



OUTCOME BASED EDUCATION IMPLEMENTATION PROCESS (BASED ON MQF 2.0)



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3 May 2020



Training Contents

- OBE
- Program Delivery -MQA
 - COPPA
 - MQF 2.0
- Curriculum Development/
Curriculum Review
- Syllabus Development
- Assessment
- OBE Implementation Process



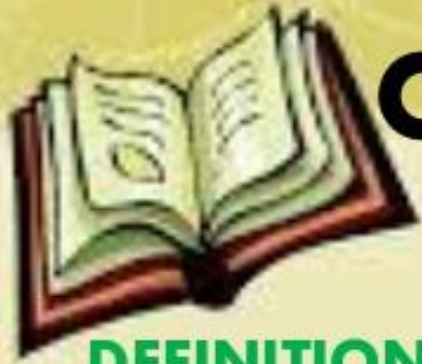
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Outcome Based Education

DEFINITION:

Outcomes based education (OBE) is a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits" (Tucker, 2004).



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OBE Philosophy

Focus on OUTCOMES

Curriculum Design

**Teaching
and
Learning**

Assessment

(R.E. Gerber, 1996 in Shahrin Mohamed, 2007)



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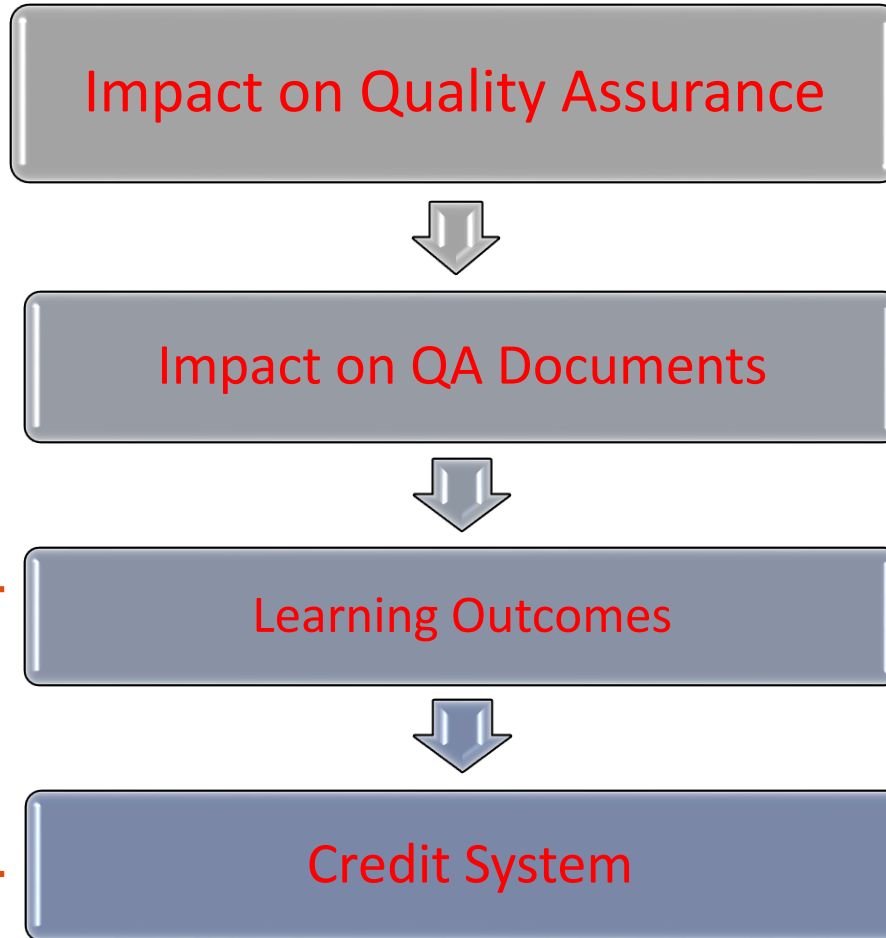


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Application of Malaysian Qualifications Framework (MQF)



Agensi Kelayakan Malaysia
Malaysian Qualifications Agency



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Standards for Programme Accreditation (2017)

- The 9 areas of evaluation were collapsed to 7 areas



CODE OF PRACTICE FOR PROGRAMME ACCREDITATION (COPPA)

2nd EDITION (2017)

MALAYSIAN QUALIFICATIONS AGENCY

2. Adalah dimaklumkan bahawa Agensi Kelayakan Malaysia (*Malaysian Qualification Agency, MQA*) telah menerbitkan dokumen “Kod Amalan Akreditasi Program (*Code of Practice for Programme Accreditation, COPPA*)” Edisi Kedua yang melibatkan perubahan utama pada “Seksyen 2 : Kriteria dan Standard bagi Akreditasi Program” yang mencakupi tujuh bidang penilaian seperti berikut:

- Bidang 1 : Pembangunan dan Penyampaian Program.
- Bidang 2 : Penilaian Pelajar.
- Bidang 3 : Pemilihan dan Khidmat Sokongan Pelajar.
- Bidang 4 : Staf Akademik.
- Bidang 5 : Sumber Pendidikan.
- Bidang 6 : Pengurusan Program.
- Bidang 7 : Pemantauan, Semakan dan Penambahbaikan Kualiti Berterusan Program.



Issues and Challenges



Apakah 10 Lonjakan yang diperlukan untuk mentransformasikan sistem?



Global Prominence: Rankings by Subject



10 SUBJECTS TO RANK AMONG THE TOP 200 IN THE WORLD

Education	Mathematics	Statistics	Modern Languages	Economics & Econometrics
SEML	SQS SOC	SQS	SEML SLCP	SEFB SBM



SELF Accreditation **SWA Akreditasi**

PARADIGM SHIFT IN THE EDUCATION & TRAINING PHILOSOPHY

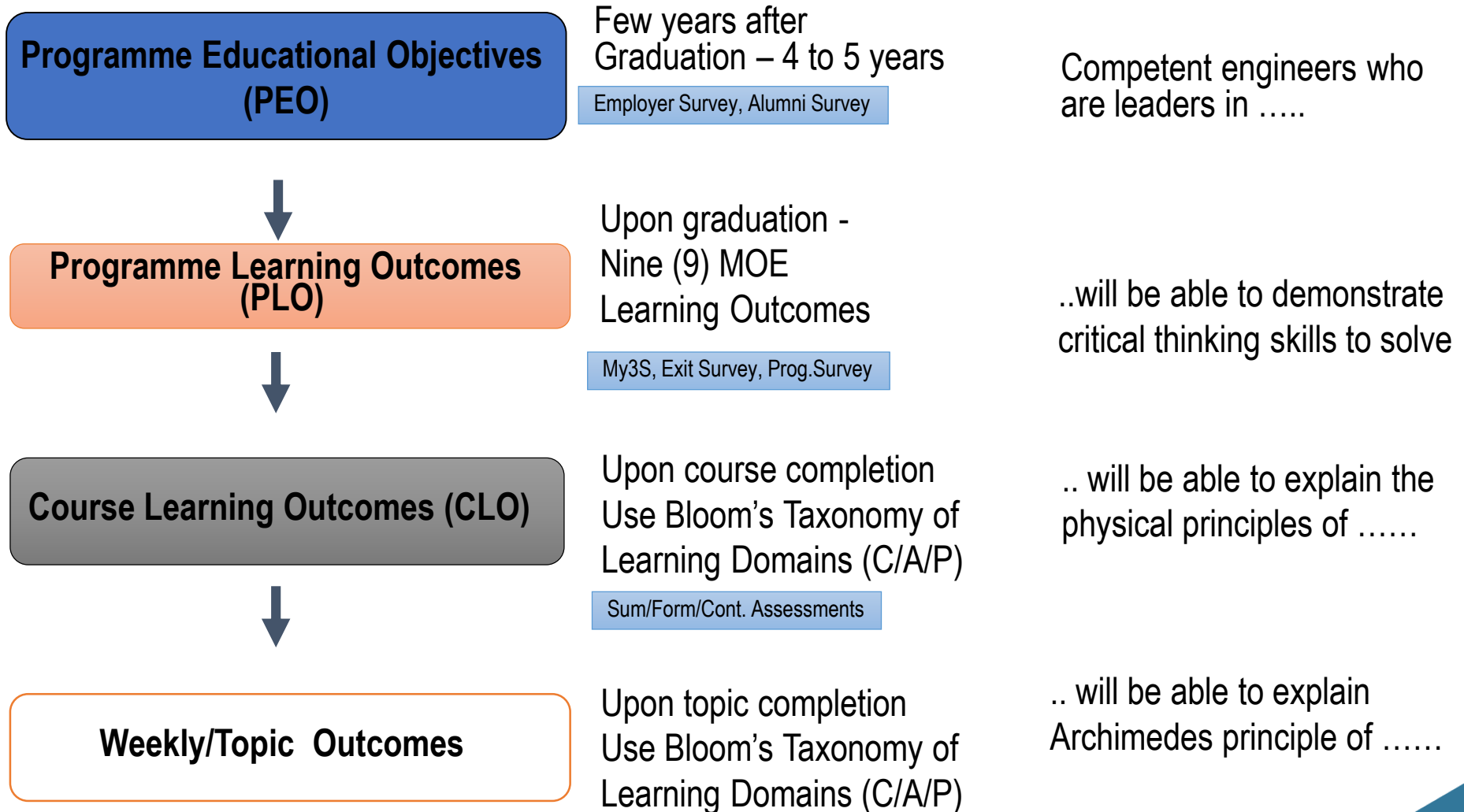
- From teacher-centered (TCL)
- Traditional teaching teacher owns” the knowledge and convey it to the students.
- Teacher brings the content and the answers into the classroom/ training room with him / her.



