Director, telephone number, fax number and email address

6. Duration of Programme

7. General breakdown of student learning time / contact hours for the whole programme. (Refer to Appendix SII-1 - Student Learning Time)

| Breakdown of Subject Classification | Student Learning Time (SLT) | Percentage |
|--|------------------------------------|-------------------|
| General Studies (<i>Mata Pelajaran Umum</i>) | | |
| University courses | | |
| Major/compulsory courses | | |
| Electives | | |

8. Language of instruction of programme
9. Date of establishment of programme

Part C: Information Required in the Database According to Programme Standards

Area 1: Programme Development and Delivery

| Programme Standards | | Information Required in Database | |
|--|---|----------------------------------|--|
| 1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes | | | |
| i. | The programme can only be considered after a need assessment has indicated a necessity for the programme to be established (applicable for Provisional Accreditation only). SIGNIFICANT | i. | Describe the rationale for the establishment of this programme. Show evidence that the HEP has conducted market and societal demand for the programme. (<i>For new programmes only</i>). |
| ii. | The programme educational objectives (PEO) and learning outcomes (PLO) must be consistent with and supportive of the vision and mission of the HEP (University and / or faculty). | ii. | State the vision and mission of the HEP and indicate its linkage with the PEO and PLO. |
| iii. | The programme must define its programme educational objectives (PEO) and programme learning outcomes (PLO) in compliance with the standards and criteria. | iii. | State the programme educational objectives (PEO) and the programme learning outcomes (PLO). |
| iv. | The programme learning outcomes (PLO) must define the competencies that the dental student should demonstrate on completion of the programme. These competencies must be | iv. | Map the PLO to the five clusters of the Malaysian Qualifications Framework (MQF) learning outcomes as in the table below: Matrix of Programme Learning Outcomes (PLO) against MQF Learning Outcomes |

