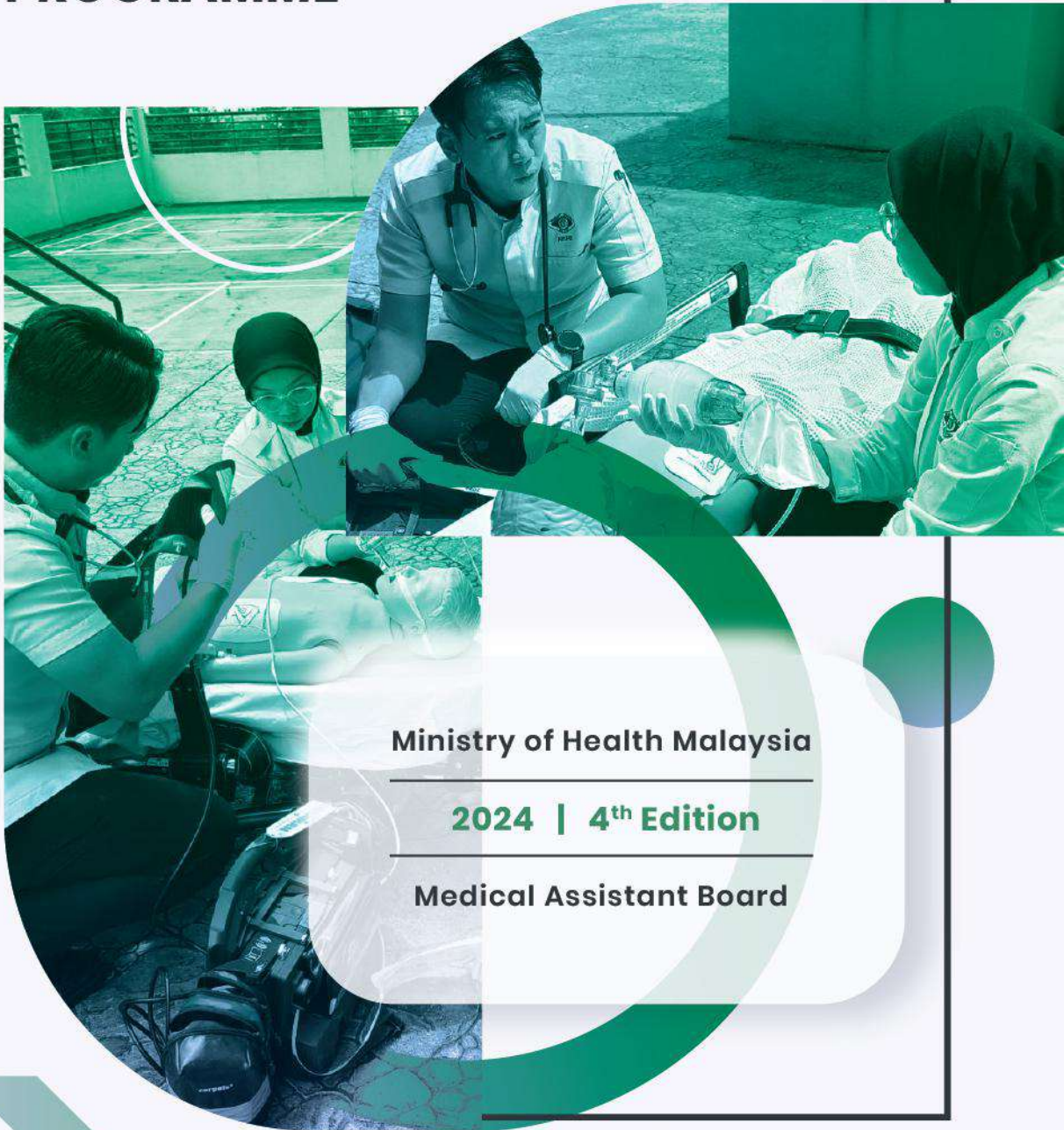




MINISTRY OF HEALTH MALAYSIA

Standards And Guidelines For **MEDICAL ASSISTANTS EDUCATION PROGRAMME**



Ministry of Health Malaysia

2024 | 4th Edition

Medical Assistant Board

Medical Practice Division



MINISTRY OF HEALTH MALAYSIA



Standards And Guidelines For **MEDICAL ASSISTANTS EDUCATION PROGRAMME**

4th Edition 2024

All rights reserved

Any Part of this publication may be freely reproduced for individual uses provided the source is fully acknowledged. However, reproduction of this publication in whole part for purpose of resale or redistribution requires permission form the Director General, Ministry of Health Malaysia.

Printed
e ISBN 978-967-18696-6-6

Printed 2024

Published by:
Assistant Medical Officers Services
Section Medical Practice Division
Level 6, Block E1, Parcel E Government Complex,
Federal Government Administrative Centre, 62590 Putrajaya.
Tel: +603-8883 1370 | Fax: +603-8883 1490

Printed by:
Merah Print & Supply Sdn. Bhd.
No. 20 & 20A, Jalan 4/12A, Seksyen 4 Tambahan, 43650 Bandar Baru Bangi,
Selangor Darul Ehsan.
Tel: +603-8922 3140 | Fax: +603-8912 2770
Email: merahprint.supply@yahoo.com

FOREWARD



DATUK DR. MUHAMMAD RADZI BIN ABU HASSAN

Director General of Health,
Malaysia Chairman
Medical Assistant Board
Ministry of Health, Malaysia



“

**The Ministry of Health
Malaysia has always placed
great importance and emphasis
on the quality of the services
that it provides. The Ministry of
Health's mission is to take the
lead and work together. One of
the key components of an
excellent service is the
development of competent
professionals who can provide
high-quality health care.**

”

The Assistant Medical Officers (AMOs) popularly known as “Medical Assistants” continues to contribute a great deal to the provision of higher quality health care. This document was developed to facilitate the public and private Institutions in preparing and developing their facilities and documentation for the Medical Assistants Programme (Diploma/ Post Basic (Certificate) / Post Basic (Advanced Diploma)/Bachelor/Master/PhD) which will meet the stringent requirements of the Medical Assistants Board (MAB).

Because quality is a never-ending endeavor, the above-mentioned guidelines were reviewed and improved upon by the MAB to ensure their relevance, reliability, adaptability, and effectiveness in addressing the needs of the ever-changing service requirements for Medical Assistants. Thus, these efforts culminated in the developing of a new edition of the Standards and Guidelines for Medical Assistants Education Programme.

This guideline is intended to guide Medical Assistants Institutions, MQA auditors, policymakers, and other stakeholders engaged in the Medical Assistants Education Programme in ensuring that quality continues to be prioritized. It also provides useful guidance on internal quality audits conducted by the institutions and external audits by the MQA's panel of assessors.

The MAB hopes that this guideline will assist the relevant institutions in enhancing the quality of education provided through the self-review and internal assessment processes as well as external audits for accreditation of the education programme. In the spirit of teamwork and shared responsibility and balancing the demands of autonomy, flexibility and accountability, the MAB is confident that the quality of the Medical Assistants Education Programme in Malaysia will continue to improve substantially.

I would like to express my sincere appreciation and gratitude to all those who have contributed to the preparation of this document on behalf of the MAB. We hope that this document will achieve its intended purpose of developing a high-quality Medical Assistants Education Programme.

PREFACE



ENCIK ZULHELMI BIN ABDULLAH

Chief Assistant Medical Officers
Ministry of Health, Malaysia



“

I would like to extend my gratitude to all members of the Medical Assistants Board and the Standards and Guidelines for Medical Assistant Education Programmed Development Committee for the efforts in reviewing the fourth edition of these guidelines. These guidelines outline the important criteria that need to be adhered by the Higher Education Providers that conduct Medical Assistant Education programmes.

”

Quality is indeed a fundamental part of healthcare education. High quality education and training are the main concern in order to produce knowledgeable and competent graduates to meet the current needs of the healthcare services in the country as well as to achieve the vision, mission and the objectives of the Ministry of Health. Hence, this revised edition would enhance the quality and current needs of the healthcare industry in this country.

These guidelines focus on the programme evaluation, approval and implementation. Seven areas of standards which in line with current requirements from the Malaysian Qualification Framework (MQF).

In addition, the MAB had introduced *Pelan Pembangunan Profession Penolong Pegawai Perubatan* (6Ps) in enhancing career pathway for AMOs. As such, guidelines for the implementation of Post Basic (Certificate) / Post Basic (Advanced Diploma) for Medical Assistants are included in this edition.

I hope these new guidelines will serve the stakeholders and clients of the Medical Assistants Education Programme as intended. I would like to thank, those who have involved or contributed to this document including the drafting team, the reviewers and any other parties who were involved directly or indirectly in the development of this guideline.

GLOSSARY

Academic Advisor	An acknowledged expert in the relevant field of study external to the Higher Education Providers, tasked to assist in reviewing the programme.
Academic Load	A quantitative measurement for all learning activities required to achieve the learning outcomes.
Academic staff	Personnel engaged by Higher Education Providers who are involved in teaching, training and supervision.
Accreditation	A recognition granted by MQA after examining and assessing: (a) a higher education programme or qualification; or (b) a Higher Education Provider under Chapter 4 or 7 of Part VIII (MQA Act, 2007)
Accreditation of Prior Experiential Learning (APEL)	A systematic process that involves the identification, documentation and assessment of prior experiential learning, i.e., knowledge, skills and attitudes, to determine the extent to which an individual has achieved the desired learning outcomes, for gaining access to a programme of study.
Clinical Instructor	Staff from HEPs who are directly involved in teaching and learning activities in clinical settings.
Clinical Practice Record	A log book in which clinical experiences are documented, assessed and endorsed.
Continuous Assessment	Assessments conducted throughout the course to assess student's progress in learning.
Credit	A quantitative measurement that represents the learning volume of the academic load to achieve the respective learning outcomes.
End Semester Examination	Examination conducted at the end of each semester throughout the programme.
Examination Committee	A committee comprises of Head of Programme and lecturers established at HEP level to plan and implement all activities pertaining to student assessment.
External Examiner	An Education Providers, tasked to evaluate the programme's assessment system and the candidates. Acknowledged expert in the relevant field of study external to the Higher.
Equivalency/Alignment	The extent to which a certification or qualification (learning outcomes) or a qualification or 44 certification level (descriptors) of a framework demonstrates/shows substantial similarity with a reference framework.
Head of Programme	A lecturer vested with the responsibilities to lead the implementation of the programme in the HEP.
Higher Education Provider (HEP)	An institution such as Training Institute under the Ministry of Health, public and private entities approved to conduct Medical Assistant Education Programme, including skills training programmes, leading to the award of a higher qualification or a higher education qualification. Examination or certification bodies, or their representatives.

Learning Outcomes	Statements on what a student should know, understand and can do upon the completion of a period of study.
Lecturer	Academic staff who possess the relevant qualifications to perform the duty of teaching and learning.
Local Preceptor	Clinical staff who are appointed by the HEP to supervise students to acquire clinical experience in the clinical settings.
Medical Assistant Board (MAB)	A body established under the Medical Assistant Act 180 to register members, oversee and regulate all matters related to the profession.
Medical Assistants Board Examination (MABE)	Medical Assistants Board Examination conducted by the MAB for registration.
Malaysian Qualifications Framework	An instrument that classifies qualifications based on a set of criteria that are approved nationally and benchmarked against international best practices.
Malaysian Qualifications Framework Level	A qualification level described with generic learning outcomes and descriptors.
Non-Professional Courses	Generic courses taught in the programme to enhance knowledge and competence to complement the needs of the profession.
Professional Courses	Core courses taught in the programme to provide professional knowledge and skills to fulfill the requirements of the profession.
Programme Committee	A committee established at the HEP level to oversee and monitor the implementation of the programme.
Schedule of Examination	A timetable specifying the dates of all activities pertaining to student assessment.
Skills/Clinical/Simulation Laboratory	Refer to the laboratory designated for the students to practice their clinical skill prior to clinical placement.
Summative Assessment	Examination conducted at the end of each semester of the programme.
Test Specification Schedule/Question Specification Schedule (TSS/QSS)	A table that consists of a list of topics, learning domains, difficulty level and number of items to be used in student assessment.
Programme Educational Objectives	Broad statements that describe the career and professional accomplishments that the programme is preparing graduates to achieve after they graduated.
Programme Leader	Programme Director/ Chief Programme / Programme Coordinator.