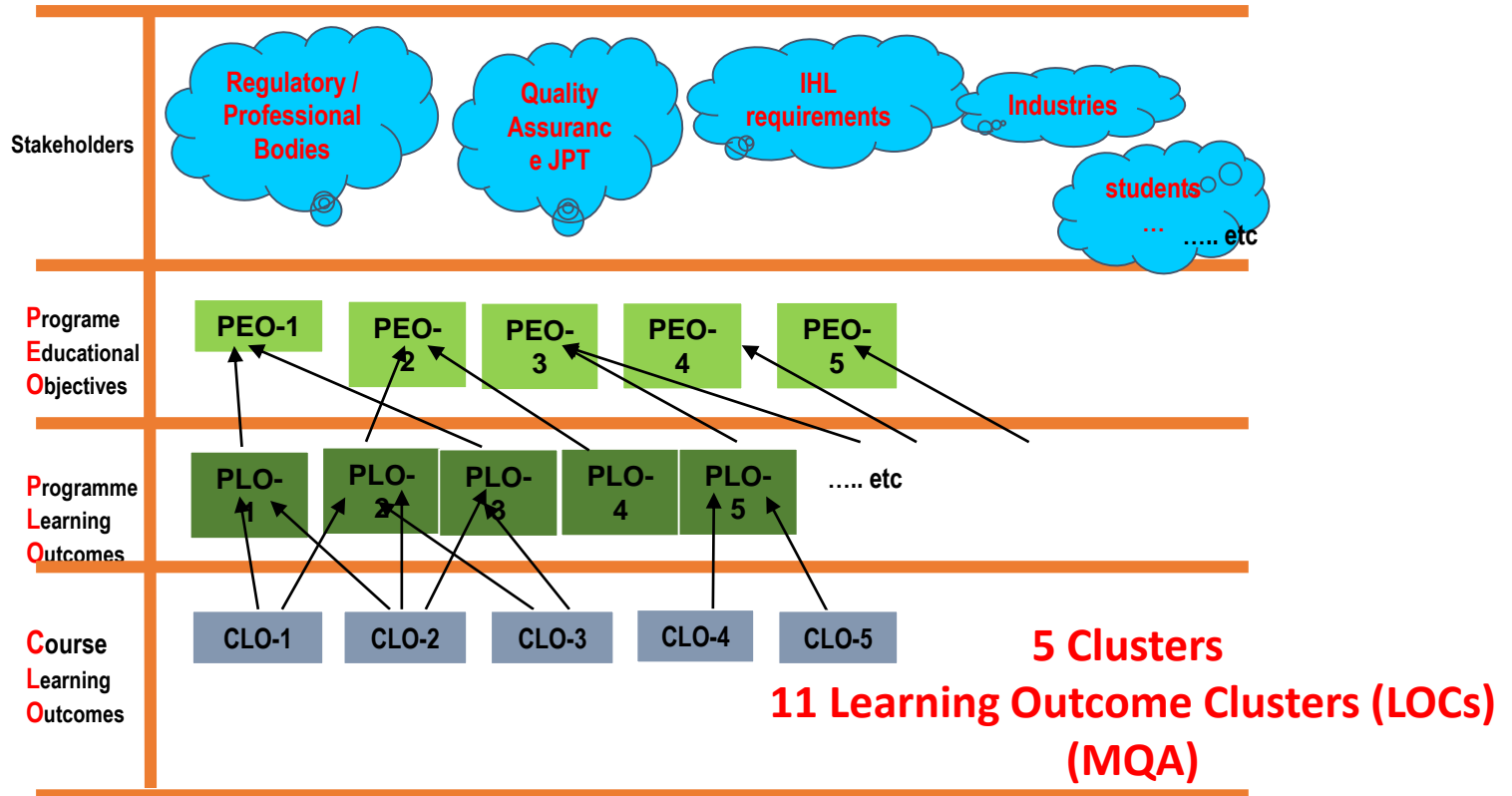
- To a student-centered (SCL)
- SCL Based teaching : students (trainee) to learn as much as possible.
- Teacher as a coach who asks questions and provides guidelines for the acquisition of knowledge.



DIFFERENT LEVELS OF LEARNING OUTCOMES



CONSTRUCTIVE ALIGNMENT



PROGRAM EDUCATIONAL OBJECTIVES (PEO)

Programme Educational Objectives (PEO) - Bachelor Programme

Programme Educational Objective (PEO) are specific goals describing the expected achievement of graduates in their career and professional life after 5 years of graduation. Three main concepts for PEO for the Faculty of Electrical Engineering's Bachelor Programme consist of Apply engineering knowledge and contribution to respected field, the achievement in technical career as well as lifelong learning.

BACHELOR OF ELECTRICAL ENGINEERING (INDUSTRIAL POWER) – BEKP

The objectives of this program is to produce, after 5 years of graduation,

1. Graduate who practice electrical engineering knowledge in broad applications related to manufacturing, operation, project development, services, maintenance, management and research development.
2. Graduate who are successful in career, possess excellent leadership quality, able to work independently and practice professional ethical conduct.
3. Graduate who engage with lifelong learning and adapt to constantly evolving technology and entrepreneurial skill.



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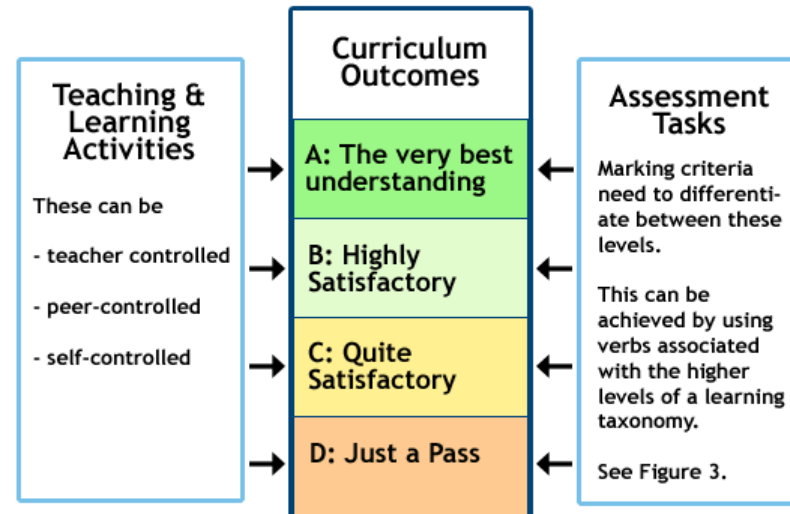
PROGRAM LEARNING OUTCOMES