| Programme Standards | | Information Required in Database | | | | | | | | | |
|---|---|----------------------------------|--|--|-------------------------|-----------------|-----|-------------------------------------|-----|---|--|
| | periodically reviewed in consultation with the relevant stakeholders. | | | | | | | | | | |
| 1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods | | | | | | | | | | | |
| i. | The HEP (Faculty) must have sufficient autonomy to design the curriculum and allocate resources necessary for its implementation in achieving the learning outcomes. (Where applicable, the above provision must also cover collaborative programmes and programmes franchised to, or from other HEPs in accordance with national policies). | i. | <p>a) Describe the provisions and practices that indicate the autonomy of the HEP in the design of the curriculum and utilisation of allocated resources.</p> <p>b) Provide supporting documents where appropriate.</p> | | | | | | | | |
| ii. | The HEP (Faculty) must have an appropriate process by which the curriculum is established. | ii. | <p>a) Provide information on the composition and membership of the curriculum committee</p> <p>* Role of Curriculum committee is to develop new curriculum</p> <table border="1"> <thead> <tr> <th>COMPOSITION OF CURRICULUM COMMITTEE</th> <th>[√] if present</th> </tr> </thead> <tbody> <tr> <td>Faculty members</td> <td>[]</td> </tr> <tr> <td>Representative from Medical Faculty</td> <td>[]</td> </tr> <tr> <td>Others – external members from the profession</td> <td></td> </tr> </tbody> </table> | COMPOSITION OF CURRICULUM COMMITTEE | [√] if present | Faculty members | [] | Representative from Medical Faculty | [] | Others – external members from the profession | |
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| Representative from Medical Faculty | [] | | | | | | | | | | |
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| | | <table border="1"> <thead> <tr> <th>Membership</th> <th>Name & Title</th> <th>Department/ Area of Expertise</th> <th>Date of Appointment</th> </tr> </thead> <tbody> <tr> <td>Chairperson</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Members</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | Membership | Name & Title | Department/ Area of Expertise | Date of Appointment | Chairperson | | | | Members | | | |
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| | | Chairperson | | | | | | | | | | | | | | | |
| | | Members | | | | | | | | | | | | | | | |
| | | <ul style="list-style-type: none"> • Description of scope and function of the curriculum committee. • Frequency of meetings in a year. Please provide evidence – Appointment letter, TOR, minutes of meeting | | | | | | | | | | | | | | | |
| | | *Role of curriculum review committee is to ensure the regular and systematic review of curriculum | | | | | | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th>COMPOSITION OF CURRICULUM REVIEW COMMITTEE</th> <th>[√] if present</th> </tr> </thead> <tbody> <tr> <td>Faculty members</td> <td>[]</td> </tr> <tr> <td>Representative from Medical Faculty</td> <td>[]</td> </tr> <tr> <td>Relevant stakeholders (MOH, MOD, MOHE, Associations, Alumni and students</td> <td>[]</td> </tr> </tbody> </table> | | | COMPOSITION OF CURRICULUM REVIEW COMMITTEE | [√] if present | Faculty members | [] | Representative from Medical Faculty | [] | Relevant stakeholders (MOH, MOD, MOHE, Associations, Alumni and students | [] | | | | | |
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| | | Faculty members | [] | | | | | | | | | | | | | | |
| | | Representative from Medical Faculty | [] | | | | | | | | | | | | | | |
| Relevant stakeholders (MOH, MOD, MOHE, Associations, Alumni and students | [] | | | | | | | | | | | | | | | | |
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| Chairperson | | | | | | | | | | | | | | | | | |
| Members | | | | | | | | | | | | | | | | | |
| b) Describe the processes to develop and approve the curriculum. | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|---|------------------------------------|--|-------------------|-----------------------|------------------------------------|-----------------------|-------------------|-----------------------|----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------------|--|--|--|--|--|--|
| iii. | The HEP (Faculty) must consult relevant stakeholders in the development of the curriculum. Stakeholders include Ministry of Health, Ministry of Defense, Institutions of Higher Education, Professional Associations, Professional Bodies and Alumni. | iii. | Who and how are the stakeholders consulted in the development of the curriculum? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| iv. | Educational programme duration must not be less than 5 academic years and a range of 200-215 weeks of teaching and learning, revision, and examination week. MANDATORY | iv. | <p>a) Provide information on the following:</p> <table border="1"> <thead> <tr> <th>Year of Study</th> <th>SLT (hrs.)</th> <th>No. of Weeks for Teaching Learning</th> <th>No. of Revision Weeks</th> <th>No. of Exam Weeks</th> <th>No. of Vacation Weeks</th> <th>Total Academic Weeks</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>b) Provide academic calendar, timetable and/or other relevant schedule of teaching-learning activities.</p> <p>c) If provisional accreditation – provide proposed calendar.</p> | Year of Study | SLT (hrs.) | No. of Weeks for Teaching Learning | No. of Revision Weeks | No. of Exam Weeks | No. of Vacation Weeks | Total Academic Weeks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total | | | | | | |
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| Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| v. | The curriculum must include horizontal (concurrent) and vertical (sequential) integration, self-directed learning, adequate and balanced | v. | a) Describe how the curriculum fulfils the horizontal (concurrent) and vertical (sequential) integration. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | theory, practical, clinical practice and hospital posting. | <p>b) Arrange courses presented by year and semester as in the table below:</p> <table border="1"> <thead> <tr> <th rowspan="2">No.</th> <th rowspan="2">Sem/Year offered</th> <th rowspan="2">Name and Course Code</th> <th rowspan="2">Classification (Dental Core Courses, University Courses and Others)</th> <th colspan="9">PLO</th> <th rowspan="2">SLT (Hrs.)</th> <th rowspan="2">Pre-requisite / Co-requisite</th> <th rowspan="2">Name of Academic Staff / Course Coordinator</th> </tr> <tr> <th>PLO 1</th> <th>PLO 2</th> <th>PLO 3</th> <th>PLO 4</th> <th>PLO 5</th> <th>PLO 6</th> <th>PLO 7</th> <th>PLO 8</th> <th>PLO 9</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr> <td colspan="12">Total SLT</td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>c. Provide evidence of incorporation/integration of basic sciences in clinical dental practice.</p> <p>d. Provide proof of incorporation/integration of Clinical Medical Sciences in the clinical dental practice.</p> | | | | | | | | | | | | | | | | | No. | Sem/Year offered | Name and Course Code | Classification (Dental Core Courses, University Courses and Others) | PLO | | | | | | | | | SLT (Hrs.) | Pre-requisite / Co-requisite | Name of Academic Staff / Course Coordinator | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total SLT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No. | Sem/Year offered | Name and Course Code | Classification (Dental Core Courses, University Courses and Others) | PLO | | | | | | | | | SLT (Hrs.) | Pre-requisite / Co-requisite | Name of Academic Staff / Course Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Total SLT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| vi. | The learning outcomes must include cognitive, psychomotor and affective (CPA) competencies which are appropriate to the needs of the nation and must be measurable (Appendix SII-2). | vi. | <p>Map each of the courses to the Learning Taxonomy as in the table below:</p> <table border="1"> <thead> <tr> <th rowspan="3">Name and Course Code</th> <th rowspan="3">Course Learning Outcomes</th> <th colspan="15">Level of Educational Objectives</th> </tr> <tr> <th colspan="6">Cognitive Domain</th> <th colspan="6">Psychomotor Skills Domain</th> <th colspan="3">Affective Domain</th> </tr> <tr> <th>Knowledge</th> <th>Comprehension</th> <th>Application</th> <th>Analysis</th> <th>Synthesis</th> <th>Evaluation</th> <th>Perception</th> <th>Set</th> <th>Guided response</th> <th>Mechanism</th> <th>Complex Overt response</th> <th>Adaptation</th> <th>Origination</th> <th>Receiving Phenomena</th> <th>Responding to Phenomena</th> <th>Valuing</th> <th>Organizing values</th> <th>Internalizing Value</th> </tr> <tr> <th>C1</th> <th>C2</th> <th>C3</th> <th>C4</th> <th>C5</th> <th>C6</th> <th>P1</th> <th>P2</th> <th>P3</th> <th>P4</th> <th>P5</th> <th>P6</th> <th>P7</th> <th>A1</th> <th>A2</th> <th>A3</th> <th>A4</th> <th>A5</th> </tr> </thead> <tbody> <tr> <td colspan="17">Core Courses</td> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr> <td colspan="17">University Courses</td> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr> <td colspan="17">Elective Courses</td> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr> <td colspan="17">TOTAL</td> </tr> </tbody> </table> | | | | | | | | | | | | | | Name and Course Code | Course Learning Outcomes | Level of Educational Objectives | | | | | | | | | | | | | | | Cognitive Domain | | | | | | Psychomotor Skills Domain | | | | | | Affective Domain | | | Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation | Perception | Set | Guided response | Mechanism | Complex Overt response | Adaptation | Origination | Receiving Phenomena | Responding to Phenomena | Valuing | Organizing values | Internalizing Value | C1 | C2 | C3 | C4 | C5 | C6 | P1 | P2 | P3 | P4 | P5 | P6 | P7 | A1 | A2 | A3 | A4 | A5 | Core Courses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | University Courses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Elective Courses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | TOTAL | | | | | | | | | | | | | | | | |
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| | | Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation | Perception | Set | Guided response | Mechanism | Complex Overt response | Adaptation | Origination | Receiving Phenomena | Responding to Phenomena | Valuing | Organizing values | Internalizing Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | <table border="1"> <tr> <td>11</td> <td>Main references supporting the course *Additional references supporting the course</td> </tr> <tr> <td>12</td> <td>Other additional information</td> </tr> </table> | 11 | Main references supporting the course *Additional references supporting the course | 12 | Other additional information | | | | | | | | | | | | | | | | | | | | |
| 11 | Main references supporting the course *Additional references supporting the course | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| viii | <p>Basic science component must include but not limited to Anatomy, Physiology, Biochemistry, Dental Anatomy/Oral Biology, Dental Material Science, Medical Microbiology, Pathology and Pharmacology.</p> <p style="text-align: right;">MANDATORY</p> | viii. | <p>a) List the components of basic sciences in the curriculum by mapping with course</p> <table border="1"> <thead> <tr> <th>Basic sciences component</th> <th>Course offered</th> </tr> </thead> <tbody> <tr><td>Anatomy</td><td></td></tr> <tr><td>Physiology</td><td></td></tr> <tr><td>Biochemistry</td><td></td></tr> <tr><td>Dental Anatomy</td><td></td></tr> <tr><td>Dental Material Science</td><td></td></tr> <tr><td>Medical Microbiology</td><td></td></tr> <tr><td>Pathology</td><td></td></tr> <tr><td>Pharmacology</td><td></td></tr> </tbody> </table> | Basic sciences component | Course offered | Anatomy | | Physiology | | Biochemistry | | Dental Anatomy | | Dental Material Science | | Medical Microbiology | | Pathology | | Pharmacology | | | | | | | |
| Basic sciences component | Course offered | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anatomy | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physiology | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Biochemistry | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dental Anatomy | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dental Material Science | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medical Microbiology | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pathology | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pharmacology | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ix. | <p>Clinical science component must include but not limited to General Medicine & General Surgery (Human Disease), General Dental Practice, Restorative Dentistry, Oral and Maxillofacial Surgery, Oral Medicine and Oral Pathology, Orthodontics, Paediatric Dentistry, Prosthodontics, Periodontology, Community Dentistry, Oral Imaging and Diagnostics.</p> <p style="text-align: right;">MANDATORY</p> | ix. | <p>a) List the components of clinical sciences in the curriculum by mapping with course</p> <table border="1"> <thead> <tr> <th>Clinical sciences component</th> <th>Course offered</th> </tr> </thead> <tbody> <tr><td>GMGS</td><td></td></tr> <tr><td>GDP</td><td></td></tr> <tr><td>Restorative Dent</td><td></td></tr> <tr><td>OMFS</td><td></td></tr> <tr><td>OMOP</td><td></td></tr> <tr><td>Orthodontics</td><td></td></tr> <tr><td>Paediatric Dentistry</td><td></td></tr> <tr><td>Prosthodontics</td><td></td></tr> <tr><td>Periodontology</td><td></td></tr> <tr><td>Community Dentistry</td><td></td></tr> <tr><td>Oral imaging and diagnostics</td><td></td></tr> </tbody> </table> | Clinical sciences component | Course offered | GMGS | | GDP | | Restorative Dent | | OMFS | | OMOP | | Orthodontics | | Paediatric Dentistry | | Prosthodontics | | Periodontology | | Community Dentistry | | Oral imaging and diagnostics | |
| Clinical sciences component | Course offered | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Restorative Dent | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OMFS | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OMOP | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Orthodontics | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Paediatric Dentistry | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Prosthodontics | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Periodontology | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Community Dentistry | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oral imaging and diagnostics | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | |
|---------------------|--|------------------------------------|---|-------------------|--|------------------------------------|-------------------------|-------------------|--|---------|--|--|--------|--|--|
| | | | <p>b) For hospital training provide the following information:</p> <p>Name of Hospital: _____</p> <table border="1"> <thead> <tr> <th>Hospital Training</th> <th>No. of sessions per week & total session</th> <th>No. of academic staff per rotation</th> </tr> </thead> <tbody> <tr> <td>Medicine</td> <td></td> <td></td> </tr> <tr> <td>Surgery</td> <td></td> <td></td> </tr> <tr> <td>Others</td> <td></td> <td></td> </tr> </tbody> </table> <p>c) Provide students group and timetable during visit</p> | Hospital Training | No. of sessions per week & total session | No. of academic staff per rotation | Medicine | | | Surgery | | | Others | | |
| Hospital Training | No. of sessions per week & total session | No. of academic staff per rotation | | | | | | | | | | | | | |
| Medicine | | | | | | | | | | | | | | | |
| Surgery | | | | | | | | | | | | | | | |
| Others | | | | | | | | | | | | | | | |
| x. | Community-Based Dental Practice component must establish operational linkage between educational programmes and the general practice environment including dental and non-dental activities e.g., community project, district health posting, satellite or outreach clinics. There should be interaction with health and health-related sectors of society and government. | x. | <p>(a) List and describe how community-based dental practice is carried out with appropriate health sectors or agencies, if any.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Activity</th> <th>Location</th> <th>Description of activity</th> <th>Comments (if any)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(b) Relevant evidences are required – Activities and reports</p> | No. | Activity | Location | Description of activity | Comments (if any) | | | | | | | |
| No. | Activity | Location | Description of activity | Comments (if any) | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| xi. | Evidence-based dental practice component must include teaching of the principles of scientific and evidence-based dentistry, analytical and critical thinking, research methodology, report writing and scientific communication. | xi. | <p>List the component of evidence-based practice in the curriculum.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Topic</th> <th>Course</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> | No. | Topic | Course | | | | | | | | | |
| No. | Topic | Course | | | | | | | | | | | | | |
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| Programme Standards | | Information Required in Database | | | | | | | |
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| xii. | Ethics and Humanities component must incorporate aspects of ethics, jurisprudence and humanities that enable effective communication, decision-making and ethical practice. The ethics and humanities aspects are adapted from time to time to suit the scientific needs of the programme, the changing demographic as well as the cultural contexts and needs of society. | xii. | <p>List the component of Ethics & Humanities in the curriculum.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Topic</th> <th>Course</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | No. | Topic | Course | | | |
| No. | Topic | Course | | | | | | | |
| | | | | | | | | | |
| xiii. | The HEP (Faculty) should establish mechanisms to access to current information and to identify up-to-date topics of importance for inclusion in the curriculum and its delivery for example through the use of the latest technology and through global networking. | xiii. | Show evidence that the HEP has the mechanism in place to keep abreast with the latest development in the field of study. | | | | | | |
| xiv. | There should be co-curricular activities to enrich student experience, and to foster personal development and responsibility. | xiv. | List the co-curricular activities of this programme. How do these activities enrich student learning experience, and foster personal development and responsibility? | | | | | | |

| Programme Standards | | Information Required in Database | |
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| 1.3 Programme Delivery | | | |
| i. | The HEP (Faculty) must take responsibility to ensure the effective delivery of the programme | i. | Describe how the programme is implemented including the teaching and learning activities. |
| ii. | Students must be provided with the current documented information about the aims, outline, learning outcomes and methods of assessment of the programme. | ii. | Show evidence that the students are provided with and briefed on, the current information about the programme; for example, the Student Handbook, Course Guide Book and other relevant documents, where applicable. |
| iii. | The programme must have an appropriate coordinator and a team of academic staff (e.g. programme committee) with adequate authority and responsible for effective delivery of the programme. | iii. | a) Provide details of the coordinator and members of the team (programme committees) responsible for the programme. b) State the terms of reference of each committee. |
| iv. | The programme team must have access to adequate resources to implement teaching and learning activities and conduct programme evaluation for quality improvement. | iv. | Does the programme team have adequate resources to implement the curriculum? Show evidence. |
| v. | The HEP (University and Faculty) must provide students with a conducive learning environment to support didactic or conventional approaches and other relevant approaches. | v. | Describe how the HEP (University and Faculty) provides a conducive environment for teaching-learning. |

| Programme Standards | | Information Required in Database | |
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| vi. | The HEP (University and Faculty) must encourage innovations in teaching, learning and assessment. | vi. | Describe the HEP's initiatives in teaching-learning and assessment innovations. |