Contents

INTRODUCTION		1
Area 1	Programme Development and Delivery	2
1.1	Statement of Educational Objectives of Academic Programme and Learning Outcomes	2
1.2	Programme Development: Process, Content, Structure and Teaching-Learning Methods	3
1.3	Programme Delivery	9
Area 2	Assessment of Student Learning	10
2.1	Relationship Between Assessment and Learning Outcomes	10
2.2	Assessment Methods	11
2.3	Management of Student Assessment	11
Area 3	Student Selection and Support Services	12
3.0	Entry Requirement	12
3.8	Health Status	14
3.9	Criteria and Processes	15
3.10	Articulation and Transfer	15
3.11	Student Support Services	15
3.12	Student Representation and Participation	16
3.13	Alumni	16
Area 4	Academic Staff	17
4.1	Recruitment and Management	17
4.2	Service and Development	23
Area 5	Educational Resources	24
5.1	Physical Facilities	24
5.2	Research and Development	24
5.3	Financial Resources	25
Area 6	Programme Management	26
6.1	Programme Management	26
6.2	Programme Leadership	27
6.3	Administrative Staff	27
6.4	Academic Records	27
Area 7	Programme Monitoring, Review and Continual Quality Improvement	28
7.1	Verification of Student's Qualification	29
7.2	Continual Quality Assurance	29
7.3	Mechanism for Programme Monitoring, Review and Continual Quality Improvement	30
APPENDICES		31
Appendix 1	Programme Educational Objective and Programme Learning Outcome	31
Appendix 2	Implementation of Assessment In Medical Assistants Education Programme	37
Appendix 3	Physical Facilities and Educational Resources	43
ACKNOWLEDGEMENT		48



INTRODUCTION »

Higher Education Providers (HEPs) are responsible for designing and implementing programmes that are appropriate to their missions and goals. Standards and Guidelines for Medical Assistants Education Programme (MAEP) guide the HEPs and the Medical Assistant Board (MAB) in quality assurance programmes offered by both the government and private institutions in Malaysia. The MAB is established under the Medical Assistants (Registration) Act 1977 to regulate the Medical Assistant Professions. All programmes in relation to the Medical Assistant Professions are under the purview of MAB.

This document serves as a reference regarding criteria and standards for programme accreditation. It recommends guidelines that are in accordance with the standards of good practices of the profession. They are aimed at assisting HEPs in attaining criteria and standards in each of the seven (7) areas of evaluation for approval. It also serves as a reference for the HEPs to continuously improve the quality of their programmes. All these align with the aspiration to make Malaysia the center of educational excellence.

These guidelines are designed to encourage a diversity of approaches that are compatible with national human resource requirements. They define standards for higher education in broad terms, within which an individual HEP can creatively design programme of study and to appropriately allocate resources in accordance with its stated educational goals and learning outcomes.

The guidelines encompass the following seven (7) areas of quality standards:

1. Programme development and delivery;
2. Assessment of students learning;
3. Student selection and support services;
4. Academic staff;
5. Educational resources;
6. Programme management;
7. Programme monitoring, review and continual quality improvement.

The programme standards define the expected level of attainment for each criterion and serve as a performance indicator. Standards must be met during programme evaluation exercises to ensure that the graduates produced would meet the professional requirements and expectations in their respective fields. Graduates would enter employment in the following areas such as hospitals and healthcare facilities, community and health services, higher educational institutions, industrial and plantation health sectors, research institutions and other health-related agencies.

In principle, HEPs that intend to offer MAEP must obtain approval from the MAB prior to the commencement of the programme. HEPs must demonstrate that they have met all the standards for their programme to be fully approved. Nevertheless, flexibility and recognition of diversity should be taken into consideration to facilitate the creative and dynamic growth of this educational programme. However, these guidelines are subject to review from time to time.

Medical Assistant Board
Medical Practice Division
Ministry of Health, Malaysia.

2024



The Medical Assistants Education Programme (MAEP) 's development and delivery by the HEPs guide academic planning and implementation in bringing together its members to strive towards a tradition of excellence. The general goal of higher education is to produce graduates through:

- i. Provision of knowledge and clinical skills based on scientific principles;
- ii. Inculcating attitudes, ethics and professionalism for societal advancement within the framework of the national vision;
- iii. Nurturing leadership, critical thinking and problem-solving skills through evidence-based practice;
- iv. Development of life-long learning for continuous upgrading of knowledge and skills in line with the rapid advancement of global knowledge; and
- v. Consideration of other health issues which are relevant to the local, national and international context.

Criteria and Standards

1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes

- 1.1.1 The MAEP **must** be consistent with and supportive of the HEP's vision, mission, and goals.
- 1.1.2 The programme **must** be considered only after a needs assessment has indicated that it should be offered.
- 1.1.3 The department **must** state its programme educational objectives, learning outcomes, teaching and learning strategies, and assessment and ensure constructive alignment.
- 1.1.4 The programme learning outcomes **must** correspond to MQF level descriptors, and the five clusters of MQF learning outcomes are:
 - i. Knowledge and understanding
 - ii. Cognitive skills
 - iii. Functional work skills with a focus on:
 - a. Practical skills
 - b. Interpersonal skills
 - c. Communication skills
 - d. Digital skills
 - e. Numeracy skills
 - f. Leadership, autonomy and responsibility
 - iv. Personal and entrepreneurial skills
 - v. Ethics and professionalism
- 1.1.5 Considering the stated learning outcomes, the programme **must** indicate the career and further study options available to the students upon completion.

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

- 1.2.1 The department **must** have sufficient autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation.
- 1.2.2 The department **must** have an appropriate process for developing the curriculum that leads to approval by the highest academic authority in the HEP.
- 1.2.3 The department **must** consult the stakeholders in curriculum development, including educational experts, as appropriate.
- 1.2.4 The curriculum **must** meet the requirements of the Medical Assistants Education Programme, taking into account the appropriate programme standards, professional requirements and practices in the field as in **Table 1** and **Table 2**.
- 1.2.5 HEPs must comply with all guidelines set by the relevant authorities (KPT/MQA/MAB) pertaining to the implementation of academic programme.

1.2.6 Credit System

The HEPs **must** use Notional Credit Hours (NC) in line with the MQA requirement. The Notional Credit is proposed as the standard unit and takes into account all academic-related activities performed by the student regardless of the teaching mode. Student independence learning time should not exceed 65% of the total Student Learning Time.

The programme credit system is outlined as below:

Minimum Graduating Credit	Diploma Programme: 90 credits Degree Programme: 120 credits
Theory and Practical	1 NC = 40 hours of Student Learning Time (SLT)
Industrial/Clinical Training	Diploma Programme: 1 NC = 60 % of Student Learning Time (SLT) based on Work-Based Learning (Example: Continuous 7 hours per day X 5 days in clinical training for 2 weeks) Post Basic/Bachelor Degree Programme. 1 NC = 100 % of Student Learning Time (SLT) based on Work-Based Learning (Example: Continuous 8 hours per day X 5 days in clinical training for 1week)
Clinical Placement	5 days per week (any day from Monday to Sunday) <u>*shift duty for Emergency Department clinical placement</u> 7 am-2 pm 2 pm-9 pm 9 pm-7 am (2 night shifts in final year)

Table 1. Component of the programme

	Course Classification
i.	Compulsory courses* (General and HEP courses)
ii.	Core courses ** (Basic Sciences / Professional/Faculty common courses)
	Basic Sciences/Fundamental Courses: <ul style="list-style-type: none"> • Human structure and function • Microbiology and Parasitology • Pathology • Health Sociology and Psychology • Basic Epidemiology • Law, Ethics and Professionalism in Health Care
	Professional Courses: <ul style="list-style-type: none"> • Medical Sciences • Surgical Sciences • Community Health • Emergency Medicine and Trauma Care • Prehospital Care • Professional Practice and Patient Care • Clinical Pharmacology • Clinical Examination
iii.	Clinical Practices
	<ul style="list-style-type: none"> • Medical • Surgical • Community Health • Emergency Medicine • Pre-hospital care • Orthopedic • Pediatric • Psychiatric • Operation Theatre • Ophthalmology • Otorhinolaryngology • Labour Room
iv.	Elective (Optional)

Diploma Programme

Table 2. Component of the Programme and Credit Value for the Diploma programme

	Course Classification	Range Credit Value	Percentage (%)
i.	Compulsory courses* (General and HEP courses)	10-18	11-20
ii.	Core courses **	60-65	67-72
	• Basic Sciences and Fundamental Courses	16-20	18-22
	• Professional Courses	40-45	44-50
iii.	Clinical Practices/ Industrial Training	20-23	22-25
iv.	Elective (Optional)***	0-4	0-4
	Total	90	100

Minimum graduating credit: 90

Note:

* Compulsory courses refer to *Mata Pelajaran Pengajian Umum (MPU)* and other courses required by the HEP.

** Core courses refer to the Course Classifications in Table 1.

*** Elective courses refer to courses where students have the option to select their field of interest.

Post Basic (Certificate) Programme

Table 2: Component of the Programme and Credit Value for Post-Basic programme

	Course Classification	Range Credit Value	Percentage (%)
i	Compulsory/Generic courses	2-4	10-20
ii	Core courses		
	• Generic	6-8	30-40
	• Specialization *	4-6	20-30
iii	Clinical Practices/ Industrial Training	8-12	40-60
iv	Electives	0-4	0-20
	Total	20	100

Minimum graduating credit: 20

* Area of sub-specializations:

Related to the profession recognised by the MAB.

Post Basic (Advanced Diploma) Programme

Table 2: Component of the Programme and Credit Value for Advanced Diploma programme

	Course Classification	Range Credit Value	Percentage (%)
i	Compulsory/Generic courses	6-8	15-20
ii	Core courses		
	• Generic	8-12	20-30
	• Specialization*	6-10	15-25
iii	Clinical Practices/ Industrial Training	20-26	50-65
iv	Electives	0-4	0-10
	Total	40	100

Minimum graduating credit: 40

Note:

The HEP must have a set of procedures and guidelines pertaining to Minimum and maximum periods of candidature.

* Area of sub-specializations:

Related to the profession recognised by the MAB.

Bachelor's Degree Programme

Table 2. Component of the Programme and Credit Value for Bachelor's Degree Programme

	Course Classification	Range Credit Value	Percentage (%)
i	Compulsory courses* (General and HEP courses)	18-25	15-21
ii	Core courses **	65-75	54-63
	• Basic Sciences	10-15	8-13
	• Professional course	35-40	29-33
	• Sub-speciality***	10-25	8-21
iii	Clinical Practices/ Industrial Training	30-40	25-33
iv	Elective (Optional)****	0-6	0-5
	Total	120	100

Minimum graduating credit: 120

Note:

* Compulsory courses refer to *Mata Pelajaran Pengajian Umum* (MPU) and other courses required by the HEP.

** Core courses refer to the Course Classifications in **Table 1**.

*** Sub-specialty course related to the profession and recognised by the MAB

**** Elective courses refer to courses where students have the option to select their field of interest.

Master's Degree Programme

Master's Degree by Research

	Course Classification	Range Credit Value	Percentage (%)
i.	Dissertation	No credit value	100
Total		0	100

Note:

- i. Students are required to undertake a research project in a related field in Medical and Health Sciences.
- ii. The programme must include research methodology courses.
- iii. The HEP must have a set of procedures and guidelines pertaining to:
 - minimum and maximum periods of candidature.
 - format of the dissertation.