Domain Hasil Pembelajaran (LOD) oleh KKM/MQF	Hasil Pembelajaran Program (PLO)
LOD 1 Pengetahuan <i>Knowledge</i>	Mempamer pengetahuan dan pemahaman yang mendalam mengenai konsep, teori-teori dan penyelidikan yang berkaitan dengan pengurusan pendidikan dan kepimpinan. <i>Demonstrate knowledge and deep understanding of concept, theories and research related to educational management and leadership.</i>
LOD 2 Kemahiran Kognitif <i>Cognitive skills</i>	Mengaplikasi kemahiran berfikir kritis dan kreatif, dan strategi penyelesaian masalah dalam menangani isu-isu utama dalam pelbagai situasi dalam konteks pengurusan pendidikan dan kepimpinan. <i>Apply critical and creative thinking skills and problem-solving strategies in addressing key issues in a variety of situations in educational management and leadership context.</i>
LOD 3 Kemahiran Praktikal <i>Practical skills</i>	Mengaplikasi dan mengintegrasikan pengetahuan dan kemahiran yang berkaitan dengan isu penyelidikan semasa dalam konteks pengurusan pendidikan dan kepimpinan. <i>Apply and integrate knowledge and skills relating to current research issues in educational management and leadership context.</i>
LOD 4 Kemahiran Interpersonal <i>Interpersonal Skills</i>	Mempamer keperihatinan, kemesraan dan empati dalam hubungan profesional dengan rakan dan masyarakat, dan memenuhi tanggungjawab sosial mereka. <i>Demonstrate concern, warmth and empathy in their professional relationship with colleagues and society, and fulfill their social responsibilities.</i>
LOD 5 Kemahiran Komunikasi <i>Communication skills</i>	Mempamer keupayaan untuk berkomunikasi dengan berkesan, sebaik-baiknya dalam bahasa asing. <i>Demonstrate the capability to communicate effectively, preferably in a foreign language.</i>
LOD 6 Kemahiran Digital <i>Digital Skills</i>	Mengintegrasikan pelbagai sumber dan teknologi digital untuk menangani isu-isu dalam penyelidikan dan amalan yang berkaitan dengan konteks pengurusan pendidikan dan kepimpinan. <i>Integrate a wide range of resources and digital technology to address issues in research and practice related to educational management and leadership context.</i>
LOD 7 Kemahiran Numerasi <i>Numeracy skills</i>	Mengaplikasi kemahiran kuantitatif dalam menangani isu-isu utama merangkumi pelbagai situasi dalam konteks pengurusan pendidikan dan kepimpinan. <i>Apply quantitative skill in addressing key issues in a variety of situations in educational management and leadership context.</i>
LOD 8 Kepimpinan, autonomi dan tanggungjawab <i>Leadership, autonomy and responsibility</i>	Mempamer keupayaan untuk memimpin dan bekerjasama dalam membina pengetahuan baru. <i>Demonstrate the capability to lead and work together in building new knowledge.</i>
LOD 9 Kemahiran Personal <i>Personal skills</i>	Mempamer keupayaan dan kebolehan yang berterusan untuk bekerja sebagai pendidik profesional yang terlibat dalam membina komuniti pembelajaran. <i>Demonstrate continuous capabilities and dispositions to work as engaged professional educators in building learning communities.</i>
LOD 10 Kemahiran Keusahawanan <i>Entrepreneurial skills</i>	Mempupuk kemahiran pengurusan dan keusahawanan dalam konteks pengurusan pendidikan dan kepimpinan. <i>Nurture managerial and entrepreneurial skills in educational management and leadership context.</i>
LOD 11 Etika dan Profesionalism <i>Ethics and Professionalism</i>	Mempamer integriti, profesionalisme dan tanggungjawab mengikut piawai, peraturan, prosedur dan amalan yang berkaitan dengan pengurusan pendidikan dan konteks kepimpinan. <i>Demonstrate integrity, professionalism and responsibilities by following standards, regulations, procedures and practices related to educational management and leadership context.</i>



ALIGNING THE LEARNING OUTCOMES AND THE ASSESSMENT

- **Defining the intended learning outcomes**
- **Choosing teaching/learning activities likely to lead to attaining the learning outcomes**
- **Assessing students' learning outcomes to see how well they match what was intended**
- **Arriving at a final grade**



(Biggs, 2002)

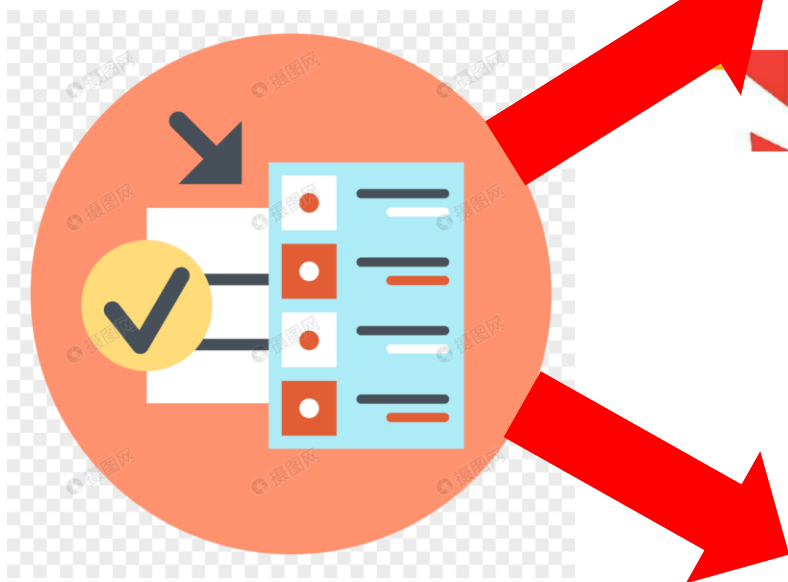
**PROGRAM
DEVELOPMENT/CURRICULUM REVIEW**



**CODE OF PRACTICE FOR
PROGRAMME ACCREDITATION (COPPA)**

2nd EDITION (2017)

MALAYSIAN QUALIFICATIONS AGENCY



**MALAYSIAN
QUALIFICATIONS
FRAMEWORK (MQF)
2nd EDITION**



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1

SURAT MAKLUMAN MQA BIL. 3/2018

TAKRIFAN KAEDAH PENGAJIAN DAN KAEDAH PENYAMPAIAN PROGRAM PENDIDIKAN TINGGI

Blended Less Than 60% in program

2



Blended – 30%-80% in course

COURSE

2.0 TAKRIFAN KAEDAH PENYAMPAIAN PROGRAM PENDIDIKAN TINGGI

2.1 Terdapat dua kategori Kaedah Penyampaian Program Pendidikan Tinggi iaitu Konvensional dan Pengajian Terbuka dan Jarak Jauh (*Open and Distance Learning, ODL*). Takrifannya adalah:

Kaedah Penyampaian Program	Takrifan
Konvensional	Pembelajaran dan pengajaran secara bersemuka sepenuhnya dalam bentuk kuliah/ tutorial/ amali (termasuk pembelajaran di industri) yang dikendalikan mengikut tempoh pengajian atau dengan gabungan pembelajaran atas talian (<i>blended learning</i>) antara 30% hingga 60%*.
Pengajian Terbuka dan Jarak Jauh (<i>Open and Distance Learning, ODL</i>)	Pembelajaran dan pengajaran yang dikendalikan dengan komponen kursus yang dilaksanakan secara atas talian melebihi 60%*.

PROGRAM

- Pembelajaran teradun atau *Blended learning*
Kursus yang mempunyai campuran pendekatan pembelajaran mod online dengan mod pembelajaran bersemuka di mana 30% – 80% kandungan kursus disampaikan secara online (Sloan Consortium, 2010). Juga bermaksud *hybrid learning*.