Area 2: Assessment of Student Learning

| Programme Standards | | Information Required in Database | |
|-------------------------------|--|----------------------------------|---|
| 2.1 Assessment Methods | | | |
| i. | The frequency, methods and criteria of student assessment, including the grading criteria and appeal policies, must be documented and communicated to students at the commencement of the programme. | i. | <p>a) Describe the student assessment methods in terms of frequency, methods and grading criteria. How are these documented and communicated to the students?</p> <p>b) Explain how the departments of the faculty provides feedback to the students on their academic performance to ensure that they have sufficient time to undertake remedial measures.</p> <p>c) How are the records made available to the students for purposes of feedback on performance, review and corrective measures?</p> <p>d) Specify whether students have the right to appeal. Provide information on the appeal policy and processes. How are appeals dealt with?</p> <p>e) Explain the mechanism to review and implement new methods of assessment. Attach a copy of the Regulations of Examination.</p> <p>f) Provide information on clinical requirement (MCE/ECE) or other</p> |

| Programme Standards | | Information Required in Database | |
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| | | | <p>competency determinants for the various clinical courses.</p> <p>g) Describe the HEP/Faculty graduation requirement, minimum and maximum time frame.</p> |
| ii. | <p>There must be a variety of methods and tools to assess learning outcomes and competencies. These include continuous and summative assessments with a reasonable balance of 40-60% contributed by continuous assessment.</p> <p>The formative assessment must be utilised in addition to summative assessment</p> | ii. | <p>a) Describe the various methods and tools used in assessing learning outcomes and competencies.</p> <p>b) Show the utilization of formative, continuous and summative assessment methods within the programme. MANDATORY</p> |
| iii. | <p>There must be mechanisms to ensure the validity, reliability, consistency, currency and fairness of the assessment methods.</p> | iii. | <p>a) Explain how the HEP (Faculty) ensures the validity, reliability, consistency, currency and fairness of student assessment over time.</p> <p>b) How are the assessment methods reviewed periodically?</p> <p>c) Describe how the review of the assessment methods in the programme is conducted (e.g., the existence of a permanent review committee on assessment and consultation with external assessors and examiners, students, alumni and industry).</p> |
| iv. | <p>The HEP (Faculty) must employ mechanism for external examiners to be included in professional</p> | iv. | <p>Provide information on the appointment of external examiners for the professional examinations for the last three years.</p> |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | examinations. | | <table border="1"> <thead> <tr> <th colspan="5">Year:</th> </tr> <tr> <th>No.</th> <th>Name</th> <th>Designation</th> <th>Institution</th> <th>Course</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th colspan="5">Year:</th> </tr> <tr> <th>No.</th> <th>Name</th> <th>Designation</th> <th>Institution</th> <th>Course</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th colspan="5">Year:</th> </tr> <tr> <th>No.</th> <th>Name</th> <th>Designation</th> <th>Institution</th> <th>Course</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | Year: | | | | | No. | Name | Designation | Institution | Course | | | | | | Year: | | | | | No. | Name | Designation | Institution | Course | | | | | | Year: | | | | | No. | Name | Designation | Institution | Course | | | | | |
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| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| v. | Changes to student assessment methods must follow established procedures and regulations and communicated to students prior to their implementation. | v. | Explain the mechanisms used to make changes in the assessment method. How are the changes made known to the students? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.2 Relationship between Assessment and Learning Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. | Assessment principles, methods and practices must be aligned to the learning outcomes of the programme. | i. | Explain how assessment principles, methods and practices are aligned to the learning outcomes of the programme. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ii. | The assessment must be consistent with the levels defined in the current MQF version, the domains of learning outcomes and the programme standards as in Appendix SII-2. | ii. | State how the assessment of students is consistent with the bachelor degree level defined in current MQF version and competencies specified by the MDC. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | |
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| iii. | The link between assessment and the achievement of learning outcomes in the programme must be reviewed periodically to ensure its effectiveness. | iii. | Describe how the link between assessment and learning outcomes are periodically reviewed to ensure its effectiveness. |
| 2.3 Management of Student Assessment | | | |
| i. | The HEP (Faculty) and its academic staff must have adequate level of autonomy in the management of student assessment. | i. | Explain the roles, rights and power of the HEP (Faculty) and its academic staff in the management of student assessment. |
| ii. | There must be mechanisms to ensure the security of assessment documents and records. | ii. | Describe how the confidentiality and security of student assessment processes and documents as well as academic records are ensured. |
| iii. | Results of assessment must be communicated to the student within a reasonable time frame after endorsement by the relevant authority. | iii. | Explain how the assessment results are made available to students. Indicate the period of time. Show the evidence. |
| iv. | The HEP (University) must have an appropriate mechanism to address cases of academic plagiarism. | iv. | What mechanisms are in place to address cases of academic plagiarism among students? |
| v. | The HEP (Faculty) must periodically review the management of student assessment and act on the findings of the review. | v. | Explain how the faculty periodically review the management of student assessment and addresses the issues highlighted in the review. |

Area 3: Student Selection and Support Services

| Programme Standards | | Information Required in Database | |
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| 3.1 Student Selection | | | |
| i. | <p>The programme must have a clear policy on criteria and processes of student selection, including that of transferring students and foreign students. These policies must be consistent with current procedures of the Ministry of Higher Education and Malaysian Dental Council (MDC).</p> <p style="text-align: right;">MANDATORY</p> | i. | <p>a) State the academic criteria and the mechanisms for selection and admission to the programme and any other additional requirements including that of transferring students.</p> <p>b) If selection interview is utilised, describe it.</p> <p>c) Show how the selection criteria are consistent with the minimum entry requirement.</p> <p>d) Provide evidence that the students selected fulfil the admission policies.</p> <p>e) Describe the admission mechanisms and criteria for students with other equivalent qualifications (where applicable).</p> |
| ii. | <p>The HEP (University and Faculty) must have a policy regarding blood-borne viruses for candidates and students. This standard must be consistent with “Guidelines for Oral Healthcare Practitioners Infected with Blood Borne Viruses” issued by MDC.</p> <p style="text-align: right;">MANDATORY</p> | ii. | <p>a) Describe the policy relating to exposure to contaminated body fluids, infectious disease screening and follow-up, hepatitis-B vaccination testing and other requirements.</p> <p>b) Are students briefed on policies and procedures on cross-infection control? Provide evidence of implementation of policy (eg. timetable, briefing, attendance)</p> |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| iii. | <p>Student enrolment must be commensurate with the capacity of the HEP (Faculty) to effectively deliver the programme.</p> <p>Any increase in student intake must have the approval of the relevant authority.</p> <p style="text-align: right;">MANDATORY</p> | iii. | <p>a) Provide information on student intake for the last three years (as in table below) and the proportion of the applicant to intake. List the nationality of the foreign students (if applicable).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Academic Session</th> <th colspan="3">Year 1</th> <th colspan="3">Year 2</th> <th colspan="3">Year 3</th> <th colspan="3">Year 4</th> <th colspan="3">Year 5</th> <th rowspan="2">Total</th> </tr> <tr> <th>M</th><th>I</th><th>T</th> <th>M</th><th>I</th><th>T</th> <th>M</th><th>I</th><th>T</th> <th>M</th><th>I</th><th>T</th> <th>M</th><th>I</th><th>T</th> </tr> </thead> <tbody> <tr> <td rowspan="2"></td> <td>N</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>R</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td rowspan="2"></td> <td>N</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>R</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td rowspan="2"></td> <td>N</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>R</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p><i>M: Malaysian I: International T: Total students N: New students R: Repeat students (including those extend)</i></p> <p>b) Indicate the projection of student intake for the next 5 years.</p> | | | | | | | | | | | | | | | | | Academic Session | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5 | | | Total | M | I | T | M | I | T | M | I | T | M | I | T | M | I | T | | N | | | | | | | | | | | | | | | | | R | | | | | | | | | | | | | | | | | | N | | | | | | | | | | | | | | | | | R | | | | | | | | | | | | | | | | | | N | | | | | | | | | | | | | | | | | R | | | | | | | | | | | | | | | | |
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| iv. | The criteria and processes of student selection must be transparent and objective. | iv. | Show evidence that the admission policy and mechanism are transparent and objective. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| v. | There must be a clear policy on, and appropriate mechanisms for appeal on student selection. | v. | Describe the policies, mechanisms and practices for appeal on student selection. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| vi. | The admission policy for the programme must be monitored and reviewed periodically to continuously improve the selection processes. | vi. | How does the faculty continuously monitor and periodically review the student selection processes? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3.2 Articulation and Transfer | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. | The HEP (Faculty) must have well-defined and effectively disseminated policies, regulations and processes that facilitate student mobility , including credit transfer and credit exemption which are in accordance with current requirements by relevant authorities (Appendix SII-3). Incoming transfer students must have comparable achievement in their previous programme of study and have the capacity to successfully follow the programme. | i. | Describe the policies, regulations and processes of student mobility including credit transfer and credit exemption . MANDATORY | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.3 Student Support Services | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. | Students must have access to appropriate and adequate support services, such as physical, social, financial, sports and recreational, co-curricular activities, internet facilities, academic and non-academic counselling, and health services. | i. | <p>What support services are made available to students? Show evidence that those who provide these services are qualified</p> <table border="1"> <thead> <tr> <th>Support Services</th> <th>yes / no</th> <th>Remarks (adequate / appropriate)</th> </tr> </thead> <tbody> <tr> <td>Physical Facilities (Specify)</td> <td></td> <td></td> </tr> <tr> <td>Social (Specify)</td> <td></td> <td></td> </tr> <tr> <td>Financial (Specify)</td> <td></td> <td></td> </tr> <tr> <td>Sports and Recreational (Specify)</td> <td></td> <td></td> </tr> <tr> <td>Co-curricular activities (Specify)</td> <td></td> <td></td> </tr> <tr> <td>Internet facilities (Specify)</td> <td></td> <td></td> </tr> <tr> <td>Health services. (Specify)</td> <td></td> <td></td> </tr> </tbody> </table> | Support Services | yes / no | Remarks (adequate / appropriate) | Physical Facilities (Specify) | | | Social (Specify) | | | Financial (Specify) | | | Sports and Recreational (Specify) | | | Co-curricular activities (Specify) | | | Internet facilities (Specify) | | | Health services. (Specify) | | |
| Support Services | yes / no | Remarks (adequate / appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Facilities (Specify) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social (Specify) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Financial (Specify) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sports and Recreational (Specify) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Co-curricular activities (Specify) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Internet facilities (Specify) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health services. (Specify) | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | |
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| ii. | There must be a designated administrative unit responsible for planning and implementing student support services staffed by individuals who have appropriate experience consistent with their assignments. | ii. | <p>a) Describe the roles and responsibilities of those responsible for student support services.</p> <p>b) Describe the management of the student support services activities and maintenance of student records.</p> |
| iii. | An effective induction to the programme must be made available to students and evaluated regularly with special attention given to out of state/international students. | iii. | <p>a) How are students orientated into the programme?</p> <p>b) Describe the evaluation of the orientation activities.</p> |
| iv. | Academic, non-academic and career counselling must be provided by adequate and qualified staff where issues pertaining to counselling remain confidential. | iv. | <p>a) Describe the accessibility, confidentiality and effectiveness of the academic, non-academic and career counselling services available to students.</p> <p>b) How is the effectiveness of the counselling services measured, and the progress of those who seek its services monitored?</p> <p>c) What plans are there to improve the services including that of enhancing the skills and professionalism of the counsellors?</p> |
| v. | A buddy system should be in place for peer support to students. | v. | Describe the mechanism available for peer support to students. |