Master's Degree by Coursework

	Course Classification	Range Credit Value	Percentage (%)
i.	Core	12 – 28	30 – 45
ii.	Specialization	18 – 22	45 – 55
iii.	Research Projects	6 – 14	15 – 35
iv.	Electives	4 – 6	10 – 15
Total		40	100

Minimum graduating credit: 40

Note:

- i. Students are required to undertake research project in a related field in Medical and Health Sciences and submit a dissertation.
- ii. The programme must include appropriate training in research methodology.
- iii. The HEP must have a set of procedures and guidelines pertaining to:
 - Minimum and maximum periods of candidature

Format of the dissertation. (Refer to the Standards: Master's and Doctoral Degree – MQA 2015)

Master's Degree by MIXED MODE

	Course Classification	Range Credit Value	Percentage (%)
i.	Core	20 – 24	50 – 60
ii.	Dissertation	20 – 28	50 – 70
iii.	Electives	0 – 4	0 - 10
	Total	40	100

Minimum graduating credit: 40

Note:

- i. Students are required to undertake research project in a related field in Medical and Health Sciences and submit a dissertation.
- ii. The programme must include appropriate training in research methodology.
- iii. The HEP must have a set of procedures and guidelines pertaining to:
 - Minimum and maximum periods of candidature.
 - Format of the dissertation. (*Refer to the Standards: Master's and Doctoral Degree – MQA 2015*)

Doctoral's Degree Programme

	Course Classification	Range Credit Value	Percentage (%)
i.	Dissertation	No credit value	100
	Total	0	100

Note:

- i. Students are required to undertake a research project in a related field in Medical and Health Sciences.
- ii. The programme must include research methodology courses.
- iii. The HEP must have a set of procedures and guidelines pertaining to:
 - minimum and maximum periods of candidature.
 - format of the dissertation.

- 1.2.7 There **must** be appropriate teaching and learning methods relevant to the programme's educational objectives and learning outcomes. The delivery methods are as follows:
- Lectures
 - Tutorials
 - Case study
 - Problem-based learning
 - Interactive learning
 - Self-directed learning
 - E-learning
 - Blended learning
 - Experiential learning
 - Guest lecture series (prominent speakers from the industry and academic institutions)
 - Any other teaching methods deemed relevant
- 1.2.8 There **must** be co-curricular activities to enrich student experience, and to foster personal development and responsibility.

1.3 Programme Delivery

- 1.3.1 The department **must** take responsibility to ensure the effective delivery of programme learning outcomes.
- 1.3.2 Students **must** be provided with, and briefed on, current information about the objectives, structure, outline, schedule, credit value, learning outcomes, and methods of assessment of the programme at the commencement of their studies.
- 1.3.3 The programme **must** have an appropriate full-time coordinator and a team of academic staff (e.g., a programme committee) with adequate authority for the effective delivery of the programme.
- 1.3.4 The department **must** provide students with a conducive learning environment.
- 1.3.5 The department **must** encourage innovations in teaching, learning and assessment.
- 1.3.6 The department **must** obtain feedback from stakeholders to improve the delivery of the programme outcomes.

AREA 2 Assessment Of Student Learning

Student assessment is a crucial aspect of quality assurance because it drives student learning. Assessment is a process of making informed and valued judgment on the performance of a student to adjudge if he/she has achieved competence or require professional standards. It includes assessing core skills, competencies, capabilities, attributes, values, ethics and personal development. Assessment will also provide immediate feedback on student's performance and teacher's teaching.

The primary goal is to determine the extent of acquisition of learning, developing them to become a safe and competent practitioner. It is one of the most important measures to show the achievement of learning outcomes. The result of assessment is also the basis in awarding qualifications. Hence, methods of student assessment have to be clear, consistent, effective, reliable and in line with current practices and must clearly support the achievement of learning outcomes (COPPA, 2017 & 2024). Specific method of assessment will depend on the requirement of each subject. However, as a general guide, the following must be considered:

- a) all assessments must be aligned in Table 4.
- b) all assessment must follow the Questions Specification Schedule (QSS) endorsed by HEP.
- c) both continuous and summative assessments must be used;
- d) all domains should be tested either through written, oral or practical examinations:
- e) a pass in the practical examination is compulsory (a pass implies that the examiner is satisfied with the candidates competency to practice safely, meeting the expectations of the profession).
- f) Assessment for candidates with APEL C or APEL Q, should be referred to the APEL centre/committee in respective HEP / approved by the MAB.

For assessment should refer to **(Implementation of Assessment in Medical Assistant Education Programme (Appendix 2))**.

For Post-Basic (Certificate or Advanced Diploma) examinations, all examinations must be conducted in accordance with the HEP's Examination Guidelines.

For the Degree programme, all examinations **must** be conducted in accordance with the Examination Guidelines of the HEP.

The types of assessments indicated above are non-exhaustive. HEP is encouraged to use a variety of methods and tools appropriate for the learning outcomes and competencies. However, in any unpredictable situation that requires changes in types of assessment (eg: Pandemic), HEP must refer to MAB Guidelines/circular/SOP.

Criteria and Standards

2.1 Relationship between Assessment and Learning Outcomes

- 2.1.1 Assessment principles, methods, and practices must be aligned with the programme's learning outcomes, consistent with the levels defined in the MQF.
- 2.1.2 Assessment must be systematically and periodically reviewed to ensure the effectiveness.

2.2 Assessment Methods

- 2.2.1 There **must** be a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies.
- 2.2.2 There **must** be mechanisms to ensure, and periodically review the validity, reliability, integrity, currency and fairness of the assessment methods.
- 2.2.3 The frequency, methods, and criteria of student assessment - including the grading system and appeal policies - **must** be documented and communicated to students upon the commencement of the programme.
- 2.2.4 Changes to student assessment methods **must** follow established procedures and regulations and be communicated to students prior to their implementation.

2.3 Management of Student Assessment

- 2.3.1 The department and its academic staff **must** have an adequate level of autonomy in the management of student assessment.
- 2.3.2 There **must** be mechanisms to ensure the security of assessment documents and records.
- 2.3.3 The assessment results **must** be communicated to students before the commencement of a new semester to facilitate progression decisions.
- 2.3.4 The department **must** have appropriate guidelines and mechanisms for students to appeal their course results.
- 2.3.5 The department **must** periodically review the management of student assessment and act on the findings of the review.

AREA 3 Student Selection And Support Services

The programme's admission policies need to comply with the prevailing policies of the Ministry of Higher Education and MAB. The number of students to be admitted to the programme is determined by the capacity approved by the MAB. HEP's admission and retention policies must not be compromised to maintain a desired enrolment. All candidates **must** meet the minimum entry requirement as stipulated by the MAB.

ENTRY QUALIFICATION FOR SELECTION OF STUDENT IN MEDICAL ASSISTANT EDUCATION PROGRAMME

3.0 Entry requirement

Programme	Minimum Entry Requirement	
	For Malaysian Candidate	For International Candidate
Diploma	<p><i>Sijil Pelajaran Malaysia (SPM)</i> or its equivalent with a minimum of FIVE (5) credits in the following subjects:</p> <ol style="list-style-type: none"> i. <i>Bahasa Melayu / Bahasa Malaysia</i> ii. Science Subjects: <ul style="list-style-type: none"> • Biology, OR • Chemistry with a pass in Biology, OR • Physics with a pass in Biology, OR • Science/General Science/Applied Science iii. Mathematics: <p>Mathematics OR Additional Mathematics</p> iv. TWO (2) credits from any other subjects (Preference is given to candidates with credit in subjects from para ii and iii), AND v. Pass in English 	<p>GCE O-Level or equivalent with FIVE (5) credits in the following subjects:</p> <ol style="list-style-type: none"> i. TWO (2) from Science or Mathematics subject (Biology/Physics/Chemistry/General Science); ii. THREE (3) from any other subjects

Programme	Minimum Entry Requirement	
	For Malaysian Candidate	For International Candidate
Pos Basic (Certificate)	<ul style="list-style-type: none"> i. Possess minimum Diploma in Medical Assistants OR Diploma in Medical and Health Sciences AND ii. Registered with Malaysia Medical Assistants Board (MAB) OR iii. Registered with any health professional body and approved by MAB AND iv. Possess current Annual Renewal Certificated (ARC) OR v. Any profession related to the programme 	<ul style="list-style-type: none"> i. Six (6) months of clinical experience in a related field with the programme and validated by MAB AND ii. Possess a Diploma in a related field and approved by MAB AND iii. Registered with any health professional body and approved by MAB AND iv. Pass IELTS with a minimum score of 5.5/TOEFL with a minimum score of 515/215/80
Post Basic (Advance Diploma)	<ul style="list-style-type: none"> i. Possess minimum Diploma in Medical Assistants OR Diploma in Medical and Health Sciences AND ii. Registered with Malaysia Medical Assistants Board (MAB) OR iii. Registered with any health professional body and approved by MAB AND iv. Possess valid Annual Renewal Certificated. 	<ul style="list-style-type: none"> i. Possess minimum Diploma in related field and approved by MAB AND ii. Registered with any health professional body and approved by MAB AND iii. Pass IELTS with a minimum score of 5.5/TOEFL with a minimum score of 515/215/80
Bachelor's Degree	<ul style="list-style-type: none"> i. Sijil Tinggi Persekolahan Malaysia / Pre-university / Matriculation programmer / Foundation programme equivalent with minimum GPA (2.50) in TWO (2) of the following subjects: <ul style="list-style-type: none"> • Biology • Chemistry • Physics/Mathematics <p style="text-align: center;">OR</p> ii. GCE A-Level programme or equivalent qualification with minimum Grade D in TWO (2) of the following subjects: <ul style="list-style-type: none"> • Biology • Chemistry • Physics/Mathematics 	<ul style="list-style-type: none"> i. GCE A-Level programme or equivalent qualification with minimum Grade D in TWO (2) of the following subjects: <ul style="list-style-type: none"> • Biology • Chemistry • Physics/Mathematics AND ii. Minimum score of IELTS (Band 4) or TOEFL (440) paper-based or equivalent.

	<p>OR</p> <p>iii. Recognized Diploma by the MAB with minimum CGPA (3.00) in related field OR</p> <p>iv. Recognized Diploma by the MAB with CGPA less than 2.75 in a related field with a minimum of 1 year (12 months) working experience in a related field OR</p> <p>v. Candidates with other relevant qualifications are subject to approval by the MAB AND</p> <p>vi. Obtained minimum score of MUET (Band 3) or IELTS (Band 4) or TOEFL (440) paper-based or equivalent upon graduating OR</p> <p>vii. APEL A (Accreditation of Prior Experiential Learning) refers to the APEL Guidelines and is approved by the MAB.</p>	
Master by Coursework / Research	<p>i. A Bachelor's degree with a minimum CGPA of 3.00 or equivalent, as accepted by the Senate OR</p> <p>ii. A Bachelor's degree with a minimum CGPA of 2.50 and not meeting a CGPA of 3.00 can be accepted subject to rigorous internal assessment OR</p> <p>iii. A Bachelor's degree or equivalent not meeting a CGPA of 2.50 can be accepted subject to a minimum of five (5) years of working experience in a relevant field AND</p> <p>iv. Approved by the MAB</p>	
Doctoral Degree Programme	<p>i. A Master's Degree accepted by the Senate OR</p> <p>ii. Other qualifications equivalent to a Master's Degree accepted by the Senate and approved by the MAB AND</p> <p>iii. Approved by the MAB</p>	

3.8 Health Status

- 3.8.1 Students must be certified medically fit by a registered medical practitioner within 1 (one) MONTH by the recruiting HEPs. Students must free from:**
- 3.8.2 Mental illness
- 3.8.3 Physical and sensory disability
- 3.8.4 HIV-AIDS
- 3.8.5 Hepatitis B and C
- 3.8.6 Epilepsy
- 3.8.7 Drug addiction and substance abuse
- 3.8.8 Any other medical conditions certified unfit for the programme by a registered medical practitioner.

3.9 Criteria and Processes

- 3.9.1 All candidates should undergo an interview by the programme representative.
- 3.9.2 The programme **must** have clear criteria and processes for student selection (including that of transfer students), and these must be consistent with applicable requirements.
- 3.9.3 The criteria and processes of student selection **must** be transparent and objective.
- 3.9.4 Student enrolment **must** be related to the capacity of the department to deliver the programme effectively.
- 3.9.5 There **must** be a clear policy, and if applicable, appropriate mechanisms, for appeal on student selection.
- 3.9.6 The department **must** offer appropriate developmental or remedial support to assist students, including incoming transfer students who are in need.