Example of Conventional Program Delivery Less Than 60% Online Delivery per Program

100% F2F	NOT BL
80% F2F 20% OL	NOT BL
70% F2F 30% OL	BL
50% F2F 50% OL	BL
20% F2F 80% OL	BL
100% OL (MOOC)	BL

More than **30%** OL in
Course Delivery - BL

Example

45 Courses per Program

30 Courses (Not BL – F2F Delivery)

15 Courses (BL – Online Delivery)

$15/45 \times 100 = 67\%$ F2F : **33% Online Delivery (Less Than 60% in OL Program Delivery)**

(Conventional)

1

SURAT MAKLUMAN MQA BIL. 3/2018

TAKRIFAN KAEDAH PENGAJIAN DAN KAEDAH PENYAMPAIAN PROGRAM PENDIDIKAN TINGGI

More Than 60% per program



2

CODE OF PRACTICE FOR PROGRAMME ACCREDITATION: OPEN AND DISTANCE LEARNING [COPPA:ODL]

SCOPE OF THE CODE OF PRACTICE FOR PROGRAMME ACCREDITATION-OPEN AND DISTANCE LEARNING

A programme of study is deemed as an ODL programme if **more than 60% of the courses** offered in the programme are conducted via open and distance learning. In order for a course to be considered as an ODL course, **at least 80%¹ of the student learning time (SLT)** must be delivered via open and distance mode. This must be supported through regular and substantive interaction between the learner and the instructor synchronously or asynchronously via an electronic learning platform, the provision of self-instructional learning materials and other learning support services. The face to face contact sessions between the learner and instructor can be conducted in various modalities which may include physical or virtual sessions.

2nd Edition, 2019

80% of SLT per course

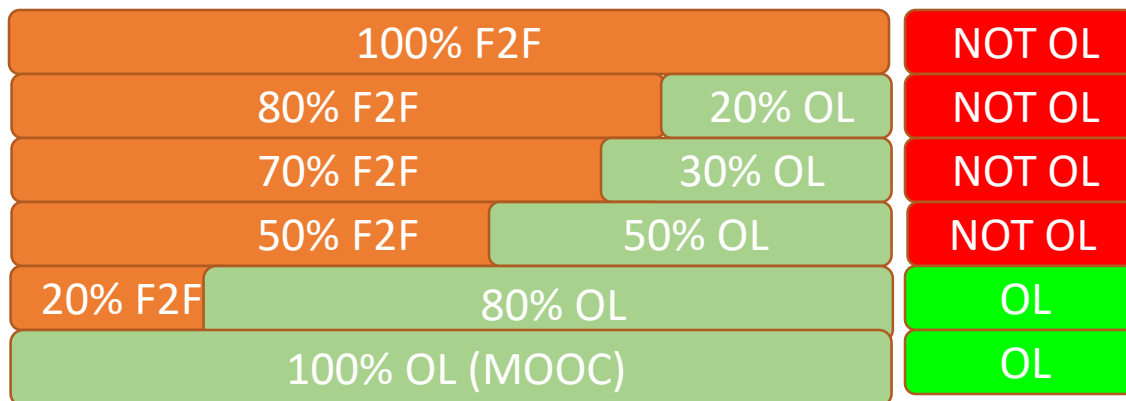
2011

¹ Courses with specific or regulatory requirements to fulfil certain quantum of physical face to face contact hours can be exempted from the 80% ODL component ruling at the course level.



Example of ODL Program Delivery

More Than 60% Online Delivery per Program



More than **80%** OL in
Course Delivery - OL

Example

43 Courses per Program

16 Courses (Not OL – F2F Delivery)

27 Courses (OL – Online Delivery)

$27/43 \times 100 = 37\%$ F2F : **63% Online Delivery (More Than 60% in OL Program Delivery)**

(Open & Distance Learning (ODL))



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Standards for Programme Accreditation (2017)

- The 9 areas of evaluation were collapsed to 7 areas



Summary of Documentations (COPPA 2ND Edition 2017)



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Table 1: Matrix of Programme Learning Outcomes (PLO) against the Programme Educational Objective (PEO).

Programme Learning Outcomes (PLO)	Programme Educational Objectives (PEO)			
	PEO 1	PEO 2	PEO 3	PEO 4
PLO 1				
PLO 2				
PLO 3				
PLO 4				
PLO 5				



Table 2. Components of the programme and its credit value

	Course Classification	Credit Value	Percentage (%)
1.	Compulsory courses/modules*		
2.	Core**/Major(s)***/Specialisation: <ul style="list-style-type: none"> • Courses • projects/thesis /dissertation 		
3.	Optional/elective courses****		
4.	Minor courses (if applicable)		
5.	Industrial training/Practicum		
6.	Others (specify)		
	Total Credit Value		100



Table 3. Brief description of courses offered in the programme

	Seme-ster/ Year Offer-ed	Name and Code of Course	Classifica-tion (Compulsory Major/Minor/ Elective)	Credit Value	Programme Learning Outcomes (PLO)					Prerequi-site/ co-requisite	Name(s) of Academic Staff
					P L O 1	P L O 2	P L O 3	P L O 4	P L O 5		
1											
2											
3											
4											
5											



Table 4 – Course Syllabus

Table 4. Course information

1.	Name and Code of Course:
2.	Synopsis:
3.	Name(s) of academic staff:
4.	Semester and Year offered:
5.	Credit Value:

6. Prerequisite/co-requisite (if any):

7. Course learning outcomes (CLO):
 CLO 1 -
 CLO 2 -
 CLO 3 -

8. Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment:

Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)									Teaching Methods	Assessment
	P	P	P	P	P	P	P	P	P		
	L	L	L	L	L	L	L	L	L		
CLO 1											
CLO 2											
CLO 3											
TOTAL											

Indicate the primary causal link between the CLO and PLO by ticking “✓” the appropriate box.
 (This description must be read together with Standards 2.1.2, 2.2.1 and 2.2.2 in Area 2 - pages 16 & 18.)

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

10. Distribution of Student Learning Time (SLT):

Course Content Outline	CLO*	Teaching and Learning Activities					Independent Learning (NF2F)	Total SLT
		Guided Learning (F2F)				Guided Learning (NF2F) e.g.. e-Learning		
		L	T	P	O			
1								
2								
3								
4								
Continuous Assessment								
		Percentage (%)						Total SLT
1								
2								
Final Assessment								
		Percentage (%)						Total SLT
1								
2								
GRAND TOTAL SLT								

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

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

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

No.	Name and designation of academic staff	Appointment status (full-time, part-time, contract, etc.)	Nationality	Courses taught in this programme	Courses taught in other programmes	Academic qualifications		Research focus areas (Bachelor and above)	Past work experience		
						Qualifications, Field of Specialisation, Year of Award	Name of Awarding Institution and country		Positions held	Employer	Years of Service (Start and End)
1											
2											
3											
4											



Table 6. List of physical facilities required for the programme

No.	Facilities required	Available for Year 1		To be provided			
				In Year 2		In Year 3	
		No.	Capacity	No.	Capacity	No.	Capacity
1	Lecture Halls						
2	Tutorial Rooms						
3	Discussion Rooms						
4	Laboratories and Workshops						
	- IT Lab						
	- Science Lab						
	-Engineering workshop						
	-Processing workshop						
	-Manufacturing workshop						
	-Studio						
	-Mock Kitchen						
	-Moot court						
	-Clinical Lab						
	-Others						



Table 7. Reference materials supporting the programme

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



Table 8. Administrative staff for the programme

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



MQF Level	Minimum Graduating Credit	Academic Sector	TVET Sector	Lifelong Learning/APEL Criteria for APEL(A)
8	No credit rating	PhD by Research		Admission criteria: 35 years old Bachelor's degree in relevant field/equivalent 5 years' work experience Passed APEL assessment
	80	Doctoral Degree by Mixed Mode & Coursework		
7	No credit rating	Master's by Research		Admission criteria: 30 years old STPM/Diploma/equivalent Relevant work experience Passed APEL assessment
	40	Master's by Mixed Mode & Coursework		
	30	Postgraduate Diploma		
	20	Postgraduate Certificate		
6	120	Bachelor's degree		Admission criteria: 21 years old Relevant work experience Passed APEL assessment
	66	Graduate Diploma		
	36	Graduate Certificate		
5	40	Advanced Diploma	5	
4	90	Diploma	4	Admission criteria: 20 years old Relevant work experience Passed APEL assessment
3	60	Certificate	3	Admission criteria: 19 years old Relevant work experience Passed APEL assessment
2	30	Certificate	2	3R
1	15	Certificate	1	3R



