

**GUIDELINES TO  
CURRICULUM REVIEW**

**BACHELOR OF DENTAL SURGERY  
OR EQUIVALENT**

**Section VII**

# **GUIDELINES TO CURRICULUM REVIEW**

## **1. INTRODUCTION**

A curriculum should be reviewed regularly. It is to ensure that the content of the courses remains current and relevant. It is also to enhance student experiences, engagements and outcomes. This requirement is stipulated in the COPPA BDS V2, Area 7 (7.1) on Mechanisms for Programme Monitoring, Review and Continual Quality Improvement. The Malaysian Qualifications Agency (MQA) in its letter dated 8 March 2018 also reminded the Higher Education Providers (HEP) to notify MQA if changes to the reviewed curriculum exceeds 30%. However, there was no specific guideline in quantifying the percentage of changes. Recognizing this challenge, JTAC decided in its 4/2021 meeting on 15 July 2021 that HEP inform MQA of any change made in the reviewed curriculum, regardless of the magnitude of change. Meanwhile, an instrument to determine the proportion of change in a curriculum was adapted from the assessment calculator used by a local HEP. This instrument facilitates scoring the level of change in a curriculum review. This section sets out to outline the components of the curriculum; assessment of need for the curriculum review; the analysis on percentage of change in the curriculum revision using the assessment calculator; and the compilation of data and information that are required to be submitted in the process of curriculum review.

## **2. CURRICULUM**

A curriculum is a blueprint for an educational programme. It outlines all the experiences of a student under the guidance of the educational staff to achieve the programme's goals. Every programme must have a curriculum. It consists of the following components:

- General information of the programme
  - Background of the programme
- Goals and Objectives
  - Educational philosophy of the programme
  - Vision and mission
  - Programme Educational Objectives (PEO)
  - Programme Learning Outcome (PLO)
- Instructional Design
  - Course structure
  - List of courses
  - Course outline
  - Student Learning Time (SLT)

- Teaching-learning methods
- Other relevant information
- Assessment of Students
  - Assessment Methods
  - Grades
  - Professional Examination
  - Other relevant information

### **3. NEEDS ASSESSMENT FOR CURRICULUM**

The curriculum review process should be initiated every 5 years. Before embarking on the review of the curriculum at the faculty level, a Curriculum Review Committee must first be established. The HEP (Faculty) must consult relevant stakeholders in the development of the revised curriculum. The stakeholders include Ministry of Health, Ministry of Defence, Institutions of Higher Education, Professional Associations, Professional Bodies and Alumni. It can subsequently proceed to assess the need for change to the existing curriculum. This assessment should consider the overall strategic plan, including considerations related to the curriculum, programmes, resources, budget, staffing, and the output and outcomes of the programme. The curriculum review process involves gathering feedback from both the cohort graduates and employers. This feedback will contribute to the comprehensive evaluation of the curriculum.

The Curriculum Review Committee should take several actions to conduct a comprehensive review of the curriculum, including:

- consulting with teaching staff, support staff, graduates, and students to gather their input and feedback on the current curriculum;
- soliciting feedback from other stakeholders, including supervisors of graduates, to gain a broader perspective on the effectiveness of the programme; and
- documenting all consultations and feedback received to provide a clear record of the review process.

These steps as outlined above facilitates the Curriculum Review Committee to collate valuable data, information, insights and perspectives for necessary changes to the curriculum.

### **4. CURRICULUM REVISION PERCENTAGE ANALYSIS**

One of the requirements of accreditation is for the Higher Education Providers (HEP) to notify MQA if changes to the curriculum involve more than 30%. This requirement was specified in a letter to all HEP on 8 March 2018 (*Surat Makluman MQA Bil. 4/2018, reference no. MQA.100-1/7/2 Jld.2(7)*). It stated that if there are structural changes to the programme information exceeding 30% from the original curriculum, the HEP must notify MQA in writing.

In order to ensure objectivity in determining the percentage of change in a curriculum review, the curriculum revision percentage analysis used by a local public institution was adapted for this purpose. It is an objective analysis of the level of change in a curriculum and incorporates part of the existing rating system.