3.10 Articulation and Transfer

- 3.10.1 The department **must** have well-defined policies and mechanisms to facilitate student mobility, which may include student transfer within and between institutions as well as cross-border.
- 3.10.2 The department **must** ensure that the incoming transfer students have the capacity to successfully follow the programme.

3.11 Student Support Services

- 3.11.1 Students **must** have access to appropriate and adequate support services, such as physical, social, financial, recreational and online facilities, academic and non-academic counselling and health services.
- 3.11.2 There must be a designated administrative unit, with prominent organisational status in the HEP, responsible for planning and implementing student support services staffed by individuals with appropriate experience.
- 3.11.3 An effective induction to the programme must be available to new students with special attention given to out-of-state and international students as well as students with special needs.
- 3.11.4 Academic, non-academic and career counselling **must** be provided by adequate and qualified staff.

- 3.11.5 There **must** be mechanisms that actively identify and assist students who are in need of academic, spiritual, psychological and social support.
- 3.11.6 The HEP **must** have clearly defined and documented processes and procedures in handling student disciplinary cases.
- 3.11.7 There **must** be an effective mechanism for students to voice their grievances and seek resolution on academic and non-academic matters.
- 3.11.8 Student support services **must** be evaluated regularly to ensure their adequacy, effectiveness and safety.

3.12 Student Representation and Participation

The participation of students in various HEP activities inculcates self-confidence for leadership and provides experience in education and related matters. By involving students, it will also be easier for the HEP to obtain their feedback. Student publications can also contribute to an atmosphere of responsible intellectual discourse.

- 3.12.1 There **must** be well-disseminated policies and processes for active student engagement especially in areas that affect their interests and welfare.
- 3.12.2 There **must** be adequate student representation and organisation at the institutional and departmental levels.
- 3.12.3 Students **must** 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.
- 3.12.4 Student activities and organizations **must** be facilitated to encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship.

3.13 Alumni

- 3.13.1 The department **must** foster active linkages with alumni to develop, review and continuously improve the programme.

AREA 4 Academic Staff

The quality of the academic staff is one of the most important components in assuring the quality of higher education and thus every effort must be made to establish proper and effective recruitment, service, development and appraisal policies that are conducive to staff productivity. It is important that every programme has appropriately qualified and sufficient number of academic staff, in an environment that is conducive to encourage recruitment and retention.

Teaching, research, consultancy services and community engagement are the interrelated academic activities. Nevertheless, it must be acknowledged that the degree of involvement in these areas varies between academic staff and institutions.

Work and its equitable distribution is one of the ways the HEP recognizes meritorious contribution for the purpose of promotion, salary determination or other incentives. It is crucial for the HEP to provide continuous training for its academic staff. The equitable distribution of work helps to ensure that such training can be done systematically and fairly (COPPA, 2017 & 2024).

Criteria and Standards

4.1 Recruitment and Management

- 4.1.1 HEP **must** have a clearly defined plan for its academic manpower needs consistent with institutional policies and programme requirements.
- 4.1.2 HEP **must** have a clear and documented academic staff recruitment policy in which the selection criteria are based primarily on academic merit and/or relevant experience.
- 4.1.3 It is a requirement of this Programme Standards that all academic staffs are required to undergo Continuous Professional Development (CPD) from time to time. Medical Assistant lecturers **must** accumulate a minimum of 40 CPD points in a year to renew their **Annual Renewal Certificate (ARC)**.

All teaching staff appointed by the HEP must fulfill the criteria as below:

4.1.3.1 Diploma Programme:

Programme Leader

- ❖ Register with the MAB and possess a valid ARC **AND**
- ❖ Possess minimum qualification with a Bachelor's Degree in related fields recognised by the MAB **AND**
- ❖ Possess a certificate in Teaching Methodology or equivalent recognised by the MAB **AND**
- ❖ Possess a minimum of FIVE (5) years of working experience **AND**
- ❖ Possess a minimum of **THREE (3) years** as a Lecturer in Medical Assistants Programme.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.

4.1.3.2 Academic Staff (Core/Professional Subjects)

- ❖ Registered with the MAB and possessed valid ARC **AND**
- ❖ Possess minimum qualification with a Bachelor's Degree in a related field recognised by the MAB **AND**

- ❖ Minimum of **THREE (3)** years of clinical experience as a Medical Assistants **AND**
- ❖ Possess a certificate in Teaching Methodology or equivalent recognised by the MAB.
- ❖ Preferably possess an Advance Diploma or Certificate in related fields.
- ❖ Emergency & Pre-Hospital Courses/subjects **MUST** be delivered by academic staff that possess a minimum of a Certificate/Advanced Diploma in Emergency Care.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.

4.1.3.3 External Lecturer (Core/Professional Subjects)

- ❖ Registered with the professional regulatory body and possessed valid ARC **AND**
- ❖ Possess minimum qualification with a Bachelor's Degree in a related field recognized by the MAB **AND**
- ❖ Minimum of **THREE (3)** years working experience in a specialized field.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.

4.1.3.5 Academic Staff / (Non-Core/ Non-Professional Subjects)

- ❖ Possess a minimum qualification with Bachelor's Degree in related fields recognised by the MAB **AND**
- ❖ Possess a certificate in Teaching Methodology or equivalent recognised by the MAB **AND**
- ❖ Minimum of **THREE (3)** years working experience in related fields.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB

4.1.3.2 Advanced programme (Post Basic / Advanced Diploma)

4.1.3.2.1 Programme Leader

- ❖ Registered with the MAB and possessed valid ARC **AND**
- ❖ Possess a minimum qualification with Bachelor's Degree in related fields recognized by the MAB **AND**
- ❖ Possess an Advanced Diploma OR Post Basic Certificate in a related field **AND**
- ❖ Possess a certificate in Teaching Methodology or equivalent recognized by the MAB **AND**
- ❖ Possess a minimum of **FIVE (5)** years of working experience and teaching experience in a related field
- ❖ Preference should be given to candidates with experience in educational management.
- ❖ The head of the program (the Post Basic / Advanced Diploma) for collaboration programmes with overseas universities/colleges must be a Malaysian citizen.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.

4.1.3.2.2 Academic staff / (Core/Professional Subjects)

- ❖ Registered with the MAB and possessed valid ARC **AND**
- ❖ Possess minimum qualifications with a Bachelor's Degree in a related field recognised by the MAB **AND**
- ❖ Minimum of **THREE (3)** years of working experience in related fields **AND**
- ❖ Possess a certificate in Teaching Methodology or equivalent recognised by the MAB **AND**
- ❖ Possess an Advance Diploma or Certificate in related fields.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.

4.1.3.2.3 External Lecturer (Core/Professional Subjects)

- ❖ Registered with the professional regulatory body and possessed valid ARC **AND**
- ❖ Possess minimum qualification with a Bachelor's Degree in a related field recognised by the MAB **AND**
- ❖ Minimum of **THREE (3)** years of working experience in a specialised field.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.

4.1.3.2.5 Academic staff / (Non-Core / Non-Professional Subjects)

- ❖ Possess a minimum qualification with Bachelor's Degree in related fields recognised by the MAB **AND**
- ❖ Possess a certificate in Teaching Methodology or equivalent recognised by the MAB **AND**
- ❖ Minimum of **THREE (3)** years working experience in related fields.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.

4.1.3.2.5 Clinical Instructor (CI)/ Local Preceptor (LP)

- ❖ Registered with the professional regulatory body and possessed valid ARC **AND**
- ❖ Possess a minimum qualification with Diploma in Medical Assistants/Diploma in Medical and Health Sciences OR other qualifications recognized by the MAB **AND**
- ❖ Minimum of **THREE (3)** years clinical experience in related fields.
- ❖ Preference shall be given to candidates with an Advanced Diploma OR Post Basic Certificate in related fields.
- ❖ (Exemption of the above conditions may be granted subject to approval by the MAB).

4.1.3.3 Bachelor's Degree Programme:

4.1.3.3.1 Programme Leader

- ❖ Registered with the MAB and possessed valid ARC **AND**
- ❖ Possess minimum qualification with a Master's Degree **AND** a Bachelor's Degree in a related field recognised by the MAB **AND**
- ❖ Possess a certificate in Teaching Methodology or equivalent recognised by the MAB **AND**
- ❖ Possess a minimum of **FIVE (5)** years of working experience in related fields **AND**

- ❖ Possess a minimum of **FIVE (5)** years as a Lecturer in the Medical Assistants Programme.
 - ❖ Preference should be given to candidates with experience in educational management.
 - ❖ The head of the Program for degree/specialist program in collaboration with overseas universities/colleges must be Malaysian.
- Exemption of the above conditions may be granted subject to approval by the MAB

4.1.3.3.2 Academic Staff (Core/Professional Subjects)

- ❖ Registered with the MAB and possessed valid ARC and **AND**
- ❖ Possess minimum qualification with a Master's Degree in a related field recognised by the MAB **OR**
- ❖ Bachelor's degree with minimum requirement **THREE (3) years** working experience with related field subject to approval by the MAB **AND**
- ❖ Possess a certificate in Teaching Methodology or equivalent recognised by the MAB.
- ❖ Preferably possess an Advance Diploma or Certificate in related fields.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.

4.1.3.3.3 Academic staff (Non-Core/Non-Professional Subjects)

- ❖ Possess a minimum qualification with Master's Degree in related fields **AND**
- ❖ Possess a certificate in Teaching Methodology or equivalent recognised by the MAB **AND**
- ❖ Minimum of **THREE (3) years** working experience in related fields.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.

4.1.3.3.4 Clinical Instructor (CI) / Local Preceptor (LP)

- ❖ Registered with the professional regulatory body and possessed valid ARC **AND**
- ❖ Possess a minimum qualification with Diploma in Medical Assistant OR other qualifications recognized by the MAB **AND**
- ❖ Minimum of **THREE (3) years clinical experience** in related fields.
- ❖ Preference shall be given to candidates with an Advanced Diploma OR Post Basic Certificate in related fields.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.
- ❖ Preference should be given to the highest academic qualifications.

4.1.3.5. Master's Degree Programme:

4.1.3.5.1 Programme Leader

- ❖ Registered with the MAB and possessed valid ARC **AND**
- ❖ Possess minimum qualification with a PhD degree in a related field recognised by the MAB **AND**
- ❖ Possess a certificate in Teaching Methodology or equivalent recognised by the MAB **AND**
- ❖ Possess a minimum of **THREE (3) years** of working experience in a related field.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.

4.1.3.5.2 Academic Staff

- ❖ Registered with the MAB and possessed valid ARC **AND**
- ❖ Possess minimum qualification with a PhD degree in a related field **OR**
- ❖ Possess a Master's Degree in **FIVE (5)** years of working experience **AND**
- ❖ Supervised or co-supervised post-graduate research in a related field.
- ❖ The additional criteria are subjected to the approval of the **Higher Education Provider (HEP) Senate.**

4.1.3.6 Doctoral Degree Programme:

4.1.3.6.1 Programme Leader / Head of Programme / Programme

Coordinator

- ❖ Registered with the MAB and possessed valid ARC **AND**
- ❖ Possess minimum qualification with a PhD degree in a related field recognised by the MAB **AND**
- ❖ Possess a certificate in Teaching Methodology or equivalent recognised by the MAB **AND**
- ❖ Possess a minimum of **THREE (3)** years of working experience in a related field.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.

4.1.3.6.2 Academic Staff

- ❖ Registered with the MAB and possessed valid ARC **AND**
- ❖ Possess minimum qualification with a PhD degree in a related field **AND**
- ❖ Possess **FIVE (5)** years of working experience and supervised or co-supervised postgraduate students in research projects in a related field.
- ❖ The additional criteria are subjected to the approval of the **Higher Education Provider (HEP) Senate.**

4.1.4 The staff–student ratio for the programme must be appropriate to the teaching-learning methods and comply with the programme standards for the discipline.