| Programme Standards | | Information Required in Database | |
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| vi. | The HEP (university) must have clearly defined and documented processes and procedures in handling student disciplinary cases. | vi. | Describe the processes and procedures in handling disciplinary cases involving the students. |
| vii. | There must be a grievance mechanism for students to make appeals on academic and non-academic matters. | vii. | What mechanism is available for students to complain and to appeal on matters relating to academic and non-academic? |
| viii. | Student support services must be evaluated regularly to ensure their adequacy, effectiveness and safety. | viii. | How are the adequacy and effectiveness of student support services evaluated and safety of students ensured? |
| ix. | There must be mechanisms that actively identify and assist students who are in need of academic, spiritual, psychological and social support. | ix. | Describe the mechanisms that exist to identify and assist students who are in need of academic, spiritual, psychological and social support. |
| 3.4 Student Representation and Participation | | | |
| i. | There must be programmes to encourage active student participation in matters related to their interests and welfare. | i. | What programmes are in place for active student participation in areas that affect their interest and welfare? |
| ii. | Student rights and responsibilities must be acknowledged, clearly documented, and made known to them. | ii. | Describe how student rights and responsibilities are acknowledged, spelt out and made known. |

| Programme Standards | | Information Required in Database | |
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| iii. | There must be adequate student representation and organization at the institutional and faculty levels. | iii. | What is the status of student representation and organisation at the institutional and the faculty levels? |
| iv. | Student should be facilitated to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial and leadership skills in preparation for the workplace. | iv. | a) What does the HEP (Faculty) do to facilitate students to develop linkages with external stakeholders? b) How does the HEP (Faculty) facilitate students to gain managerial, entrepreneurial and leadership skills in preparation for the workplace? |
| v. | Student activities and organizations should be facilitated to participate in activities that encourage character building, inculcate a sense of belonging and responsibility, and promote community and social responsibility. | v. | How does the HEP (Faculty) facilitate student activities and organisations that encourage character building, inculcate a sense of belonging and responsibility, and promote community and social responsibility. |
| vi. | The HEP (University and Faculty) should encourage students to be involved in research activities and publication. | vi. | a) What is the policy regarding student research and publication? b) What facilities are available to encourage the involvement of students in research and publication? |
| 3.5 Alumni - not applicable for provisional accreditation | | | |
| i. | The HEP (Faculty) must foster active linkages with its graduates to improve the programme. | i. | Describe how the HEP (Faculty) maintains linkages with its graduates to improve the programme. |
| ii. | The HEP (Faculty) should encourage the alumni to play a role in the development, review and | ii. | How does the HEP (Faculty) encourage the alumni to assist the students in preparing their professional future and in providing linkages with industry |

| Programme Standards | | Information Required in Database | |
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| | continuous improvement of the programme and in preparing the students for their professional future through linkages with industry and the profession. | | and the professions? |

Area 4: Academic and Support Staff

| Programme Standards | | Information Required in Database | |
|---------------------------------------|---|----------------------------------|---|
| 4.1 Recruitment and Management | | | |
| i. | The HEP (Faculty) must have a clearly defined plan for its human resource needs. In preparation for Provisional Accreditation , a detailed plan for recruitment of academic and clinical support staff needs to be provided. | i. | Describe the mechanism used to identify the human resource needs of the programme. |
| ii. | The HEP (University) must have a clear and documented recruitment policy for academic and support staff | ii. | a) State the policy, procedures, and the terms and conditions of service for the recruitment of academic staff. b) State other requirements which would be the basis for the decision in the appointment of an academic staff for the programme. |
| iii. | Clinical academic staff must have approved postgraduate qualification by the HEP (University) and shall possess a valid APC. | iii. | State the minimum qualification of the academic staff required for the delivery of the programme. |