MALAYSIAN QUALIFICATIONS FRAMEWORK (MQF) 2nd EDITION



Changes: Learning Outcomes to Competency

MQF 2.0 clustered, re-profiled and retained the eight domains of Generic Learning Outcomes. Aligned to National Education Philosophy (1991); MEB (2013-2025); MEB (2015-2025) (HE)

<p><u>1. Knowledge</u> _insights into facts, ideas, theories, skills aspects – technicalities/ specialization (information/media literacy?)</p>	<p><u>2. Cognitive skills application</u> (R Blooms/Solo) Remember Understanding Applying Analysing Evaluating Creating</p>	<p><u>3. Functional skills application – cross critical skills includes</u></p> <ul style="list-style-type: none"> • work skills (practical, technical, specialized) • Interpersonal & communications, • Digital, numeracy • Leadership & team skills
<p><u>5. Ethic and professionalism</u></p>	<p><u>Application (applied and integrative approach) in context and responsibility</u></p>	<p><u>4. Personal skill</u>-autonomous lifelong learner, self development, reflective, proactive and values</p>

(Zita, 2018)



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NEW MQF MAPPING BASED ON MQF 2.0

	MQF 2.0 (NEW)	MQF 1.0 (OLD)
MQF 1	i. Knowledge and understanding	MQF 1 Knowledge
MQF 2	ii. Cognitive skills	MQF 6 Problem Solving & Scientific Skills
MQF 3A	iii. Functional work skills a. Practical skills	MQF 2 Practical Skills
MQF 3B	iii. Functional work skills b. Interpersonal skills	MQF 3 Social Skills and Responsibilities
MQF 3C	iii. Functional work skills c. Communication skills	MQF 5 Communication, Leadership & Team skills
MQF 3D	iii. Functional work skills d. Digital skills	MQF 7 Information Management & Lifelong Learning Skills
MQF 3E	iii. Functional work skills e. Numeracy skills	MQF 7 Information Management & Lifelong Learning Skills OR MQF 6 Problem Solving & Scientific Skills
MQF 3F	iii. Functional work skills f. Leadership, autonomy and responsibility	MQF 5 Communication, Leadership & Team skills
MQF 4	iv. Entrepreneurial skills	MQF 8 Managerial & Entrepreneurship Skills
MQF 4	iv. Personal skills	MQF 7 Information Management & Lifelong Learning Skills
MQF 5	v. Ethics and professionalism	MQF 4 Value, Ethics & Professionalism



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Program Design



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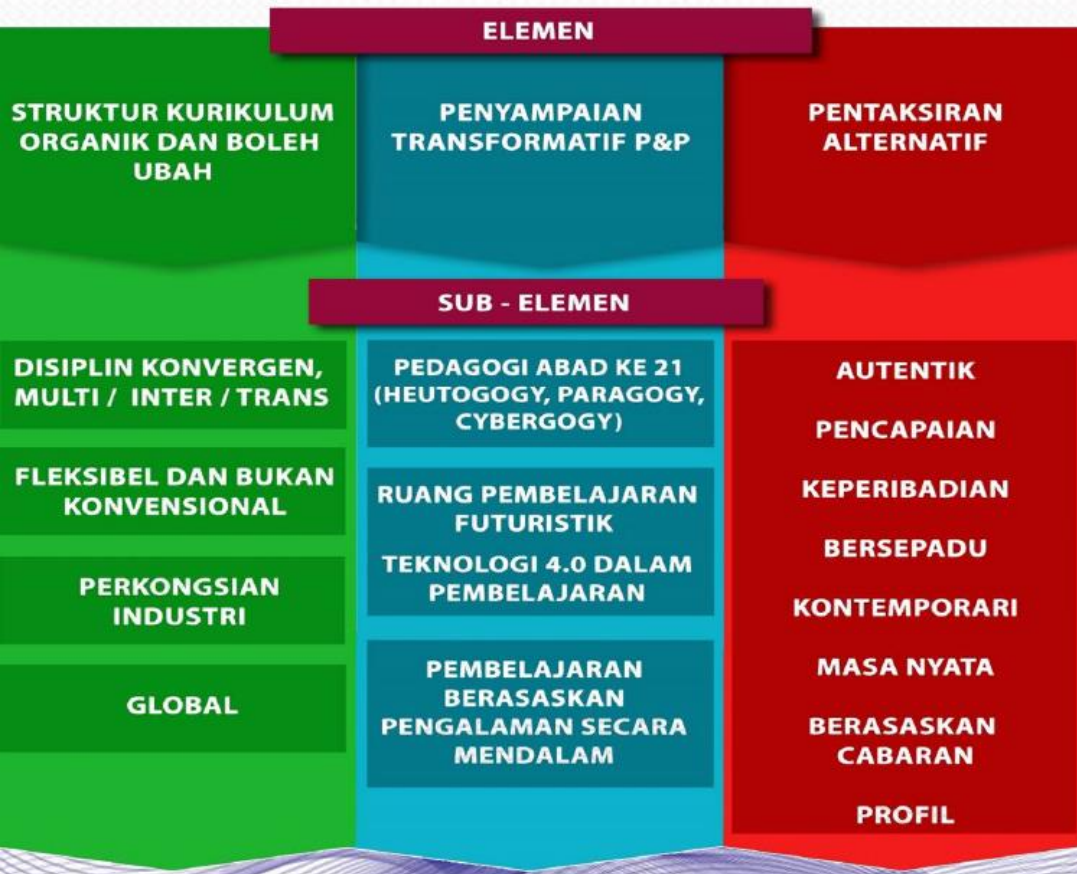


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Kurikulum Tersedia Masa Hadapan



OPERATIONAL DEFINITION

- ELEMENT #1:**
ORGANIC & FLUID CURRICULUM STRUCTURE
 A curriculum with a flexible structure that grows naturally, not requiring systematic and structured approaches. It can be restructured (updated and shaped as and when necessary in order to respond to changing needs of industry and students' educational experience.
- ELEMENT #2:**
TRANSFORMATIVE LEARNING & TEACHING DELIVERY
 Promotes 21st century L&T delivery through futuristic learning spaces and use of 4th industrial revolution technology that creates meaningful immersive experiential learning.
- ELEMENT #3:**
ALTERNATIVE ASSESSMENTS
 Promotes a holistic assessment of the outcomes as well as learning process, emphasising on what students can and are able to do..

Course
3 Credit Hours @
120 hours/course

Program
42-45 Credit Hours @
11-15 courses @ 1680
hours/program



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Development of New Academic Program



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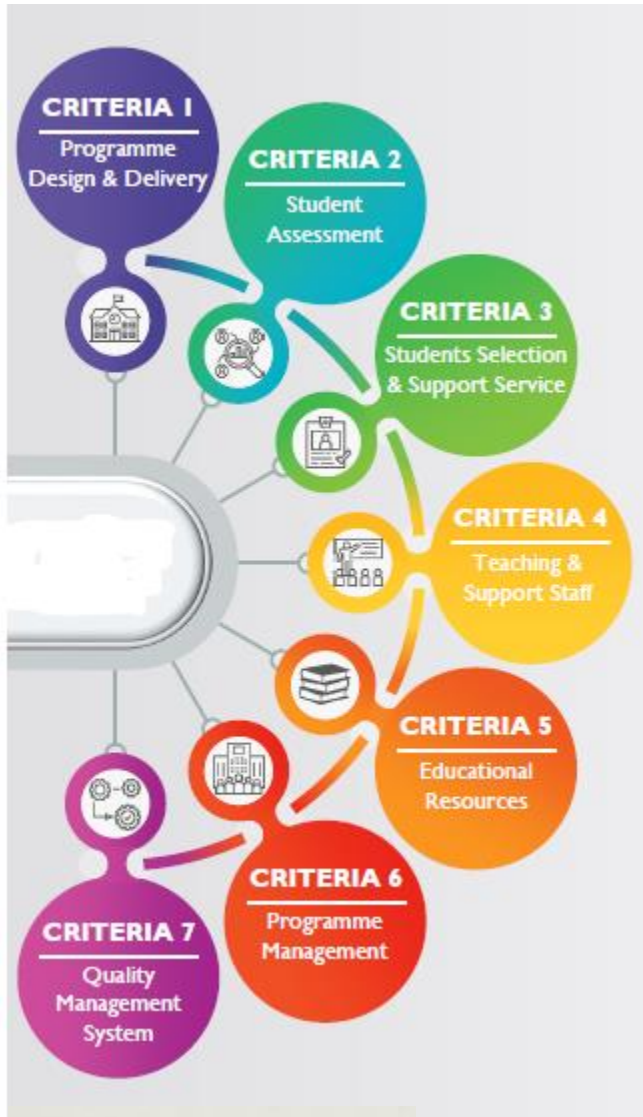