4.1.4.1 Academic Staff-Student Ratio Diploma Programme:

- ❖ Lecturer (Full Time) and Student ratio is 1:25 (* not included Programme Leader)
- ❖ Lecture full-time and part-time Lecture ratio is 3:2
- ❖ 60 % of academic staff must be full-time.
- ❖ Part-time academic staff constitute 40 % of full-time academic staff.
- ❖ Non-core academic staff comprise 30 % of full-time academic staff.
- ❖ Exemption of the above conditions may be granted subject to approval by the MAB.
- ❖ Full-time Clinical Instructor to student ratio for practical/clinical teaching is not more than 1:15.
- ❖ Local Preceptor and Student ratio is 1:15
- ❖ In each location of clinical practice at any one time

4.1.4.2 Post Basic (Certificate) dan Pos Basic (Advance Diploma) Programme:

- ❖ Lecturer (Full-time) and Student ratio is 1:20.
 - ❖ 60% of academic staff must be full-time
 - ❖ Part-time academic staff constitute 40% of full-time academic staff.
 - ❖ Full-time Clinical Instructor to student ratio for practical/clinical teaching is not more than 1:10
 - ❖ Local Preceptor and Student ratio is 1:10^{*}.
- ✓ In each location of clinical practice at any one time.

4.1.4.2 Bachelor's Degree Programme:

- ❖ Lecturer (Full-time) and Student ratio is 1:20.
 - ❖ Full time and part-time Lecturer ratio is 3:2.
 - ❖ 60% of academic staff must be full-time
 - ❖ Part-time academic staff constitute 40% of full-time academic staff.
(Exemption of the above conditions may be granted subject to approval by the MAB).
 - ❖ Full-time Clinical Instructor-to-student ratio for practical/clinical teaching is not more than 1:15
 - ❖ Clinical Instructor/Local Preceptor and Student ratio is 1:15^{*}.
- ✓ In each location of clinical practice at any one time.

4.1.4.3 Master's Degree Programme:

Minimum qualification of academic staff:

- ❖ Doctoral degree or
 - ❖ Master with a minimum of **THREE (3) years of working experience in an academic field and** supervised undergraduates in related areas.
 - ❖ Lecturer (Full-time) and Student ratio is 1:10.
 - ❖ 50% of academic staff must be full-time
 - ❖ Part-time academic staff constitute 50% of full-time academic staff.
- ✓ In each location of clinical practice at any one time.

4.1.4.4 Doctoral Degree Programme:

Minimum qualification of academic staff:

- ❖ Doctoral degree or
- ❖ Master with a minimum of **FIVE (5) years of working experience in an academic field and supervised undergraduates** in related areas.
- ❖ Lecturer (Full-time) and Student ratio is 1:4.
- ❖ 50% of academic staff must be full-time
- ❖ Part-time academic staff constitute 50% of full-time academic staff.

4.2 Service and Development

- 4.2.1 HEPs **must** have clear policies on conflict of interest and professional conduct, including procedures for handling disciplinary cases among academic staff.
- 4.2.2 HEPs **must** have mechanisms and processes for periodic student evaluation of the academic staff for quality improvement.
- 4.2.3 HEPs **must** have a development programme for new academic staff and continuous professional enhancement for existing staff.
- 4.2.4 HEPs **must** provide opportunities for academic staff to participate in professional academic and other relevant activities at the national and international levels to obtain professional qualifications to enhance the teaching-learning experience.
- 4.2.5 HEPs **must** encourage and facilitate their academic staff to play an active role in community and industry engagement activities.

AREA 5 Educational Resources

Adequate educational resources are necessary to support the programme's teaching-learning activities. These resources include finance, expertise, physical infrastructure, research facilities, information and communication technology. The needs of the specific field of study largely guide the physical facilities of a programme. These facilities include equipment, administration facilities, and provisions for large and small group learning, as well as clinical laboratory and clinical placements. Refer to **Physical Facilities** and **Educational Resources** (Appendix 2).

Where appropriate, research facilities are included as part of educational resources because a research-active environment improves the quality of higher education. A research culture attracts high-calibre academics that engender critical thinking and an inquiring mind, further advancing knowledge. Active researchers are best suited to interpret and apply current knowledge to benefit academic programmes and the community.

Other facilities essential for supporting teaching-learning activities include dormitories, transport, security, recreation, and counselling. A balanced and proportional increase in direct and indirect educational resources supports effective teaching-learning. Adequate physical and financial resources and services are crucial. These considerations must be taken into account in evaluating the effectiveness of educational resources. (COPPA, 2008 & 2017).

Criteria and Standards

5.1 Physical Facilities

- 5.1.1 The programmes **must** have sufficient and appropriate physical facilities and educational resources to ensure its effective delivery, including facilities for practical-based programmes and for those with special needs.
- 5.1.2 The physical facilities **must** comply with the relevant laws and regulations.
- 5.1.3 The library or resource centres **must** have adequate and up-to-date reference materials and qualified staff that meet the programme's needs and research amongst academic staff and students.
- 5.1.4 The educational resources, services and facilities **must** be maintained and periodically reviewed to improve the quality and appropriateness.

5.2 Research and Development

- 5.2.1 The HEPs **must** have a research policy with adequate facilities and resources to sustain them.
- 5.2.2 The interaction between research and learning **must** be reflected in the curriculum, influence current teaching, and encourage and prepare students for engagement in research, scholarship and development.

5.3 Financial Resources

- 5.3.1 The HEPs **must** demonstrate financial viability and sustainability for the programme.
- 5.3.2 The HEPs **must** have clear procedures to ensure that its financial resources are sufficient and managed efficiently.
- 5.3.3 The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that considers the specific needs of the HEPs.

AREA 6 Programme Management

There are many ways of administering an educational institution, and the methods of management differ among HEPs. Nevertheless, governance that reflects the leadership of an academic organization must emphasize excellence. At the HEP level, it is crucial that the leadership provides clear guidelines and direction, builds relationships amongst the different HEPs based on collegiality and transparency and manages resources with accountability while forging partnerships with significant stakeholders in educational delivery, research and consultancy. Whilst formalized arrangements can protect these relationships, they are best developed by a culture of reciprocity, mutuality and open communication (COPPA, 2017 & 2024).

Criteria and Standards

6.1 Programme Management

- 6.1.1 The HEPs **must** clarify their management structure and function, as well as their relationships, and these must be communicated to all parties involved based on the principles of responsibility, accountability, and transparency.
- 6.1.2 The HEPs **must** provide accurate, relevant, and timely information about the programme that is easily and publicly accessible, especially to prospective students.
- 6.1.3 The HEPs **must** have policies, procedures, and mechanisms for regularly reviewing and updating their structures, functions, strategies, and core activities to ensure continuous quality improvement.
- 6.1.4 The academic board of the HEPs **must** be an effective decision-making body with an adequate degree of autonomy.
- 6.1.5 Mechanisms must be established to ensure functional integration and comparability of educational quality for programmes conducted on different campuses or partner institutions.
- 6.1.6 The HEPs **must** conduct internal and external consultations, and market needs and graduate employability analyses.
- 6.1.7 HEPs **must** submit a report on the progress of programme implementation to MAB every **six (6)** months.
- 6.1.8 In the event of failure to continue implementing the programme, HEPs must inform the MAB in writing not less than three (3) months before discontinuing the programme.
- 6.1.9 Student performance and progression **MUST** be analyzed in relation to the curriculum. There **MUST** be evidence of evaluation, monitoring, and review of teaching-learning activities. There must be an internal audit committee.

6.2 Programme Leadership

- 6.2.1 The appointment criteria and the programme leader's responsibilities **must** be clearly stated.
- 6.2.2 The programme leader **must** have appropriate qualifications, knowledge, and experience related to the programme.
- 6.2.3 There **must** be mechanisms and processes for communication between the programme leader, department and HEP on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.

6.3 Administrative Staff

- 6.3.1 The HEPs **must** have a sufficient number of qualified administrative staff to support implementing the programme and related activities.
- 6.3.2 The HEPs **must** have full or part-time registered counsellors OR academic staff with counselling experience.
- 6.3.3 The HEPs **must** have an appropriate training scheme for the advancement of the administrative staff as well as to fulfill the specific needs of the programme.
- 6.3.4 The HEPs **must** conduct regular performance reviews of the administrative staff of the programme.

6.4 Academic Records

- 6.4.1 The HEPs **must** have appropriate policies and practices concerning the nature, content and security of students, academic staff and other academic records.
- 6.4.2 The HEPs **must** maintain student records relating to their admission, performance, completion, and graduation in a practical form and preserve them for future reference.
- 6.4.3 The HEPs **must** implement policies on the rights of individual privacy and the confidentiality of records.
- 6.4.4 The HEPs **must** continually review policies on the security of records, including the increased use of digital technologies and safety systems.
- 6.4.5 HEP should be a digitalized student registry system.

The Department must continually review policies on the security of records, including the increased use of electronic utilize digital technology and safety system

Quality enhancement calls for programmes to be regularly monitored, reviewed, and evaluated. The department is responsible for monitoring, reviewing, and evaluating the structures and processes, curriculum components, student progress, employability, and performance.

Feedback from multiple sources (students, alumni, academic staff, employers, professional bodies and informed citizens) assists in enhancing the quality of the programme. Feedback can also be obtained from an analysis of student performance and from longitudinal studies.

Student feedback, such as through questionnaires and representation in programme committees, is useful for identifying specific problems and continuously improving the programme. (COPPA , 2017 & 2024).

These shall be demonstrated by, but are not limited to the following:

- i. The department must have a Quality Assurance (QA) unit for internal quality assurance, working together with the QA unit of the HEP.
- ii. A comprehensive curriculum review should be conducted at least once every three to five (5) years. Nonetheless, updating the curriculum to keep pace with current developments should be conducted at a more regular interval.
- iii. The HEP MUST appoint external advisor(s) qualified in the relevant fields to provide feedback on programme design and review.
- iv. HEP MUST appoint external examiner(s) who are qualified in the relevant fields to review the implementation of the assessment process.
- v. Consultation/Engagement with stakeholders.
- vi. The department must make the programme review report accessible to stakeholders.

Additionally, HEPs are should encouraged to demonstrate the following:

- i. Continual benchmarking against top universities at national and international levels.
- ii. Linkages with related professional bodies, government agencies and industry.
- iii. Academic staff should actively participate in relevant conferences, seminars, workshops, and short courses.
- iv. Presentations by invited speakers, local or international.
- v. Organising conferences, seminars and workshops.
- vi. International exchange amongst students and staff should be encouraged.

Standards in this area are best read together with Guidelines to Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality (MR-CIIQ) and Guidelines on Terms Used for External Examiner, External Advisor and Advisory Board, which is available on the MQA Portal, www.mqa.gov.my

7.1 Verification of Student's Qualification

All students registered for admission to HEP need to have their qualification documentation verified by MAB within one month.

The HEPs are expected to provide evidence of their ability to monitor, maintain and improve the quality of the programme consistent with internal and external requirements, and keep pace with changes in the field of MAB and the requirements of the stakeholders.

There should be continuous feedback from multiple sources to enhance the programme's quality and continual improvement. The programme committee needs to measure and monitor student performance to objectively evaluate the programme's effectiveness (COPPA, 2017 & 2024).

Present society demands greater accountability from the HEPs. Moreover, societal needs are constantly changing due to rapid advancements in science and technology and the explosive growth in global knowledge. In facing these challenges, HEPs have little choice but to become dynamic learning organizations that must continually and systematically review and monitor the various issues to meet the demands of the constantly changing environment (COPPA, 2008 & 2017).

7.2 Continual Quality Assurance

HEPs are expected to provide evidence of their ability to keep pace with changes in the field and the requirements of stakeholders. These may be demonstrated by, but not limited to:

- (i) Curriculum needs to be continually and systematically monitored and reviewed at least once every **five (5)** years;
- (ii) Appointment of external reviewer for quality assessment processes;
- (iii) Linkages with relevant and related industries;
- (iv) Continuous review of clinical placement practices and records;
- (v) Dialogue sessions with stakeholders **at least once** every **two (2)** years;
- (vi) Active participation of academic staff at relevant conferences, seminars, workshops and short courses;
- (vii) Organizing conferences, seminars and workshops with presentations by both local and international speakers.