| Programme Standards | | Information Required in Database | | | | |
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| <p>b) In each core discipline, there must be at least 2 full-time staff (1 must be full time not FTE) (Core discipline includes Oral Surgery, Prosthodontics, Conservative Dentistry, Paediatric Dentistry, Orthodontics, Periodontology, Oral Medicine and Oral Pathology and Dental Public Health).</p> <p style="text-align: center;">MANDATORY</p> <p>c) At least 30% of academic staff are Malaysian citizens.</p> | | (x) | | | | |
| | | Percentage of full-time academic staff (%) | a | b | | (a+b)/x |
| | | Percentage of Malaysian citizens (%) | a (Only Malaysian academic staff) | b | c | (a (Only Malaysian academic staff+b)/x |
| | | <p>* Full-time – must not include lecturers for Human Disease</p> <p>**must be verified based on the criteria</p> <p>***part-time – academic staff with temporary or short-term appointment with less than normal hours of work and may not work exclusively for a Higher Education Provider.</p> <p>b) Provide curriculum vitae of each academic staff in the programme containing the following information at the time of visit:</p> <ul style="list-style-type: none"> • Name • Academic qualifications • Current professional membership • Current teaching and administrative responsibilities • Previous employment • Conferences and training • Research and publications • Consultancy | | | | |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | <ul style="list-style-type: none"> • Community service • Other relevant information <p>c) Denominator = FT + FTE + PT</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| v. | <p>The staff–student ratio for the programme must be appropriate to the teaching-learning methods and comply with the programme standards for the discipline. The HEP (must have the following academic staff to student ratio:</p> <p>a) 1:10 for</p> <ul style="list-style-type: none"> - pre-clinical teaching (Basic Medical Science and Oral Biology – Year 1 and 2) - clinical teaching (general medicine and general surgery – Year 2 or 3 depending on the HEP) <p>b) 1:10 for dental simulation supervision or operative technique (Year 2)**</p> <p>c) 1:6 for dental clinical supervision (Year 3, 4 and 5) – <i>one clinical supervisor for 6 students (operators)</i></p> | v. | <p>State the staff-student ratio:</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">Staff</th> <th rowspan="3">No. of students per session</th> <th rowspan="3">Staff to Student Ratio</th> </tr> <tr> <th colspan="2">Number of staff</th> <th colspan="2">Total</th> </tr> <tr> <th>FT</th> <th>PT</th> <th>FT</th> <th>PT</th> </tr> </thead> <tbody> <tr> <td>Pre-clinical teaching - Medical Skill Lab (Year 2 or 3 depends on HEP)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Basic Medical Science and Oral Biology (Year 1 and 2)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Clinical teaching - General Medicine and General Surgery (Year 2 or 3, depending on the HEP)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">Academic staff</th> <th rowspan="3">No. of students per session</th> <th rowspan="3">Staff to Student Ratio</th> </tr> <tr> <th colspan="2">Number of supervisors</th> <th colspan="2">Total</th> </tr> <tr> <th>FT</th> <th>PT</th> <th>FT</th> <th>PT</th> </tr> </thead> <tbody> <tr> <td>Dental simulation or Operative technique (Year 2)**</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dental clinical supervision (Year 3,4 and 5)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Note:</p> | | | | | | | Staff | | | | No. of students per session | Staff to Student Ratio | Number of staff | | Total | | FT | PT | FT | PT | Pre-clinical teaching - Medical Skill Lab (Year 2 or 3 depends on HEP) | | | | | | | Basic Medical Science and Oral Biology (Year 1 and 2) | | | | | | | Clinical teaching - General Medicine and General Surgery (Year 2 or 3, depending on the HEP) | | | | | | | | Academic staff | | | | No. of students per session | Staff to Student Ratio | Number of supervisors | | Total | | FT | PT | FT | PT | Dental simulation or Operative technique (Year 2)** | | | | | | | Dental clinical supervision (Year 3,4 and 5) | | | | | | |
| | Staff | | | | No. of students per session | Staff to Student Ratio | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Number of staff | | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | FT | PT | FT | PT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pre-clinical teaching - Medical Skill Lab (Year 2 or 3 depends on HEP) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Basic Medical Science and Oral Biology (Year 1 and 2) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Clinical teaching - General Medicine and General Surgery (Year 2 or 3, depending on the HEP) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Academic staff | | | | No. of students per session | Staff to Student Ratio | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Number of supervisors | | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | FT | PT | FT | PT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dental simulation or Operative technique (Year 2)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dental clinical supervision (Year 3,4 and 5) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | |
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| | Evidence from students' supervision timetable Note: (3 part-time staff is equivalent to 1 full-time staff) | | * Provide simulation and clinical session timetable, lecturers' roster and students' attendance list (based on site teaching). **Apart from year 2, dental simulation may also be carried out in Year 1 and year 3 but the ratio remains. | | | | | | | | | | | | | | |
| vi. | There must be a combination of teaching, research and service roles (community/promotion activities) for all academic staff. | vi. | <p>a) State your policy on staff functions in terms of teaching, research and service.</p> <p>b) Provide the following information:</p> <p style="text-align: center;">University Required Weightage of Academic Staff Activities</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Activity</th> <th>Percentage of Time</th> </tr> </thead> <tbody> <tr> <td>Teaching</td> <td></td> </tr> <tr> <td>Research</td> <td></td> </tr> <tr> <td>Clinical Service</td> <td></td> </tr> <tr> <td>Administration</td> <td></td> </tr> <tr> <td>Community/Social Service</td> <td></td> </tr> <tr> <td>TOTAL</td> <td></td> </tr> </tbody> </table> | Activity | Percentage of Time | Teaching | | Research | | Clinical Service | | Administration | | Community/Social Service | | TOTAL | |
| Activity | Percentage of Time | | | | | | | | | | | | | | | | |
| Teaching | | | | | | | | | | | | | | | | | |
| Research | | | | | | | | | | | | | | | | | |
| Clinical Service | | | | | | | | | | | | | | | | | |
| Administration | | | | | | | | | | | | | | | | | |
| Community/Social Service | | | | | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | | | | | |
| vii. | The policy of the HEP must reflect an equitable distribution of responsibilities among the academic staff. | vii. | Describe how the HEP/Faculty ensures equitable distribution of duties and responsibilities among the academic staff. | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | |
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| viii. | The recruitment policy must seek diversity among the academic staff in terms of experience, approaches and background. | viii. | Show how the recruitment policy seeks a 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. |
| ix. | Recognition and reward through promotion, salary increment or other remuneration must be based on equitable work distribution and meritorious academic roles using clear and transparent policies and procedures. | ix. | State the mechanisms and procedures for monitoring and appraising academic staff performance, for ensuring equitable distribution of duties and responsibilities among the academic staff, and for determining the distribution of rewards. |
| x. | The HEP (Faculty) should have active national and international linkages to provide for the involvement of well renowned academics and professionals in order to enhance teaching and learning of the programme. | x. | Describe the nature and extent of the national and international linkages to enhance teaching and learning of the programme. |
| 4.2 Service and Development | | | |
| i. | The HEP (University) must have policies addressing matters related to service, professional development and appraisal of the academic staff. | i. | Provide information on the HEP's policies on service, development and appraisal of the academic staff. |
| ii. | The academic staff must be given sufficient autonomy to focus on areas of his expertise. | ii. | How does the HEP/Faculty ensure that the academic staff have sufficient autonomy in areas of his expertise such as curriculum development and delivery, academic supervision of students, research and writing, scholarly |

| Programme Standards | | Information Required in Database | |
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| | | | and consultancy activities, community engagement and academically-related administrative duties? |
| iii. | The HEP (University) must have a clearly stated policy on conflict of interest, particularly in the area of private practice, multiple employment and consultancy services. | iii. | State the HEP's policies and practices to address conflict of interest, for example, staff involvement in private practice, multiple employment and consultancy services. |
| iv. | The HEP (University) must have clearly defined and documented processes and procedures in handling disciplinary cases involving the academic staff. | iv. | Describe the processes and procedures in handling disciplinary cases involving the academic staff. |
| v. | The HEP (Faculty and University) must have mechanisms and processes for periodic student evaluation of the academic staff for purposes of quality improvement. | v. | Describe the mechanisms and processes for periodic student evaluation of the academic staff. Show how this evaluation is taken into account for purposes of quality improvement. Indicate the frequency of this evaluation exercise. |
| vi. | The HEP (Faculty and University) must have a staff development programme particularly for new academic staff including mentoring and formative guidance | vi. | Indicate the mechanisms that are in place for academic staff training. State the mechanisms and procedures for professional development and career advancement of the academic staff (e.g., study leave, sabbatical, advanced training, specialised courses etc). |
| vii. | The HEP (Faculty) must encourage and facilitate its academic staff to play an active role in community | vii. | Describe the engagement of academic staff in community activities. Assess the extent to which the activities are conducted. |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | engagement activities. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| viii. | The HEP (Faculty and University) must provide opportunities for academic staff to participate in professional, academic and other relevant activities, nationally and internationally and where relevant, for them to obtain professional qualifications to enhance teaching-learning experience. | viii. | Describe how the academic staff are given the opportunity to participate in professional, academic and other relevant activities at national and international levels. How does this participation enhance teaching-learning and research experiences? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.3 Support Staff | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. | There should be sufficient support staff for teaching and learning purposes with staff to student ratio of 1:10 [Support staff include Dental Therapist, Staff Registered Nurse, Dental Surgery Assistant/ Trained Clinical Assistant or Equivalent, Clinical Assistant (Attendant), Dental Technologist, Medical Laboratory Technologist, Radiographer, Patient Registration Clerk and any other relevant support staff]. <u>Minimum number of staff required:</u> • Dental Therapist – 1 | i. | Provide a summary information on support staff available in the faculty. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | <table border="1"> <thead> <tr> <th>Job Category</th> <th>Rank / Grade</th> <th>Qualification</th> <th>No. of Staff Required</th> <th>Current No. of Staff</th> </tr> </thead> <tbody> <tr> <td>Dental Therapist</td> <td></td> <td></td> <td>1</td> <td></td> </tr> <tr> <td>Dental Surgery Assistant / Trained Clinical Assistant or equivalent</td> <td></td> <td></td> <td>2 x (no. of CP students / 50) 2 (CSSD)</td> <td></td> </tr> <tr> <td>Clinical Assistant (Attendant)</td> <td></td> <td></td> <td>2 x (students' enrollment / 50)</td> <td></td> </tr> <tr> <td>Staff Registered Nurse</td> <td></td> <td></td> <td>1</td> <td></td> </tr> <tr> <td>Radiographer</td> <td></td> <td></td> <td>2</td> <td></td> </tr> <tr> <td>Dental Technologist</td> <td></td> <td></td> <td>1 x (no. of students Year 2-5 / 50)</td> <td></td> </tr> <tr> <td>Medical Lab Technologist</td> <td></td> <td></td> <td>1 x (no. of pre-clinical students / 50)</td> <td></td> </tr> <tr> <td>Patient Registration Clerk</td> <td></td> <td></td> <td>1</td> <td></td> </tr> </tbody> </table> | Job Category | Rank / Grade | Qualification | No. of Staff Required | Current No. of Staff | Dental Therapist | | | 1 | | Dental Surgery Assistant / Trained Clinical Assistant or equivalent | | | 2 x (no. of CP students / 50) 2 (CSSD) | | Clinical Assistant (Attendant) | | | 2 x (students' enrollment / 50) | | Staff Registered Nurse | | | 1 | | Radiographer | | | 2 | | Dental Technologist | | | 1 x (no. of students Year 2-5 / 50) | | Medical Lab Technologist | | | 1 x (no. of pre-clinical students / 50) | | Patient Registration Clerk | | | 1 | | |
| Job Category | Rank / Grade | Qualification | No. of Staff Required | Current No. of Staff | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dental Therapist | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dental Surgery Assistant / Trained Clinical Assistant or equivalent | | | 2 x (no. of CP students / 50) 2 (CSSD) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Clinical Assistant (Attendant) | | | 2 x (students' enrollment / 50) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff Registered Nurse | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Radiographer | | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dental Technologist | | | 1 x (no. of students Year 2-5 / 50) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medical Lab Technologist | | | 1 x (no. of pre-clinical students / 50) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Patient Registration Clerk | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | | | | |
|---------------------|---|---|--|--|--|--|
| | <ul style="list-style-type: none"> • Dental Surgery Assistant/Trained Clinical Assistant or Equivalent: (For student) – 2 per 50 students (for total number of students in Year 3 + Year 4 + Year 5), (For CSSD) – 2 (for all) • Clinical Assistant (Attendant) – 2 per 50 students (for total number of students in Year 3 + Year 4 + Year 5) • Staff Registered Nurse – 1 • Radiographer – 2 • Dental Technologist -1 per 50 students (for total number of students in Year 2+Year 3+Year 4+ Year 5) • Medical Laboratory Technologist – 1 per 50 students (for total number of students in Year 1+ Year 2) • Patient Registration Clerk – 1 | | | | | |
| | | <p>Others (please specify)</p> <p>Note: The ratio for Medical Lab Technologist, Dental technologist and Dental Surgery Assistant: also provide ratio in active class base on grouping</p> | | | | |