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CURRICULUM DESIGN INPUT



PROGRAM EDUCATION OBJECTIVE

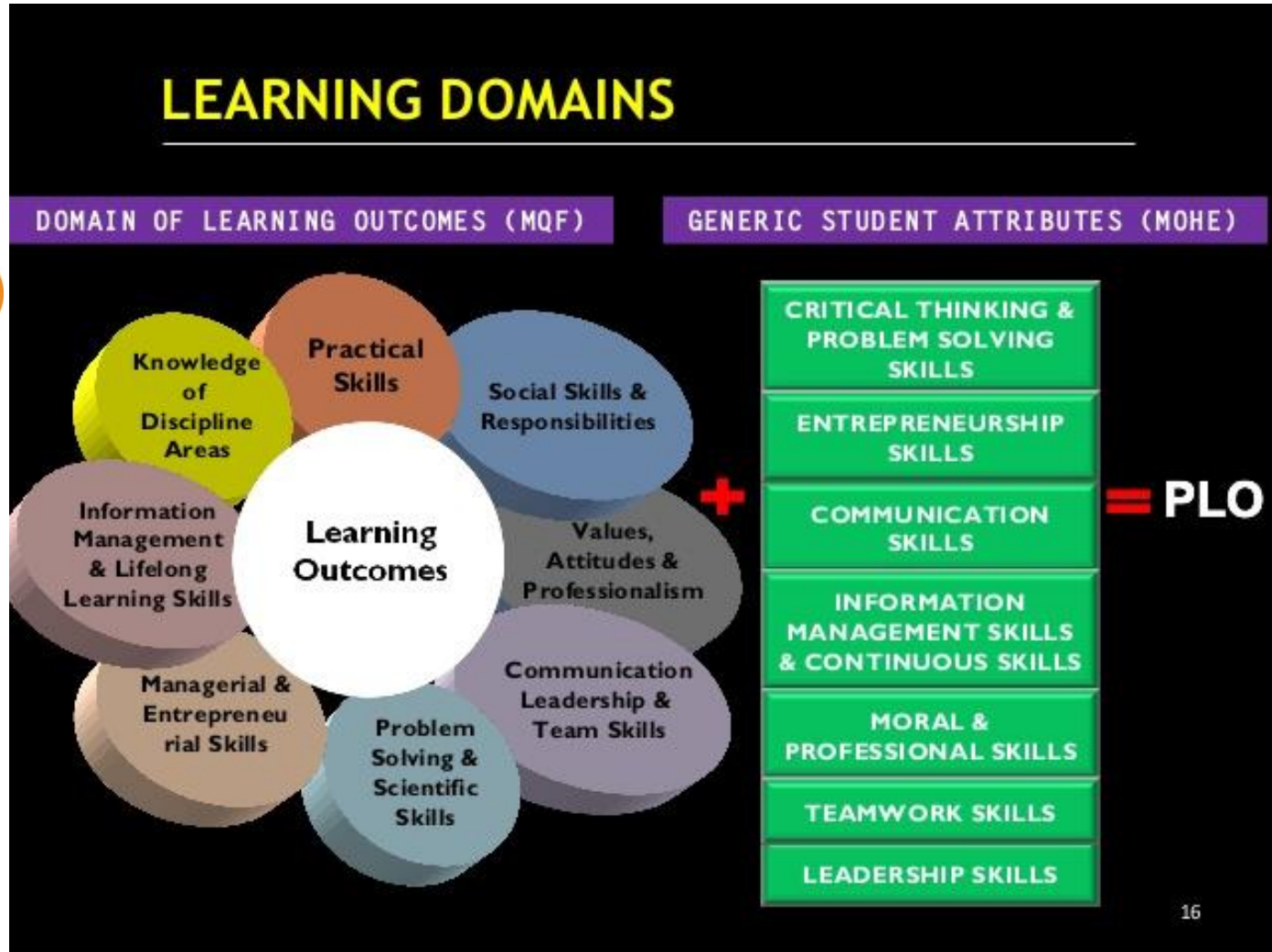
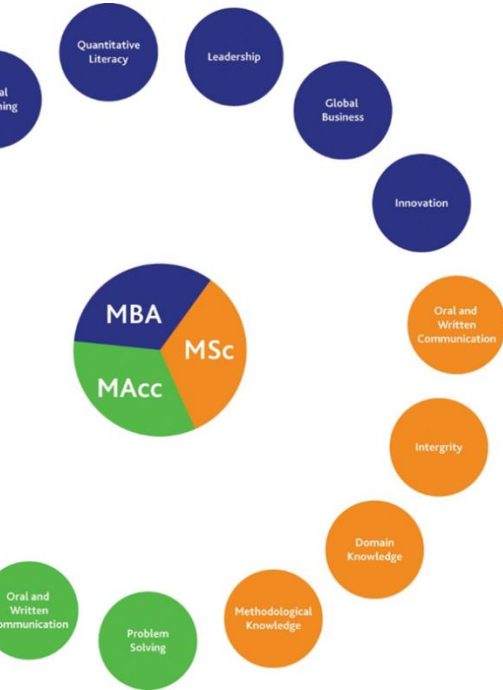


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Program Design



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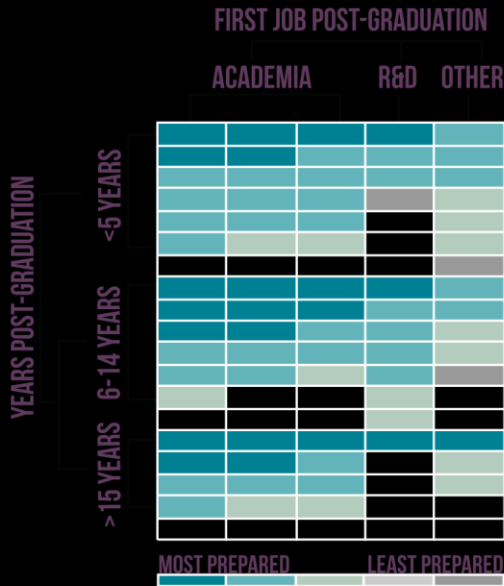
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HOW PREPARED WERE OUR ALUMNI FOR THEIR FIRST JOB?

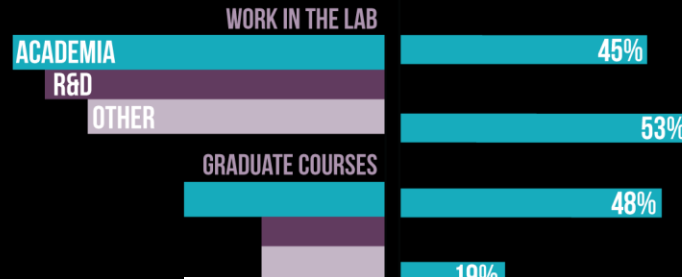
(A HEAT MAP OF RANKED RESPONSES)



SKILLS

WHERE DID ALUMNI PICK UP CRUCIAL SKILLS FOR THEIR FIRST JOB ?