7.3 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement

- 7.3.1 The department **must** have clear policies and appropriate mechanisms for regular programme monitoring and review.
- 7.3.2 The department **must** have an internal Quality Assurance (QA) unit that works closely with the HEP's QA unit
- 7.3.3 The department **must** have an internal programme monitoring and review committee with a designated head responsible for continual programme review to ensure its currency and relevancy.
- 7.3.4 The department's review system **must** constructively engage stakeholders, including alumni, employers, and external experts, whose views are considered.
- 7.3.5 The department **must** make the programme review report accessible to stakeholders.
- 7.3.6 Various aspects of student performance, progression, attrition, graduation, and employment must be analysed to improve quality continuously.
- 7.3.7 In collaborative arrangements, the partners involved **must** share the responsibilities of programme monitoring and review.
- 7.3.8 The findings of a programme review **must** be presented to the HEPs for their attention and further action.
- 7.3.9 There **must** be an integral link between the departmental quality assurance processes and the achievement of the institutional purpose.

PROGRAMME EDUCATIONAL OBJECTIVE AND PROGRAMME LEARNING OUTCOME.

Diploma Programme

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)
PEO1: Apply basic knowledge and skills to patient care by integrating the use of digital technology and numerical skills
PEO 2: Demonstrates interpersonal, communication and leadership skills at various levels of healthcare management
PEO 3: Demonstrates self-management skills and entrepreneurial traits in healthcare management
PEO 4: Practicing an ethical and Professional work culture based on the code of medical ethics.

PROGRAMME LEARNING OUTCOME (PLO)
PLO 1: Apply basic knowledge and understanding of the medical and health sciences in diverse populations.
PLO 2: Apply critical thinking and problem-solving skills in patient management through evidence-based practices
PLO 3: Demonstrate competence in clinical skills with safe practitioners in patient management.
PLO 4: Demonstrate interpersonal skills in managing relationships and networking within organizations and dealing with different cultures
PLO 5: Demonstrate effective communication with different audiences and situations through appropriate mediums.
PLO 6: Ability to use digital technologies with digital ethics to support work and studies.
PLO 7: Apply basic numeracy skills to support patient care decisions through evidence-based practices.
PLO 8: Ability to work with teams in managerial capacities with varying degrees of autonomy to make decisions or setting goals.
PLO 9: Apply personal skills with good characteristics of professionalism, social skills and enthusiasm in continuous professional development.
PLO10: Apply entrepreneurial skills with creativity, grit and drive in daily work and foster career development
PLO 11: Incorporate values, attitudes and code of professional conduct based on ethical principles and legal bindings at work and within a diverse population

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)
PEO 1: Apply fundamental knowledge and skills to patient care by integrating the use of digital technology and numerical skills.
PEO 2: Demonstrates interpersonal, communication and leadership skills at various levels of healthcare management.
PEO 3: Demonstrates self-management skills and entrepreneurial traits in healthcare management
PEO 4: Practicing an ethical and Professional work culture based on the code of medical ethics.

PROGRAMME LEARNING OUTCOME (PLO)
PLO 1: Apply knowledge and understanding of (specific field) in a diverse population.
PLO 2: Apply critical thinking and problem-solving skills of (specific field) through evidence-based practices.
PLO 3: Demonstrate competence in clinical skills with safe practice (specific field) in patient management
PLO 4: Demonstrate interpersonal skills in managing relationships and networking within organizations and inter-agencies
PLO 5: Demonstrate effective communication with different audiences and situations through appropriate mediums.
PLO 6: Ability to utilize digital technology applications to seek and process data related to a (specific field of study).
PLO 7: Apply numeracy skills to support patient care decisions through evidence-based practices (in a specific field of study).
PLO 8: Able to work with teams in managerial capacities with autonomy to make decisions or setting goals.
PLO 9: Demonstrate good personal skills with good characteristics of professionalism, social skills and enthusiasm in continuous professional development.
PLO 10: Apply good entrepreneurial skills with creativity, grit and drive in daily work and foster career development
PLO 11: Incorporate values, attitudes and code of professional conduct based on ethical principles and legal bindings at work and within a diverse population.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)
PEO 1: Apply fundamental knowledge and skills to patient care by integrating the use of digital technology and numerical skills.
PEO 2: Demonstrates interpersonal, communication and leadership skills at various levels of healthcare management.
PEO 3: Demonstrates self-management skills and entrepreneurial traits in healthcare management
PEO 4: Practicing an ethical and Professional work culture based on the code of medical ethics.

PROGRAMME LEARNING OUTCOME (PLO)
PLO 1: Apply knowledge and understanding of (specific field) in a diverse population.
PLO 2: Apply critical thinking and problem-solving skills of (specific field) through evidence-based practices.
PLO 3: Demonstrate competence in clinical skills with safe practice (specific field) in patient management
PLO 4: Demonstrate interpersonal skills in managing relationships and networking within organizations and inter-agencies
PLO 5: Demonstrate effective communication with different audiences and situations through appropriate mediums.
PLO 6: Ability to utilize digital technology applications to seek and process data related to a (specific field of study).
PLO 7: Apply numeracy skills to support patient care decisions through evidence-based practices (in a specific field of study).
PLO 8: Able to work with teams in managerial capacities with autonomy to make decisions or setting goals.
PLO 9: Demonstrate good personal skills with good characteristics of professionalism, social skills and enthusiasm in continuous professional development.
PLO 10: Apply good entrepreneurial skills with creativity, grit and drive in daily work and foster career development
PLO 11: Incorporate values, attitudes and code of professional conduct based on ethical principles and legal bindings at work and within a diverse population.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)
PEO 1: Apply fundamental knowledge and skills to patient care by integrating the use of digital technology and numerical skills.
PEO 2: Demonstrates interpersonal, communication and leadership skills at various levels of healthcare management.
PEO 3: Demonstrates self-management skills and entrepreneurial traits in healthcare management.
PEO 4: Practicing an ethical and Professional work culture based on the code of medical ethics.

PROGRAMME LEARNING OUTCOME (PLO)
PLO 1: Apply fundamental knowledge and understanding of the medical and health sciences field in a diverse population.
PLO 2: Apply cognitive skills in patient management through evidence-based and best practices.
PLO 3: Demonstrate competence in clinical skills with safe practice in patient management
PLO 4: Demonstrate interpersonal skills in managing relationships and networking within organizations and inter-agencies
PLO 5: Demonstrate effective communication with different audiences and situations through appropriate mediums.
PLO 6: Ability to use digital technologies with digital ethics to support work and studies.
PLO 7: Apply numeracy skills to support patient care decisions through evidence-based practices.
PLO 8: Able to work with teams in managerial capacities with autonomy to make decisions or setting goals.
PLO 9: Demonstrate good personal skills with good characteristics of professionalism, social skills and enthusiasm in continuous professional development.
PLO 10: Apply good entrepreneurial skills with creativity, grit and drive in daily work and foster career development
PLO 11: Incorporate values, attitudes and code of professional conduct based on ethical principles and legal bindings at work and within a diverse population

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)
PEO 1: Develop knowledge and skills in patient care and research skills by integrating the use of digital technology and numerical skills.
PEO 2: Enhancement of interpersonal, communication and leadership skills at various levels of healthcare management.
PEO 3: Enhancement of self-management skills and entrepreneurial traits in healthcare management
PEO 4: Practicing an ethical and Professional work culture based on the code of medical ethics.

PROGRAMME LEARNING OUTCOME (PLO)
PLO 1: Demonstrate mastery of knowledge in the field of medical and health sciences.
PLO 2: Integrate research outcomes to solve current issues in the field of medical and health sciences.
PLO 3: Apply advanced practical skills in the field of medical and health sciences
PLO 4: Demonstrate interpersonal skills in managing relationships and networking with organizations, inter agencies and people of different cultures.
PLO 5: Demonstrate effective communication skills in collaborating with healthcare professionals, clients, family and the community.
PLO 6: Ability to utilize advanced digital technologies with digital ethics to support work and studies.
PLO 7: Apply advanced numeracy skills to support patient care decisions through evidence-based practices.
PLO 8: Demonstrate leadership and managerial skills with autonomy to achieve organizational goals.
PLO 9: Demonstrate good personal skills with good characteristics of professionalism, social skills and enthusiasm in continuous professional development.
PLO 10: Apply good entrepreneurial skills with creativity, grit and drive in daily work and foster career development
PLO 11: Incorporate values, attitudes and code of professional conduct based on ethical principles and legal bindings at work and within a diverse population

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)
PEO 1: Develop advanced knowledge and skills in patient care and research skills by integrating the use of digital technology and numerical skills.
PEO 2: Enhancement of interpersonal, communication and leadership skills at various levels of healthcare management.
PEO 3: Enhancement of self-management skills and entrepreneurial traits in healthcare management.
PEO 4: Practicing an ethical and Professional work culture based on the code of medical ethics.

PROGRAMME LEARNING OUTCOME (PLO)
PLO 1: Demonstrate mastery of knowledge in the field of medical and health sciences.
PLO 2: Integrate research outcomes to solve current issues in the field of medical and health sciences.
PLO 3: Apply advanced practical skills in the field of medical and health sciences
PLO 4: Demonstrate interpersonal skills in managing relationships and networking with organizations, inter agencies and people of different cultures.
PLO 5: Demonstrate effective communication skills in collaborating with healthcare professionals, clients, family and the community.
PLO 6: Ability to utilize advanced digital technologies with digital ethics to support work and studies.
PLO 7: Apply advanced numeracy skills to support patient care decisions through evidence-based practices.
PLO 8: Demonstrate leadership and managerial skills with autonomy to achieve organizational goals.
PLO 9: Demonstrate good personal skills with good characteristics of professionalism, social skills and enthusiasm in continuous professional development.
PLO 10: Apply good entrepreneurial skills with creativity, grit and drive in daily work and foster career development
PLO 11: Incorporate values, attitudes and code of professional conduct based on ethical principles and legal bindings at work and within a diverse population.

IMPLEMENTATION OF ASSESSMENT IN MEDICAL ASSISTANT EDUCATION PROGRAMME

Diploma Programme

1. Guidelines for Assessment

- 1.1 Assessments consist of both continuous and summative assessments.
- 1.2 Summative Assessment **must** be conducted at the end of each Semester.
- 1.3 Knowledge and understanding (the cognitive domain) are tested through written, oral, or suitable means.
- 1.4 Psychomotor skills tested by practical/clinical examinations.
- 1.5 Practical/clinical examination is compulsory (A **pass** implies that the examiner is Satisfied with the candidate's competency to practise safely and meet the standards of the AMO profession).
- 1.6 HEP **must** submit the examination results to MAB within **two (2)** weeks after the release of the results.

The following assessment descriptions of different qualification levels:

Level of Degree	Types of Assessment		Methods of Assessment
	Continuous Assessment (Formative)(%)	Final Assessment (Summative) (%)	
Diploma Minimum passing CGPA is 2.00 (core subject)	40 – 60%	40-60% (All core courses)	<p>Theory:</p> <ul style="list-style-type: none"> • Multiple Choice Questions (MCQ) • Short Essay Questions (SEQ) • Modified Essay Questions (MEQ) • Project Reports <p>Competencies:</p> <ul style="list-style-type: none"> • Practical examination, case study presentations • Objective Structured Clinical Examination (OSCE) • Objective Structured Practical Examination (OSPE) • Clinical Examination

Level of Degree	Types of Assessment		Methods of Assessment
	Continuous Assessment Running Assessment (%)	Final Assessment Final Examination (%)	
Post Basic (Certified)	40-60 %	40-60 (All Core courses)	<p>Short Essay Questions (SEQ) Modified Essay Questions (MEQ) Multiple Choice Questions (MCQ) Project Reports</p> <p>Competencies: Practical examination, case study presentations Objective Structured Clinical Examination (OSCE) Objective Structured Practical Examination (OSPE) Clinical Examination/Viva voce</p>
Post Basic (Advanced Diploma)	40-60 %	40-60 % (All core courses)	<p>Multiple Choice Questions (MCQ) Short Essay Questions (SEQ) Modified Essay Questions (MEQ) Project Reports</p> <p>Competencies: Practical examination, case study presentations Objective Structured Clinical Examination (OSCE) Objective Structured Practical Examination (OSPE) Clinical Examination/Viva voce</p>
Bachelor's Degree Minimum passing CGPA is 2.00	40 – 60%	40-60% (All core courses)	<p>Multiple Choice Questions (MCQ) Short Essay Questions (SEQ) Modified Essay Questions (MEQ) Project Reports</p> <p>Competencies: Practical examination, case study presentations Objective Structured Clinical Examination (OSCE) Objective Structured Practical Examination (OSPE) Clinical Examination/Viva voce</p>
Master's Degree by Research			Thesis of 40,000 - 50,000 words
Master's Degree by Coursework Minimum passing CGPA is 3.00			Projects/dissertation of 20,000 – 30,000 words

Master's Degree by Mixed Mode			Projects/dissertation of 30,000 – 40,000 words
Minimum passing CGPA is 3.00			
Doctoral Degree by Research			Thesis of 60,000 – 80,000 words Two (2) articles accepted for publication in peer-reviewed journal

1.7 Passing Criteria

- 1.7.1 Candidates **must** obtain a minimum score of 50% in Summative Assessment.
- 1.7.2 Minimum **cumulative marks** of both assessments must not be less than 50%.
- 1.7.3 The passing mark for the Elective Module is 50%.
- 1.7.4 To proceed to the next semester, the candidates must obtain a GPA of ≥ 2.00 in each end-of-semester examination.
- 1.7.5 To qualify for the award of the Diploma, the candidate must obtain a CGPA of ≥ 2.00 in the final year

1.8 Methods and tools **must** be used appropriately to assess the learning outcomes and competencies.

1.9 Preparation and selection of questions **must** strictly adhere to Test Specification Schedule (TSS) / Question Specification Schedule (QSS).