Area 5 Educational Resources

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------------------------|--|-----------------------|----------------|-------------|--|--|--|--|--|--|--------------------|--------|----------|--------|--|--|-----------------------------------|--|--|------------|--|--|--------------------------|--|--|---|--|--|---------------------|--|--|---|--|--|--------------|--|--|
| 5.1 Physical Facilities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. | <p>The programme must have sufficient and appropriate physical facilities and educational resources such as facilities for practical and clinical teaching to ensure its effective delivery.</p> <p>In preparation for Provisional Accreditation, a detailed plan of physical facilities and educational resources need to be provided.</p> <p>a. educational resources such as lecture hall/auditorium, tutorial room, seminar room, computer lab, medical science lab and strong room. MANDATORY</p> <p>b. General facilities include cafeteria, toilet, locker rooms, store rooms, <i>surau</i>, students' common room, sports facilities and hostel.</p> | i | <p>List all the physical facilities related to the programme.</p> <p><u>Buildings</u></p> <table border="1"> <thead> <tr> <th>Building Name / Block</th> <th>Year Completed</th> <th>Function(s)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><u>Facility</u></p> <table border="1"> <thead> <tr> <th>Type of Facilities</th> <th>Number</th> <th>Capacity</th> </tr> </thead> <tbody> <tr> <td>Office</td> <td> </td> <td> </td> </tr> <tr> <td>Lecture Theatre/Hall / Auditorium</td> <td> </td> <td> </td> </tr> <tr> <td>Classrooms</td> <td> </td> <td> </td> </tr> <tr> <td>Tutorial / Seminar Rooms</td> <td> </td> <td> </td> </tr> <tr> <td>Medical Science Laboratories <ul style="list-style-type: none"> • Anatomy / Histology • Oral Biology • Oral Medicine / Oral Pathology • Others (please specify) </td> <td> </td> <td> </td> </tr> <tr> <td>Computer Laboratory</td> <td> </td> <td> </td> </tr> <tr> <td>Others (please specify) (e.g. study areas, lecturers' room, operating theatre)</td> <td> </td> <td> </td> </tr> <tr> <td>TOTAL</td> <td> </td> <td> </td> </tr> </tbody> </table> | Building Name / Block | Year Completed | Function(s) | | | | | | | Type of Facilities | Number | Capacity | Office | | | Lecture Theatre/Hall / Auditorium | | | Classrooms | | | Tutorial / Seminar Rooms | | | Medical Science Laboratories <ul style="list-style-type: none"> • Anatomy / Histology • Oral Biology • Oral Medicine / Oral Pathology • Others (please specify) | | | Computer Laboratory | | | Others (please specify) (e.g. study areas, lecturers' room, operating theatre) | | | TOTAL | | |
| Building Name / Block | Year Completed | Function(s) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Type of Facilities | Number | Capacity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Office | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lecture Theatre/Hall / Auditorium | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Classrooms | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tutorial / Seminar Rooms | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medical Science Laboratories <ul style="list-style-type: none"> • Anatomy / Histology • Oral Biology • Oral Medicine / Oral Pathology • Others (please specify) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Computer Laboratory | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Others (please specify) (e.g. study areas, lecturers' room, operating theatre) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | |
|--|---|----------------------------------|--|-----------------------------|--------------|-------------------|-------|--|--|------------------|--|--|----------|--|--|--|--|--|
| ii. | The library or resource center must have adequate and up-to-date reference materials and availability of qualified staff that meet the needs of the programme and research amongst academic staff and students. This would include provisions for appropriate computer and information and communication technology-mediated reference materials. | ii. | <p>a) State the database system used in the library and information center.</p> <p>b) State the number of staff in the library and information center and their qualifications.</p> <p>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.</p> <p>d) State the number of reference materials related to the programme:</p> <table border="1" data-bbox="957 850 1743 1224"> <thead> <tr> <th>Types of Reference Material</th> <th>No. of Title</th> <th>No. of Collection</th> </tr> </thead> <tbody> <tr> <td>Books</td> <td></td> <td></td> </tr> <tr> <td>Online Resources</td> <td></td> <td></td> </tr> <tr> <td>Journals</td> <td></td> <td></td> </tr> <tr> <td>Others eg. Video and Electronic Reference Material</td> <td></td> <td></td> </tr> </tbody> </table> <p>e) Indicate availability and connectivity of internet facilities</p> | Types of Reference Material | No. of Title | No. of Collection | Books | | | Online Resources | | | Journals | | | Others eg. Video and Electronic Reference Material | | |
| Types of Reference Material | No. of Title | No. of Collection | | | | | | | | | | | | | | | | |
| Books | | | | | | | | | | | | | | | | | | |
| Online Resources | | | | | | | | | | | | | | | | | | |
| Journals | | | | | | | | | | | | | | | | | | |
| Others eg. Video and Electronic Reference Material | | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | | | | |
|-------------------------------|---|--|---|--------------------|--------------------------|------------------------------|--|--|--|----------------------|------------------------------|-------------------------------|--|--|--|-------------------------------|--------------------------------|--|--|--|--|
| iii. | <p>Specific equipment and facilities for training must be adequately provided for practical and clinical-based programmes:</p> <p>a. pre-clinical training facilities - operative technique (skills lab) workstation to student ratio of 1:3; (Year 2)</p> <p>b. clinical training facilities in primary care setting, student clinic for clinical year students and hospital facilities with ambulatory services;</p> <ol style="list-style-type: none"> 1. dental chair to student ratio of 1:3; (Year 3,4 and 5) 2. prosthetic workstation to student ratio of 1:4; (Year 2, 3, 4 and 5) 3. adequate pool of patients for optimal clinical training. | iii. | <p>Provide information on the specific facilities related to the programme</p> <p>a. <u>Pre-clinical facilities</u> MANDATORY</p> <p>Operative Technique (Skills Lab) Workstation (1:3)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">No. of Workstation</th> <th style="width: 33%;">No. of Students (Year 2)</th> <th style="width: 33%;">Ratio (Workstation: Student)</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>b. <u>Clinical facilities</u></p> <ol style="list-style-type: none"> <p>1. Dental Chair (1:3) MANDATORY</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">No. of Dental Chairs</th> <th style="width: 33%;">No. of Students (Year 3,4,5)</th> <th style="width: 33%;">Ratio (Dental Chair: Student)</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>2. Prosthetic Workstation (1:4) MANDATORY</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">No. of Prosthetic Workstation</th> <th style="width: 33%;">No. of Students (Year 2,3,4,5)</th> <th style="width: 33%;">Ratio (Prosthetic Workstation : Student)</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table> | No. of Workstation | No. of Students (Year 2) | Ratio (Workstation: Student) | | | | No. of Dental Chairs | No. of Students (Year 3,4,5) | Ratio (Dental Chair: Student) | | | | No. of Prosthetic Workstation | No. of Students (Year 2,3,4,5) | Ratio (Prosthetic Workstation : Student) | | | |
| No. of Workstation | No. of Students (Year 2) | Ratio (Workstation: Student) | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| No. of Dental Chairs | No. of Students (Year 3,4,5) | Ratio (Dental Chair: Student) | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| No. of Prosthetic Workstation | No. of Students (Year 2,3,4,5) | Ratio (Prosthetic Workstation : Student) | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| Programme Standards | Information Required in Database | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|----------------------|--|--------------------------------|--|--|--------|---------------------------|---|----------------------|-----------------------------|--------------------------------|------------------|--|--|--|--|--|-----------------|--|--|--|--|--|
| <p>c. suitable facilities for community-based activities</p> | <p>3. Adequacy of Patients for Clinical Training</p> <p>Provide the following information:</p> <table border="1" data-bbox="1010 383 1808 688"> <tr> <td data-bbox="1010 383 1619 480">i. Number of patients attending student dental clinic (current academic year).</td> <td data-bbox="1619 383 1808 480"></td> </tr> <tr> <td data-bbox="1010 480 1619 578">ii. Number of clinical students (current academic year).</td> <td data-bbox="1619 480 1808 578"></td> </tr> <tr> <td data-bbox="1010 578 1619 688">iii. Average number of dental patients managed by a student per academic year (i/ii)</td> <td data-bbox="1619 578 1808 688"></td> </tr> </table> <p>Indicate effort to assure adequacy of patients' number and mix based on Minimum Clinical Experience (MCE) and Expected Clinical Experience (ECE).</p> <p>c. <u>Facilities for Community-Based Activities</u></p> <p>List the name of hospital / clinical facilities used in the teaching of clinical care and community-based care.</p> <table border="1" data-bbox="968 1086 1948 1401"> <thead> <tr> <th data-bbox="968 1086 1184 1248">Course</th> <th data-bbox="1184 1086 1314 1248">Name of Hospital / Clinic</th> <th data-bbox="1314 1086 1493 1248">No. of Sessions Per Week (.... hours per session)</th> <th data-bbox="1493 1086 1635 1248">Total No. of Session</th> <th data-bbox="1635 1086 1780 1248">No. of Students per Session</th> <th data-bbox="1780 1086 1948 1248">No. of Supervisors per Session</th> </tr> </thead> <tbody> <tr> <td data-bbox="968 1248 1184 1333">General Medicine</td> <td data-bbox="1184 1248 1314 1333"></td> <td data-bbox="1314 1248 1493 1333"></td> <td data-bbox="1493 1248 1635 1333"></td> <td data-bbox="1635 1248 1780 1333"></td> <td data-bbox="1780 1248 1948 1333"></td> </tr> <tr> <td data-bbox="968 1333 1184 1401">General Surgery</td> <td data-bbox="1184 1333 1314 1401"></td> <td data-bbox="1314 1333 1493 1401"></td> <td data-bbox="1493 1333 1635 1401"></td> <td data-bbox="1635 1333 1780 1401"></td> <td data-bbox="1780 1333 1948 1401"></td> </tr> </tbody> </table> | i. Number of patients attending student dental clinic (current academic year). | | ii. Number of clinical students (current academic year). | | iii. Average number of dental patients managed by a student per academic year (i/ii) | | Course | Name of Hospital / Clinic | No. of Sessions Per Week (.... hours per session) | Total No. of Session | No. of Students per Session | No. of Supervisors per Session | General Medicine | | | | | | General Surgery | | | | | |
| i. Number of patients attending student dental clinic (current academic year). | | | | | | | | | | | | | | | | | | | | | | | | | |
| ii. Number of clinical students (current academic year). | | | | | | | | | | | | | | | | | | | | | | | | | |
| iii. Average number of dental patients managed by a student per academic year (i/ii) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course | Name of Hospital / Clinic | No. of Sessions Per Week (.... hours per session) | Total No. of Session | No. of Students per Session | No. of Supervisors per Session | | | | | | | | | | | | | | | | | | | | |
| General Medicine | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Surgery | | | | | | | | | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|--|--|---------|--|--|--|--|----------|-------------------|---------------------|---------|---------|--|--|--|------|--|--|--|-------------------------------|--|--|--|
| | d. availability of related facilities such as imaging, centralized sterilization and supply department (CSSD) | OMFS | | | | | | | | | | | | | | | | | | | | | |
| | | Paediatric Dentistry | | | | | | | | | | | | | | | | | | | | | |
| | e. Endorsement from Private Medical Practice Control Section (CKAPS- Cawangan Kawalan Amalan Perubatan Swasta) for clinical facilities | Others (please specify) | | | | | | | | | | | | | | | | | | | | | |
| | | d. List related facilities such as imaging and centralized sterilization and supply departments (CSSD) to support teaching and learning activities. | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th>Facility</th> <th>Type of Equipment</th> <th>Number of Equipment</th> <th>Remarks</th> </tr> </thead> <tbody> <tr> <td>Imaging</td> <td> <ul style="list-style-type: none"> </td> <td></td> <td></td> </tr> <tr> <td>CSSD</td> <td> <ul style="list-style-type: none"> </td> <td></td> <td></td> </tr> <tr> <td>Others (please specify)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | | | Facility | Type of Equipment | Number of Equipment | Remarks | Imaging | <ul style="list-style-type: none"> | | | CSSD | <ul style="list-style-type: none"> | | | Others (please specify) | | | |
| Facility | Type of Equipment | Number of Equipment | Remarks | | | | | | | | | | | | | | | | | | | | |
| Imaging | <ul style="list-style-type: none"> | | | | | | | | | | | | | | | | | | | | | | |
| CSSD | <ul style="list-style-type: none"> | | | | | | | | | | | | | | | | | | | | | | |
| Others (please specify) | | | | | | | | | | | | | | | | | | | | | | | |
| | | e. Endorsement from CKAPs Show evidence of Endorsement from Private Medical Practice Control Section (CKAPS- Cawangan Kawalan Amalan Perubatan Swasta) for clinical facilities. | | | | | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | |
|---------------------|--|----------------------------------|--|
| iv. | All equipment (e.g., autoclaves, x-rays, compressor) must comply with the relevant laws and regulations. | iv. | Show evidence of report/test/QA certificate for equipment (e.g. autoclaves, x-rays, compressor etc.). MANDATORY |
| v. | The facilities available in the HEP (Faculty and University) must be user friendly to patients with special needs | v. | Describe the availability of user-friendly facilities to those with special needs. |
| vi. | The educational resources, services and facilities must be periodically reviewed and improved upon to maintain their quality and appropriateness for current education and training. | vi. | a) Describe how the HEP maintains, reviews and improves the adequacy, currency and quality of its educational resources and the role of the faculty in these processes. b) Provide the information on, and provision for, the maintenance of the learning facilities. |