(% OF RESPONDENTS WHO AGREED WITH STATEMENT)



WHAT SKILLS DID OUR ALUMNI FIND USEFUL FOR THEIR FIRST JOB ?

(% OF RESPONDENTS WHO AGREED WITH STATEMENT)

PROGRAM LEARNING OUTCOMES – DTK (based on Dublin Accord)

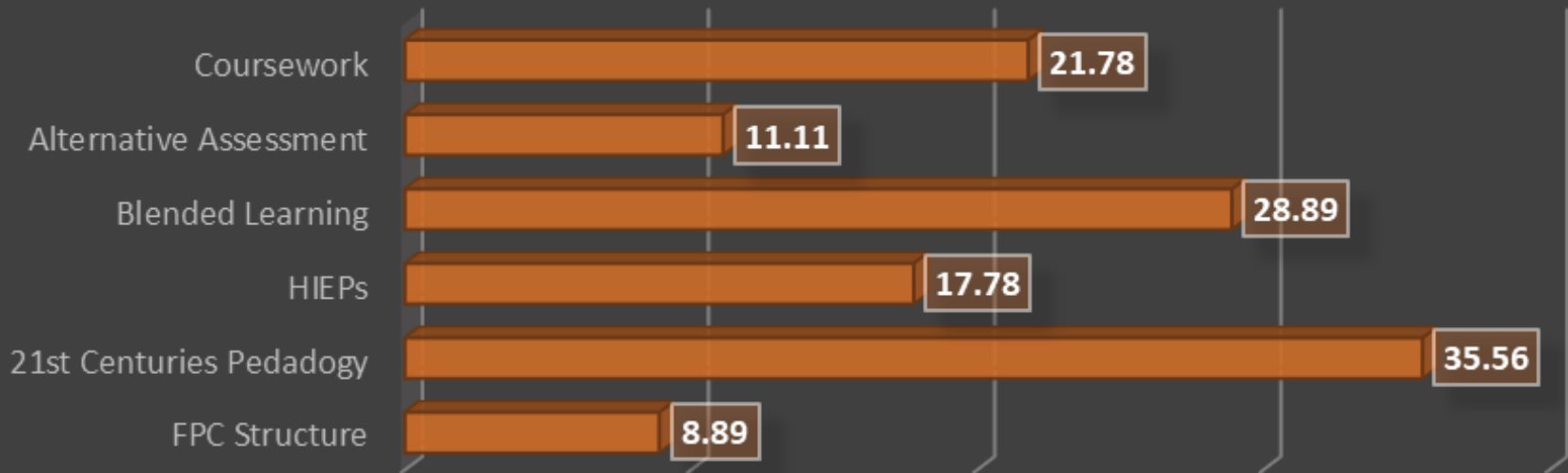
Upon completion of the programme, students will be able to:

1. apply **knowledge** of mathematics, science and engineering fundamentals to well defined electrical and electronic engineering procedures and practices;
2. demonstrate **practical skills** which includes the ability to troubleshoot, repair and do maintenance work for electrical and electronics equipment with specialization in computer;
3. demonstrate **awareness and consideration for societal, health, safety, legal and cultural issues** and the consequent responsibilities, taking into account the need for sustainable development;
4. **communicate** effectively with the engineering community and the society at large;
5. **function individually or in teams**, effectively, with a capability to be a leader;
6. demonstrate an understanding of **professional ethics**, responsibilities and norms of electrical and electronic engineering practices;
7. apply creative and **critical thinking in solving problems** related to assigned tasks.;
8. recognise the need for **entrepreneurship**;
9. recognise the need for professional development and engage in independent **acquisition of new knowledge and skill**.



Survey Says!

FUTURE READY CURRICULUM PATTERN



	FPC Structure	21st Centuries Pedadogy	HIEPs	Blended Learning	Alternative Assessment	Coursework
Series2	8.89	35.56	17.78	28.89	11.11	21.78



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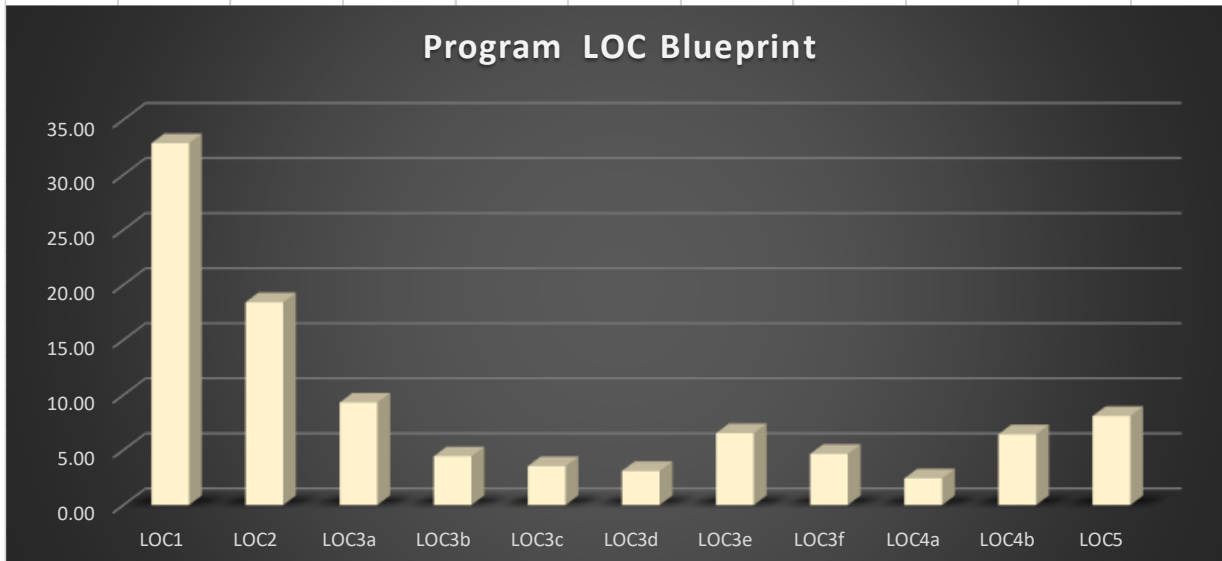
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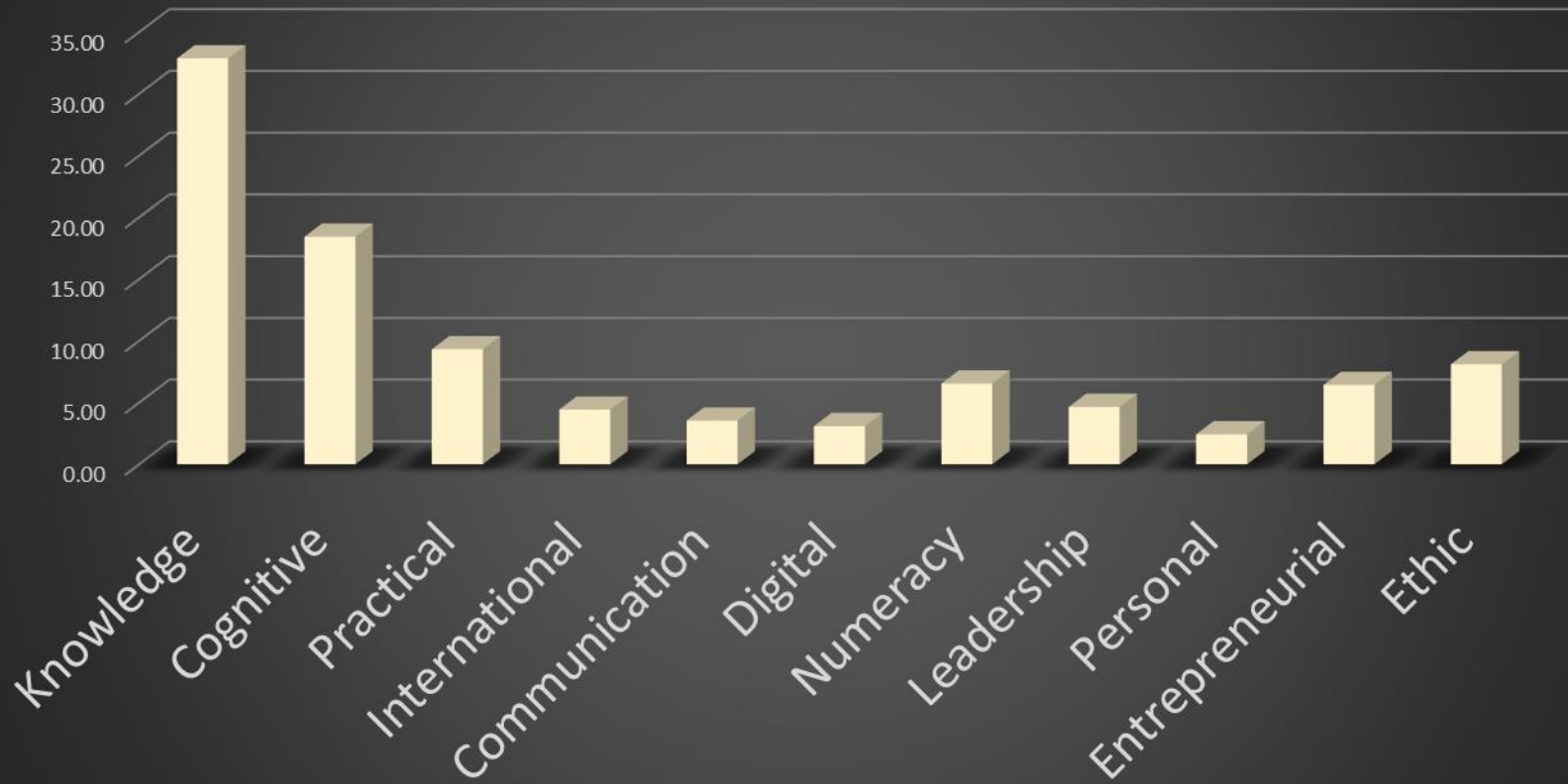
Program Development Blueprint