1.10 The HEP **must** ensure the validity, reliability, consistency, and fairness of the assessment according to the Guidelines for Student Assessment/Examination.

2. Qualification for End Semester / Final Examination

2.1 There **must** be a mechanism to qualify the student to sit for the examination, and it must be consistent with the requirements determined by the Senate/Examination Committee of the HEP.

2.2 Eligibility Requirements:

2.2.1 Complete all continuous assessments as specified by the discipline except permitted otherwise by the Head of Programme.

2.2.2 For theoretical input, the candidate **must** achieve not less than 85% attendance during the period of study for each course code.

2.2.3 For clinical posting, the candidate must achieve 100% attendance for each posting and must complete 100% of the clinical practice record.

2.2.4 Free from disciplinary action as determined by HEP.
Free from any offences under the Universities and University Colleges Act.

2.2.5 Approved by the HEP Examination Committee or other relevant authorities.

2.3 Failure to meet Eligibility Requirements:

2.3.1 Candidates who fail to meet the requirements will be disallowed from sitting for the end-semester examination.

2.3.2 Appropriate action **must** be taken in accordance with the standard operating procedure/examination guidelines of the respective HEP.

2.4 Deferment of Examinations:

Consideration for the deferment of the examination is permissible under conditions determined by the HEP.

2.5 Awarded of Certificate:

Candidates who have completed the programme and passed the final examination with a CGPA of 2.00 and above will be awarded a Diploma/Degree in Medical and Health Sciences acknowledged by MAB.

3. Appointment of Examiners for Diploma and Bachelor's Degree Programmes:

3.1 The final examination **must** be conducted by examiners proposed by HEP and endorsed by MAB.

MAB must monitor all final examinations.

3.2 Chief Examiner:

3.2.1 HEP **must** propose the name of a suitable lecturer and be endorsed by MAB.

3.2.2 The Chief Examiner is responsible for leading and coordinating all marking of examination scripts (written examinations/OSCE/OSPE/VIVA or any other examinations as Stipulated in the curriculum).

3.2.3 The Chief Examiner **must** moderate examination scripts.

3.2.4 The Chief Examiner **must** ensure the validity of the examinations carried out and arbitrate any dispute in marking examination scripts.

3.2.5 The Chief Examiner must review the examination scripts of candidates who fail the paper and who score full marks.

3.3 Internal and External Examiners:

3.3.1 HEP must appoint qualified academicians or clinical staff as Examiners and submit a list of names to MAB for endorsement.

3.3.2 Registered with the MAB and possesses a valid ARC AND
Possess minimum qualifications with a bachelor's degree in related fields recognised.

- 3.3.3** Qualifications of Examiners (OSCE/OSPE/VIVA):
- 3.3.3.1** Bachelor's degree with at least **three (3)** years of clinical experience in related field/s, **OR**
 - 3.3.3.2** Diploma with a post-basic certificate / advanced diploma with at least **five (5)** years of experience in related field/s, **OR**
 - 3.3.3.3** Diploma with at least **five (5)** years of clinical experience in a related field/s.
- 3.3.4** Qualifications of Examiners (Written Examinations) :
- 3.3.4.1** Minimum of Bachelor's degree with at least **three (3)** years of teaching experience in related fields.
- 3.3.5** Examiners **must** be responsible for conducting the OSCE/OSPE/VIVA or any other examinations stipulated in the curriculum.
- 3.3.6** Examiners **must** be responsible for marking examination scripts.
- 3.3.7** Examiners **must** work together with the Chief Examiner during the marking of the examination.

4. Medical Assistant Board Examination (MABE)

- 4.1** All students who have completed their respective programmes **must** pass the **MABE** for the purpose of registration with the MAB.
- 4.2** HEPs **must** assist candidates in the application for **MABE**.
- 4.3** HEPs **must** collect entrance fees for **MABE**.
- 4.4** A candidate who has failed the **MABE** is allowed to re-sit the examination **not** more than **TWO (2)** years.

5. Appointment of Examiners for Master's and Doctoral Degree Programmes:

- 5.1** Master's Degree by Research/ Mixed Mode:
The dissertation is to be examined by at least two (2) examiners, one of whom is an external examiner determined by the HEP.
- 5.2** Master's Degree by Coursework:
The dissertation is to be examined by at least two (2) examiners (Internal/External) determined by the HEP.
- 5.3** Doctoral Degree by Research:
The dissertation is to be examined by at least three (3) examiners, one of whom is an external examiner determined by the HEP.

PHYSICAL FACILITIES AND EDUCATIONAL RESOURCES

1.1 Lecture Room/Hall

The Lecture room/hall should be conducive for teaching and learning activities. Facilities for Lecture Room/Hall:

- 1.1.1 Appropriate furniture
- 1.1.2 IT facilities (Notebooks/PCs/Tablet, LCD and screen/ Wi-Fi Connectivity)
- 1.1.3 Audio-visual facilities
- 1.2.4 Whiteboard/ Notice board/Smart TV
- 1.2.5 Appropriate ventilation with air-conditioning/fan/exhaust fan
- 1.2.6 Well-lit for learning activities.

1.2 Tutorial Room

The Tutorial room **should** be conducive for teaching and learning activities.

Facilities for Tutorial Room:

- 1.2.1 Appropriate furniture
- 1.2.2 Whiteboard and Notice board
- 1.2.3 Appropriate ventilation with air-conditioning/fan/exhaust fan
- 1.2.4 Well-lit for learning activities.
- 1.2.5 Audio-visual facilities
- 1.2.6 IT facilities (Notebooks/PCs/Tablet, LCD and screen/ Wi-Fi Connectivity)

1.3 Skills/Clinical/Simulation Laboratory

Sufficient equipment and facilities for training **must** be adequately provided for clinical-based programmes.

Equipment according to student ratio (core procedure)

Facilities of Clinical Laboratory:

- 1.3.1 IT facilities (Notebooks/PCs/Tablet, LCD and screen/ Wi-Fi Connectivity)
- 1.3.2 Audio-visual facilities
- 1.3.3 Models and Teaching Aids
- 1.3.4 Whiteboard and Notice board
- 1.3.5 Flip Chart Board and Stand

- 1.3.6 Appropriate ventilation with air-conditioning/fan/exhaust fan
- 1.3.7 Well-lit for learning activities.
- 1.3.8 Simulation equipment
- 1.3.9 Skills Laboratory should consist of:

- ❖ Counter
- ❖ Adult and child mannequins.
- ❖ Poison cupboard with SOP.
- ❖ Emergency trolley with SOP.
- ❖ Oxygen and suction panel with apparatus.
- ❖ Medication trolley.
- ❖ Treatment room.
- ❖ Hand washing facilities with elbow tap.
- ❖ Medical base.
- ❖ Surgical base.
- ❖ Orthopaedic base
- ❖ Paediatric base
- ❖ O&G Base
- ❖ Community base.
- ❖ Isolation room.
- ❖ Examination couch with stool
- ❖ Clean and Dirty utility room
- ❖ Sharp bin, clinical waste & domestic waste

1.4 Examination Unit Room

The Room **must** be suitable, secured and equipped with essential facilities as below:

- 1.4.1 Question Bank Room (well-secured)
- 1.4.2 Photocopy Machine and Collator
- 1.4.3 Paper Shredder
- 1.4.4 IT Facilities
- 1.4.5 Printer & Scanner
- 1.4.6 Locked Metal Filing Cabinets
- 1.4.7 Optical Mark Reader Machine
- 1.4.8 White Board and Notice Board
- 1.4.9 CCTV
- 1.4.10 Appropriate ventilation with air-conditioning/fan/exhaust fan
- 1.4.11 Appropriate furniture
- 1.4.12 A log book for entry and exit to access 'strong room'.
- 1.4.13 Fire Extinguisher

1.5 Examination Hall

HEP should have suitable size examination hall to accommodate the number of candidates in compliance with examination standard and regulations as stipulated in the Examination Guidelines of the HEP.

- 1.5.1 Enough classrooms for approved enrolment.
- 1.5.2 Roomy classroom for the planned number of students
- 1.5.3 Sufficient, contemporary audio-visual aids.
- 1.5.4 Provide a well-equipped exam room/isolation room/quarantine room
- 1.5.5 Equipment and facilities must be upgraded to accommodate more pupils.

1.6 Counselling Room

- 1.6.1 Create a comfortable and welcoming space: The counselling room should be comfortable and inviting, with comfortable seating, appropriate lighting, and calming colors. Consider adding plants, artwork, or another décor to create a warm and welcoming environment.
- 1.6.2 Ensure privacy and confidentiality: The counselling room should be designed to ensure privacy and confidentiality for clients. This can include soundproofing, ensuring that windows are covered, and installing locks on doors.
- 1.6.3 Provide appropriate furniture and equipment: The room should be furnished with appropriate furniture, such as comfortable chairs or a couch, and equipped with the necessary equipment, such as tissues, water, and a clock.
- 1.6.4 Maintain cleanliness and organization: The room should be clean and well-organized to create a professional and calming environment.
- 1.6.5 Display appropriate resources: Display appropriate resources such as brochures or pamphlets on mental health resources and other relevant topics.
- 1.6.6 Ensure accessibility and inclusivity: The room should be accessible and inclusive for all clients, including those with disabilities. Consider installing ramps or making other accommodations as necessary.

1.7 Computer Laboratory / Linguistic Laboratory

HEP **must** have a policy regarding the selection and effective use of electronic devices, internal and external networks, and other effective means of using ICT in the programme.

- 1.7.1 Room capacity: 30-40 students
- 1.7.2 Computer-Student ratio 1:10-15
- 1.7.3 Computer table and chair
- 1.7.4 Monitor should be ergonomically positioned

- 1.7.5 LAN & WAN Computer line/WIFI
- 1.7.6 Linguistic Computer Software
- 1.7.7 Compliant to OSHA requirement
- 1.7.8 Appropriate ventilation with air-condition/fan/exhaust fan

1.8 Anatomy Laboratory

- 1.8.1 Room capacity: 30-40 students
- 1.8.2 Monitor should be ergonomically positioned
- 1.8.3 Computer Software
- 1.8.4 Internet connectivity
- 1.8.5 Compliant with OSHA requirement
- 1.8.6 Airflow – Effective management of formalin vapors
- 1.8.7 Space Allocation
- 1.8.8 Plumbing – Water source and drainage are basic considerations
- 1.8.9 Electrical Requirements – Demand for power will continue throughout the life of your laboratory
- 1.8.10 Fluid Management – Environmental and contamination issues must be Addressed.
- 1.8.11 Adequate Display of Human Anatomy Units.

The library or resource centre **must** have adequate and up-to-date reference materials and manned by qualified staff. This would include provisions for appropriate computer and ICT-mediated reference materials.