5.2 Research and Development

i. The HEP (University) must have a policy and a programme on research and availability of adequate facilities to sustain them.

i. a) Research Policy

Provide the following information:

At university level

- Formal policy for research activities. (Specify)
- Policy on budget to conduct research
- Promotion and/or dissemination of research activities/ outcomes

At faculty level

- Committees on research including research ethics
- Person(s) responsible to oversee research activities

b) Research Attainment

Provide information on research projects undertaken during the past three academic years.

| Research projects | Non-clinical | | Clinical | |
|-----------------------------------|--------------|--------|----------|--------|
| | No. | Amount | No. | Amount |
| Individually funded | | | | |
| Internally funded (e.g., Faculty) | | | | |
| Institutionally funded | | | | |
| Externally funded | | | | |

| | | | |
|-----|---|-----|--|
| | | | <p>c) Publications in the last three years</p> <ul style="list-style-type: none"> - Book(s) - Papers published in refereed journal(s) - Chapter(s) in book(s) - Scientific proceedings/abstracts/short communications - Other relevant and meaningful writings in the media <p>d) Research recognition/awards</p> <p>e) Other related research activities</p> <ul style="list-style-type: none"> - Editor of Journal - Reviewer - Study/expert group leader/member - Research committee member - Others <p>f) Research Collaboration</p> <ul style="list-style-type: none"> - List research collaboration partners, if any. |
| ii. | The interaction between research and education must be reflected in the curriculum, influence current teaching, and encourage and prepare students for engagement in research, scholarship and development. | ii. | <p>a) Describe how the HEP encourages interaction between research and learning. Show the link between the HEP's policy on research and the teaching-learning activities in the faculty.</p> <p>b) State any initiatives taken by the faculty to engage students in research.</p> |

| | | | |
|-----------------------------------|--|------|---|
| | | | |
| iii. | The HEP (University and Faculty) must periodically review its research resources and facilities and take continuous appropriate action to enhance its research capabilities and to promote a conducive research environment. | iii. | Describe the processes by which the HEP/Faculty review its research resources and facilities and the steps taken to enhance its research capabilities and environment. |
| 5.3 Expertise in Education | | | |
| i. | The HEP (Faculty) must utilize personnel with educational expertise in planning its programmes and in the development of new teaching and assessment methods. | i. | Describe the policy and practice on the utilisation of appropriate experts in the field of education in the planning of its programmes and in the development of new teaching and assessment methods. |
| 5.4 Financial Resources | | | |
| i. | The HEP (University) must have a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of the HEP. | i. | 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 faculty. |

| | | | |
|------|---|------|---|
| ii. | The HEP (University and Faculty) must have clear procedures to ensure that its financial resources are sufficient and that it is capable of utilising them efficiently and responsibly. | ii. | <p>a) Demonstrate that the HEP/Faculty has clear procedures to ensure that its financial resources are sufficient and managed efficiently.</p> <p>b) Fees</p> <p>Provide information on the following:</p> <ul style="list-style-type: none"> i. Current tuition fees for Malaysian and foreign students. ii. Other fees e.g., laboratory, clinic and equipment/instruments. iii. Other expenses incurred by students <p>c) Describe how financial resources allocated to Faculty are managed.</p> |
| iii. | The HEP (Faculty) must be given sufficient autonomy to allocate resources appropriately to achieve the programme educational objectives. | iii. | Describe the degree of autonomy given to the HEP/Faculty to allocate and utilise resources to achieve the programme educational objectives. |

Area 6: Programme Management

| Programme Standards | | Information Required in Database | |
|---------------------------------|---|----------------------------------|---|
| 6.1 Programme Management | | | |
| i. | The HEP (Faculty) must clarify its governance structure and function , the relationships within them, and their impact on the programme, and these must be communicated to all parties involved based on the principles of transparency, | i. | <p>a) Describe the governance structure and functions, and the main decision-making components of the HEP/Faculty, as well as the relationships between them.</p> <p>b) How are these relationships made known to all parties involved?</p> |

| Programme Standards | | Information Required in Database | |
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| | accountability and authority. | | c) What effect do these relationships have on the programme? |
| ii. | The HEP (Faculty) must have policies, procedures and mechanisms for regular reviewing and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement. | ii. | a) Describe the Faculty's policies, procedures and mechanisms for regular reviewing and updating of the faculty structures, functions, strategies and core activities to ensure continuous quality improvement. b) Identify the committee and its Term of Reference for continual quality improvement within the faculty. |
| iii. | The HEP (faculty) management committee must be an active policy-making body with an adequate degree of autonomy within the terms of reference. | iii. | Show evidence (such as terms of reference, minutes of meeting) that the HEP/Faculty board is an effective policy-making body with adequate autonomy. |
| iv. | Mechanisms to ensure functional integration and comparability of educational quality must be established for programmes conducted in campuses or partner institutions that are geographically separated. | iv. | Describe the arrangements agreed upon by the HEP and its campuses or partner institutions (for example, franchise programmes, joint awards, collaborative research, student exchange arrangements) to assure functional integration and educational quality. |
| v. | The HEP (Faculty) must have a formal system responsible for internal and external consultations, feedback, market needs analysis and employability projections of the programme. | v. | Describe the committee system in the HEP/Faculty responsible for programmes and how it utilises consultation and feedback, and considers market need analysis and employability projections in the programme development and review. |