The changes to the curriculum could involve any of the following components:

- Visions, Missions, and Objectives;
- PEOs, PLOs and CLOs;
- Curriculum Structure;
- Teaching-Learning Approach; and
- Assessment Strategy.

Any changes made to the curriculum should be analysed using the curriculum revision percentage analysis (assessment calculator). Actions need to be taken based on the score obtained.

**If a score of above 30% is obtained, the following actions need to be taken:**

- i. The HEP must submit the following documents to the Malaysian Qualifications Agency (MQA):
  - a. the new curriculum and a comparison of changes made.
  - b. the database related to curriculum review.
  - c. the assessment calculator; and
  - d. the Assessment Rubric for Accreditation of BDS Programme or Equivalent (Area 1 and Area 2)
- ii. A desktop assessment should then be carried out by the Panel of Assessors (POAs) appointed by MQA. The panel may recommend that the new curriculum:
  - a. be accepted to be implemented with no changes;
  - b. needs minor amendments; or
  - c. requires submission of full documentation with a visit.
- iii. The curriculum review report from the panel, will be tabled at the JTAC meeting for its recommendation and forwarded to MDC for further deliberations and decision.

**If the score obtained is below 30%, the following actions need to be taken:**

- i. Seek approval of the revised curriculum for implementation from the Senate of the respective HEP.
- ii. The HEP should inform the Malaysian Dental Council (MDC) and the Malaysian Qualifications Agency (MQA) of the assessment carried out, along with the assessment calculator.

The HEP is encouraged to continually review the curriculum. Any changes to the curriculum should be analysed using the curriculum revision percentage analysis (assessment calculator). Subsequent actions should be taken in accordance with the level of score obtained as outlined above.

## 5. DATA SUBMISSION

The HEP needs to provide essential information on the programme and several documents related to curriculum review.

### A. Background Information

The following background data of the programme are required when the HEP submit the curriculum review document.

1. Name of Institution (University)
2. Name of the programme (as in the scroll to be awarded)
3. MQF level
4. Graduating credit (or credit equivalent)
5. Mailing and website addresses (University)
6. Telephone and fax numbers, email addresses (University)
7. Name of Curriculum Review Committee Coordinator, telephone number, fax number and email address.
8. Curriculum review:
  - I. Frequency of curriculum review (since the last approval by MDC):
  - II. Date of last review:
  - III. Summarise the major changes in the previous curriculum review
9. Entry requirement
10. Duration of study:

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

*Note: Number of weeks should include study and exam week*

## **B. Curriculum Review Documents**

HEP are required to submit the following documents:

1. Brief description on the review of the curriculum of the institution
2. Justification for review of curriculum
3. Part C of Area 1 and Area 2 - COPPA\_BDS 2.1  
(The HEP is required to refer to Section III (Guide to Preparing the Database for Programme Accreditation) on information that need to be furnished).
4. The proposed curriculum (please refer to description no. 2. Curriculum).
5. Comparison of the curriculum content of the existing curriculum and the newly proposed curriculum.
6. Comparison of the teaching-learning methods of the existing curriculum and the newly proposed curriculum.
7. Comparison the new assessment methods/formats of the existing curriculum and the newly proposed curriculum
8. Any other relevant information to support the institutions' ability to implement the revised curriculum such as process of student selection, staff training, infrastructure, equipment etc.
9. Curriculum revision percentage analysis (assessment calculator) – Appendix SII
10. Assessment Rubric for Accreditation of BDS Programme or Equivalent for Area 1 and Area 2 only.

## **6. CONCLUSION**

The curriculum review is to ensure the curriculum aligns with the needs of the community and developments in the field of dentistry. It should be conducted in an objective manner. It is crucial for the HEP to comply with the submission requirements to facilitate assessment. The HEP is encouraged to consistently review the curriculum, and any proposed changes should be evaluated using the curriculum revision percentage analysis (assessment calculator). The subsequent actions by the HEP will depend on the score obtained through this assessment.