- 1.8.1 Be able to accommodate suitable number of student at one time
- 1.8.2 Appropriate text / reference books (Physical and e-books)
- 1.8.3 Multimedia room
- 1.8.4 Sufficient computer with internet facilities
- 1.8.5 Photocopy machine
- 1.8.6 Cubicle reading room
- 1.8.7 Open Cubicle Racks
- 1.8.8 Appropriate ventilation with air-condition/fan/exhaust fan
- 1.8.9 Well-lit for learning activities.
- 1.8.10 Discussion / activity / Leisure.
- 1.8.11 24-hours study areas

1.9 Clinical Placement Areas

1.9.1 HEP must determine appropriate clinical placement areas as per *Garis Panduan Penggunaan Fasilitas Kementerian Kesehatan Malaysia Bagi Tujuan Latih Amal Pelajar Institusi Pengajian Tinggi (IPT) 2021*.

1.9.2 Placement areas must be audited to ensure suitability for clinical attachment.

1.9.3 Students must be provided with comprehensive and coordinated program information for placements.

1.9.4 HEP must ensure an adequate number of patients and sufficient placements are available to meet the learning outcomes.

1.10 Transportation

The HEP should provide sufficient transportation to meet the training needs of the students

1.11 Accommodation

The HEP should provide appropriate accommodation to students during didactic and clinical placement.

1.12 Prayer Room for Muslim students

The HEP should provide prayer room for Muslim students.

1.13 Recreational facilities

1.14 Research and Development Master & PhD:

- The department MUST have a research policy with adequate facilities and resources to sustain them.
- The interaction between research and learning MUST be reflected in the curriculum, influence current teaching, and encourage and prepare students for engagement in research, scholarship, and development
- A dedicated research department to oversee the activities of research activities and innovations in teaching and learning.
- An Ethical Committee to oversee and approve ethical applications for research projects and dissertations prior to students commencing research.

1.15 Financial Resources:

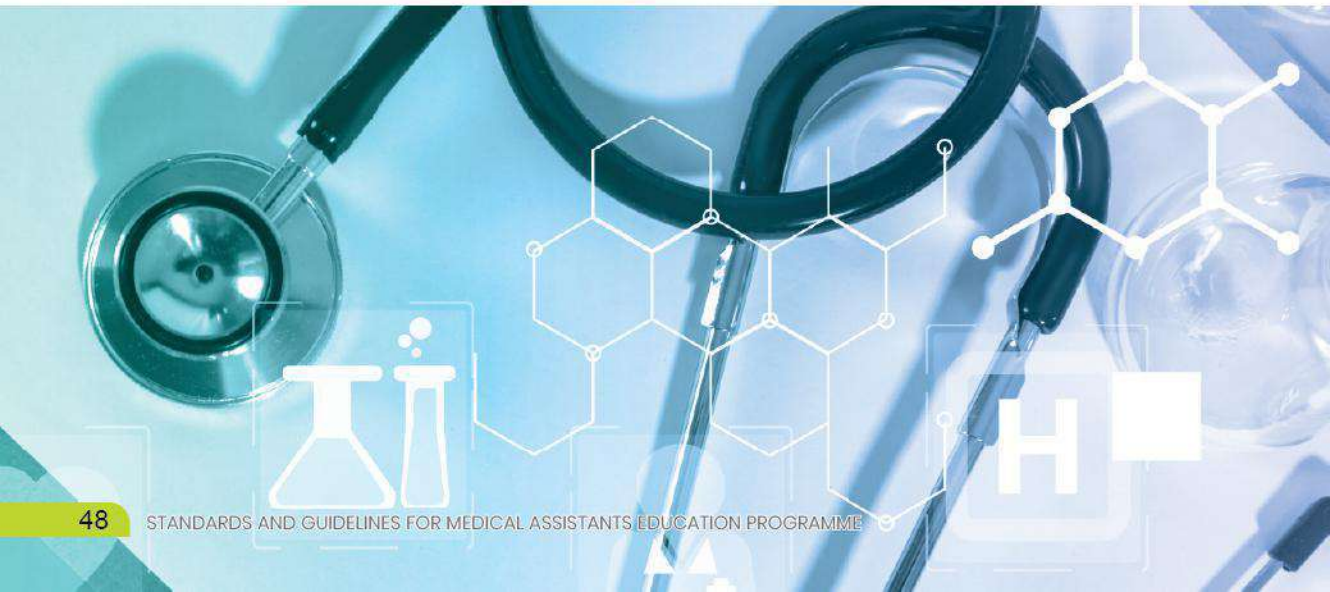
- The HEP MUST demonstrate financial viability and sustainability for the program
- The department MUST have clear procedures to ensure that its financial resources are sufficient and managed efficiently.
- The HEP MUST have a clear line of responsibility and authority for budgeting and resource allocation that considers the department's specific needs.



ACKNOWLEDGEMENT »

The Medical Assistant Board (MAB) wishes to acknowledge with gratitude the technical support provided by the Malaysian Qualifying Agency (MQA), Training Management Division Ministry of Health Malaysia, ILKKM (Sultan Azlan Shah, Johor Bahru, Kuching, Kota Kinabalu, Seremban and Alor Setar), Public Higher Education Institution, Private Higher Education Institute and others who are directly and indirectly involved in the development of these guidelines.

The Medical Assistant Board would also like to thank Dr. Alias bin Mahmud (UKM), Dr. Mohd Shahrudin Shah (USM), Encik Abdul Saman Taip (Director, Accreditation Division (Science and Medicine) for their significant contribution of idea and comment made throughout the process of preparing these guidelines.



COMMITTEE FOR DEVELOPMENT

OF STANDARDS AND GUIDELINES FOR MEDICAL ASSISTANT EDUCATION PROGRAMME 2024

Advisor **DR. MOHAMED IQBAL BIN HAMZAH**
Director
Medical Practice Division
Ministry of Health, Malaysia.

Chairman **ZULHELMI BIN ABDULLAH**
Chief Assistant Medical Officer
Ministry of Health, Malaysia.

Deputy Chairman **TN. HJ. MAHADIR BIN JUNOS**
Deputy Chief Assistant Medical Officer
Ministry of Health, Malaysia.

Secretary **ZULFIKAR BIN MOHAMED KHAWARI**
Head of Professional Development Section
Medical Assistant Board,
Ministry of Health, Malaysia.

Deputy Secretary **TN. HJ. KHAIRUL HAFIZ BIN ABDUL MANAN**
Head of Education Unit, Accreditation & Facility
Medical Assistant Board,
Ministry of Health, Malaysia.

Members **ALIAS BIN ABU HASSAN**
Head of Policy and Strategic Planning Section
Medical Assistant Board,
Ministry of Health, Malaysia.

WAN ASRUL NIZAM BIN WAN MUSTAFFA
Head of Professional Practice Section
Medical Assistant Board,
Ministry of Health, Malaysia.

ABDUL SAMAN BIN TAIP
Director
Accreditation Division (Science and Medicine)
Malaysian Qualifications Agency (MQA)
Cyberjaya, Selangor

MOHD FAIROZ BIN MUSTAPHA
Chief Assistant Director
Accreditation Division (Science and Medicine)
Malaysian Qualifications Agency (MQA)
Cyberjaya, Selangor

DR ALIAS BIN MAHMUD

Senior Lecturer.

Department of Emergency Medicine, Faculty of Medicine
University Kebangsaan Malaysia

DR. MOHD SHAHARUDIN SHAH BIN CHE HAMZAH

Senior Lecturer.

Department of Emergency Medicine, School of Medical Sciences,
Universiti Sains Malaysia, Kubang Kerian, Kelantan.

DR. ZULKIFLI BIN ABU BAKAR

Head Of The Center For Medical And Health Science Study

Faculty of Medicine

UniSZA, Terengganu

DR. SOM PHONG A/L CHIT

Head of Post Basic Programme

ILKKM Sultan Azlan Shah, Ipoh

Perak.

DR. MARZANI BIN MOHAMMAD YUSOP

Senior Lecturer (Medical Assistant)

ILKKM Sultan Azlan Shah, Ipoh

Perak.

DR. SELAMAT BIN YASIN

Senior Lecturer (Medical Assistant)

Institut Latihan Angkatan Tentera,

Kem Terendak, Melaka.

MAT SHATER BIN AWANG

Director

ILKKM Seremban (Medical Assistant)

Seremban.

TN HJ FADZYL BIN ISMAIL

Director

ILKKM (Medical Assistant)

Alor Setar.

DR. JOHARI DAUD BIN MAKAJII

Senior Lecturer

Universiti Malaysia Sabah

DR. BAIDI BIN BADDIRI

Senior Lecturer

Universiti Malaysia Sabah

TN HJ. ZAIDI BIN AHMAD

Head of Medical Assistant Programme
ILKKM Sultan Azlan Shah, Ipoh
Perak.

NAZRI BIN AIWAN @ ISMAIL

Deputy Director (Academic)
ILKKM (Medical Assistant)
Seremban.

ISMAIL BIN EDY

Head of Medical Assistant Programme
ILKKM Kota Kinabalu,
Sabah.

KHAIRUDIN BIN ABU BAKAR

Senior Assistant Secretary
Training Management Division,
Ministry of Health

TN HJ FAISOL BIN ABDUL RAHIM

Head of Medical Assistant Programme
ILKKM Medical Assistant, Alor Setar
Kedah

ISMAIL BIN MAT TAHIR

Head of Post Basic Programme
ILKKM (Medical Assistant)
Seremban.

MOHAMAD NOR AZMI BIN JAMAAH

Senior Lecturer (Medical Assistant)
Ilkkm Johor Bahru

NOOR SHAHRIMAN BIN KASIM

Senior Lecturer (Medical Assistant)
ILKKM (Medical Assistant)
Alor Setar

MOHD AMIR BIN HASHIM

Chief Assistant Medical Officer
State Health Department Penang

PATRICK CHONG

Chief Assistant Medical Officer
State Health Department.
Sabah.

NICHOLAS SAMUEL

Chief Assistant Medical Officer
State Health Department Sarawak.

ZULKIFLI BIN MUHAMMAD

Senior Assistant Medical Officer
Medical Assistant Board,
Ministry of Health, Malaysia.

MOHD NAJIB BIN RAMLI

Senior Assistant Medical Officer
Medical Assistant Board,
Ministry of Health, Malaysia.

MUHAMMAD NORZEIN BIN AB RAHIM

Head of Medical Assistant Programme
Universiti Kuala Lumpur, Kajang, Selangor

MOHD SAIFUDIN BIN HJ. SIRAT

Head of Medical Assistant Programme
University of Cyberjaya

ZULKEFLI BIN BACHEK

Head of Medical Assistant Programme
Universiti Geomatika Malaysia

EDDY BIN ABDUL RAUF

Head of Medical Assistant Programme
Management and Science University (MSU)

FATIN NUR DHABITAH BINTI ZAINUDDIN

Senior Lecturer (Medical Assistant)
Management and Science University (MSU)

NURHAN NORRIS MA WENG CHUEN

Programmed Director
Open University Malaysia

ASROL ARIFIN ABU HASSAN

Head of Medical Assistant Programme
University College of MAIWP International (UCMI)

Secretariat

AHMAD SHARIF BIN ABDUL TALIB

Senior Assistant Medical Officer
Ministry of Health, Malaysia.

SHAHRIK NIZAR BIN ISMAIL

Senior Assistant Medical Officer
Ministry of Health, Malaysia.



The Standards and Guidelines for Medical Assistants Education Programme 4th Edition 2024, aims to ensure the quality and relevance of medical assistant education. It provides guidance for Higher Education Providers and the Medical Assistant Board in program accreditation, development, and delivery. The document emphasizes program monitoring, review, and continuous quality improvement, aligning with the Malaysian Qualifications Framework (MQF). Its goal is to develop competent healthcare professionals to meet the country's evolving healthcare needs .

[**Medical Assistant Board**
Medical Practice Division]



Medical Assistant Board

Ministry Of Health Malaysia
Block E1, Complex E, Federal Government Administration Centre,
62590 Putrajaya, Malaysia

Tel : +603-8000 8000

www.moh.gov.my

e ISBN 978-967-18696-6-6



9 789671 869666