| Programme Standards | | Information Required in Database | |
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| vi. | The governance must involve the participation of, and the consultation with academic staff, students and external stakeholders. | vi. | Describe the participation of, and the consultation with, the academic staff, students and external stakeholders in the governance process. |
| 6.2 Programme Leadership | | | |
| i. | The leadership of the programme must be held by those with appropriate qualifications and experience, and with sufficient authority for curriculum design, delivery and review. | i. | Provide information on the qualification and experience of the programme leaders. |
| ii. | (a) The Deanship must be held by those with appropriate qualifications, registered with MDC and residing in Malaysia MANDATORY (b) The Dean must have the experience to lead the programme. | ii. | Describe the qualifications, experience and responsibilities of the Dean. |
| iii. | For institutions located in Malaysia, the Dean shall be a dental surgeon and residing in Malaysia. The founding dean must have at least a minimum of five (5) years academic experience (applicable for provisional accreditation only). MANDATORY | iii. | a) Explain the criteria for the appointment of the Dean. b) Describe the mechanism of appointment of the Dean. c) State the nationality and place of residence of the Dean |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | |
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| iv. | The HEP (faculty) must establish appropriate programme leadership other than the Dean. The criteria for their appointment and responsibilities must be clearly stated. | iv. | <p>a) Department/Unit</p> <ul style="list-style-type: none"> i. List the academic department/unit ii. Describe the appointment mechanism of head of department/unit iii. Duration of appointment of head of department/unit iv. List job descriptions of head of department/unit v. Purpose(s) and goals/objectives of the department/unit vi. How frequent does the department's academic staff meet? <p>b) Committees within the Dental Faculty</p> <p>List all committees related to academic matters and the respective Term of Reference (ToR).</p> <table border="1" data-bbox="1003 906 1906 1094"> <thead> <tr> <th>Committee</th> <th>No. of Members</th> <th>Frequency of Meeting</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Committee | No. of Members | Frequency of Meeting | | | | | | | | | |
| Committee | No. of Members | Frequency of Meeting | | | | | | | | | | | | | |
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| v. | Mechanisms and processes must be in place to allow for communication between the programme and the HEP leadership in relation to matters such as staff recruitment and training, student admission, and allocation of resources and decision-making processes. | v. | Describe the relationship between the programme and the HEP leadership in matters such as recruitment and training, student admission, and allocation of resources and decision-making processes. | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | | | | | | | | | | | | | | | | | | | | | | |
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| 6.3 Administrative Staff | | | | | | | | | | | | | | | | | | | | | | | | |
| i. | The administrative staff of the HEP (faculty) must be appropriately qualified, technically competent and sufficient in numbers to support the implementation of the programme and related activities. The administrative staff must include the registrar, IT personnel, financial officer, receptionist and others. | | <p>a) Describe the profile of the administrative staff for the programme.</p> <p>b) Explain how the number of administrative staff is determined in accordance with the needs of the programme and other activities. Describe the recruitment processes and procedures. State the terms and conditions of the service.</p> <p>c) State the numbers required and available, job category and minimum qualification of administrative staff for this programme.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Job Category</th> <th>Minimum Qualification</th> <th>No. of Staff Required</th> <th>Current No. of Staff / Total</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | No. | Job Category | Minimum Qualification | No. of Staff Required | Current No. of Staff / Total | | | | | | | | | | | | | | | |
| No. | Job Category | Minimum Qualification | No. of Staff Required | Current No. of Staff / Total | | | | | | | | | | | | | | | | | | | | |
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| ii. | The HEP (faculty) must conduct regular performance review of the programme's administrative staff. | ii. | State the mechanisms and procedures for monitoring and appraising the performance of administrative staff, for ensuring equitable distribution of duties and responsibilities among the staff, and for determining the distribution of rewards and for training and career advancement. | | | | | | | | | | | | | | | | | | | | | |

| Programme Standards | | Information Required in Database | |
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| iii. | The HEP (faculty) must have an appropriate training scheme for the advancement of the administrative staff as well as to fulfil the specific needs of the programme. | iii. | Describe the training scheme for the administrative staff and show how this scheme fulfils the specific, advanced and future needs of the programme. |
| 6.4 Academic Records | | | |
| i. | The HEP (University and Faculty) must have appropriate policies and practices concerning the nature and security of student and academic staff records. | i. | State the policies and practices on the nature, content and security of student and academic staff records at the faculty level. |
| ii. | The HEP (University and Faculty) must implement policies on the rights of individual privacy and the confidentiality of records. | ii. | Describe how the HEP/Faculty ensures the rights of individual privacy and the confidentiality of records. |
| iii. | The HEP should continuously review policies on security of records including increased use of electronic technologies and safely systems | iii. | Describe the HEP/Faculty's review policies on security of records and its plans for improvements |

Area 7: Programme Monitoring, Review and Continual Quality Improvement

| Programme Standards | | Information Required in Database | |
|--|--|----------------------------------|--|
| 7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement | | | |
| i. | <p>The HEP (University and Faculty) must have clear policies and appropriate mechanisms for regular monitoring and review of the programme.</p> <p>The curriculum must be reviewed every 5 years.</p> <p style="text-align: center;">MANDATORY</p> | i. | <p>a) Describe the policies and mechanisms for regular monitoring and review of the programme.</p> <p>b) Curriculum review</p> <p>Provide information/evidence for the following:</p> <p>i. Is there a formal curriculum review committee? List the members of the committee.</p> <p>ii. How often does the committee meet?</p> <p>iii. Why is the need for the review of curriculum?</p> <p>iv. What are the changes made in the review?</p> <p>v. Date of implementation of present and revised curriculum.</p> <p>vi. Date of last curriculum revision.</p> |
| ii. | <p>The HEP (University and Faculty) must have a dedicated Quality Assurance (QA) unit or personnel responsible for internal quality assurance of the faculty.</p> | ii. | <p>Describe the role and the effectiveness of the unit responsible for internal quality assurance of the University and Faculty.</p> |
| iii. | <p>The HEP (University and Faculty) must have an internal monitoring and review committee headed by a designated coordinator who is dedicated to</p> | iii. | <p>a) Describe the structure and the workings of the internal programme monitoring and review committee.</p> <p>b) Describe the processes, procedures and mechanisms for monitoring and</p> |

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| | continuously review the programme. The review must involve external experts . | | <p>reviewing the programme.</p> <p>c) Does the review involve external examiners/assessors / other expertise? Provide the relevant reports.</p> |
| iv. | Programme evaluation must involve the relevant stakeholders whose views are taken into consideration. | iv. | <p>a) Which relevant stakeholders are involved in a programme review?</p> <p>b) Describe the degree of their involvement and how their views are taken into consideration.</p> |
| v. | Teacher and student feedback must be sought. Students have channels for informing issues to heads of programmes before they become major problems. The faculty has mechanisms for students to assess their lecturers. | v. | <p>a) Is there a system for teachers and students to provide feedback / given opportunity to give their views for the purpose of improving the programme?</p> <p>b) Describe the mechanism to obtain feedback and how these feedbacks are incorporated for programme improvement / review exercise.</p> |
| vi. | The content of the programme must be periodically reviewed to keep abreast with scientific, technological and knowledge development of the discipline, and with the needs of the society. | vi. | 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. |

| Programme Standards | | Information Required in Database | |
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| vii. | Various aspects of student performance, progression and attrition must be analysed for the purpose of continual quality improvement. This must be consistent with Minimum Clinical Experience (MCE) in Competency-Based Assessment as in Appendix SII-6 or equivalent current documents. | vii. | <p>a) Describe system used in determining students' performance (e.g. Board of Examiners).</p> <p>b) Provide documented information on student performance, progression and attrition analysis for the purpose of continual quality improvement.</p> |
| viii. | In collaborative arrangements, the partners involved must share the responsibilities of programme monitoring and review. | viii. | Describe the responsibilities of the parties involved in collaborative arrangements in programme monitoring and review. |
| ix. | The findings of a programme review must be presented to the HEP for its attention and further action. | ix. | Provide evidence to indicate that the findings of the review is presented to the HEP and its further action thereafter. |
| x. | There must be a link between the HEP quality assurance processes and the achievement of the institutional goals. | x. | <p>a) Explain the link between the HEP/Faculty quality assurance processes and the achievement of the institutional goals.</p> <p>b) Provide evidence on evaluation of programme effectiveness, that may include the following:</p> <ul style="list-style-type: none"> i. Student scores on written exams ii. Performance-based assessment of student skills and abilities iii. Alumni/graduate survey |

| Programme Standards | | Information Required in Database | |
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| | | | iv. Student advancement and graduation rates v. Others (specify) |
| xi. | The HEP's review system must constructively engage relevant experts (nationally and internationally) to identify areas of concerns and demonstrate ways to improve the programme | xi. | a) Provide records on engagement with relevant experts b) Provide feedback raised by the relevant experts |
| xii. | The HEP must make the report on programme review accessible to relevant stakeholders in order to seek their views. | xii. | Provide information on how HEP/Faculty disseminate the report on programme review to the stakeholders and what are their feedback? |
| xiii. | The HEP (Faculty) must embrace the spirit of continual quality improvement based on prospective studies and analysis that leads to the revision of its current policies and practices, taking into consideration past experiences, present conditions, and future possibilities. | xiii. | a) What are the steps taken by the HEP/Faculty to build a culture of quality? b) Describe the future plans for improving the Dental Faculty. |