Learning Outcome Clusters										
LOC1	LOC2	LOC3a	LOC3b	LOC3c	LOC3d	LOC3e	LOC3f	LOC4a	LOC4b	LOC5
32.89	18.44	9.33	4.44	3.56	3.11	6.56	4.67	2.44	6.44	8.11



Learning Outcome Cluster (LOC)
LOC1-Knowledge & Understanding
LOC2-Cognitive Skills
LOC3a-Practical Skills
LOC3b-Interpersonal Skills
LOC3c-Communication Skills
LOC3d-Digital Skills
LOC3e-Numeracy Skills
LOC3f-Leadership, Autonomy & Responsible
LOC4a-Personal Skills
LOC4b-Entrepreneurial Skills
LOC5-Ethic & Professionalism

Program LOC Blueprint



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LINKING PO TO LO

Fakulti Undang-Undang

PO – LOKI Matrix:		Achievement of MOHE Learning Outcomes									Achievement of Soft Skills Learning Outcomes						
		Knowledge in Specific Area – Content	Practical Skills	Thinking and Scientific Skills	Communication Skills	Social skills, teamwork and responsibilities	Values, Ethics, Moral and professionalism	Information Management and Life Long Learning	Management and Entrepreneurship	Leadership Skills	Critical Thinking, and Problem-solving Skills	Communication Skills	Teamwork skills	Values professionalism morality	Information Management and Life Long Learning	Entrepreneurial skills	Leadership skills
(PO)	Programme Outcomes (PO)	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	SS1	SS2	SS3	SS4	SS5	SS6	SS7
1	Identify issues and problems by listening, reasoning and analysing the particular legal issues or problems and decide on appropriate actions	✓															
2	Apply relevant laws in resolving disputes or problems, using a multidisciplinary contextual approach		✓														
3	Seek information and research on issues involving the use of the best tools available, including technology			✓							✓						
4	Draft relevant legal documents and advice or opinion.				✓							✓					
5	Conduct negotiations, interviews and provide solutions.					✓							✓				
6	Conduct dispute resolution.									✓							✓
7	Communicate with clients and colleagues effectively and with mutual respect				✓				✓			✓				✓	
8	Adhere to ethics and etiquette of the profession.						✓							✓			
9	Keep abreast of the development and changes in laws as well as matters that have impact on law							✓							✓		



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Check List

- ✓ University Mission and Vision,
- ✓ Understand Program Educational Objectives (PLO)
- ✓ Understand Program Learning Outcomes (PLO)
- ✓ Understand MQF to support PLO (MQF1 – MQF8)
- ✓ Program Strength
- ✓ Understand CLO to support PLO
- ✓ Understand Assessment by PLO, MQF and CLO



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Curriculum Review



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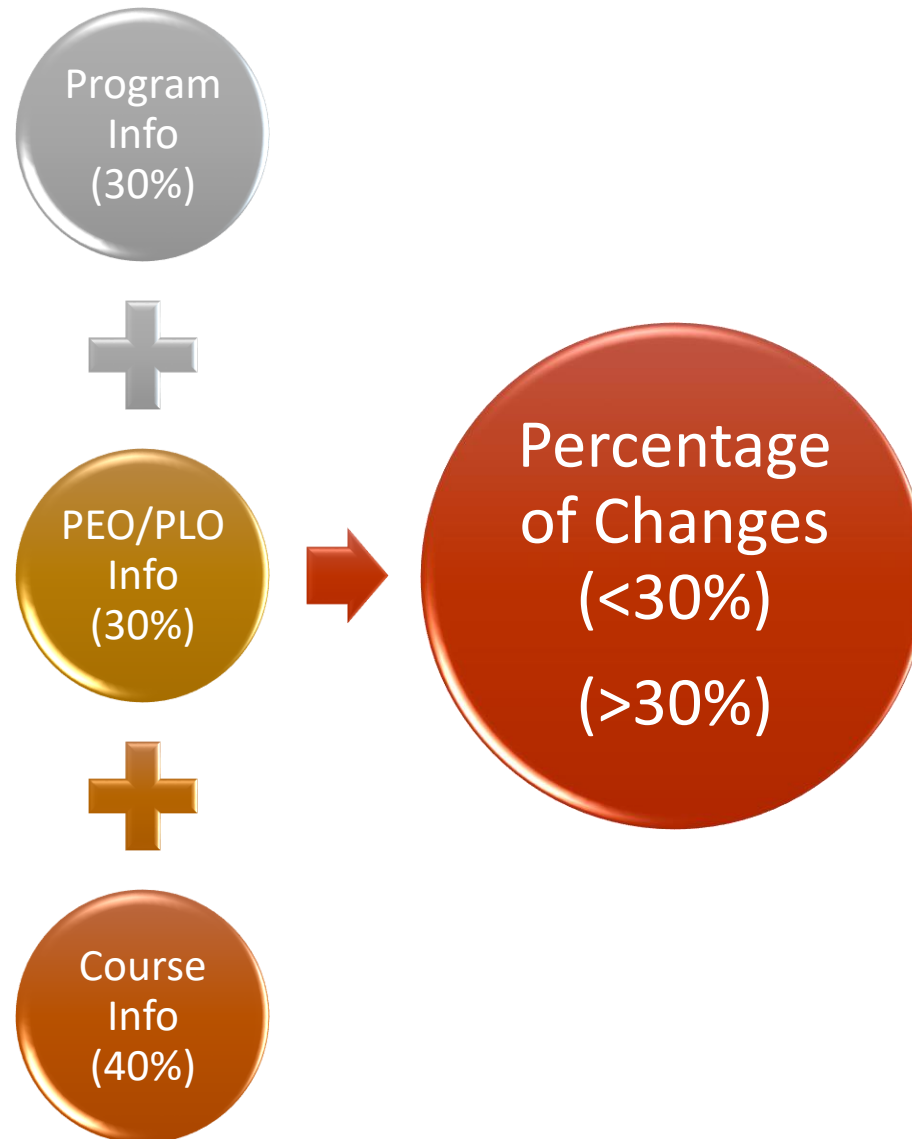


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Curriculum Review for Academic Program



Curriculum Review –Percentage of Changes



Syllabus Design



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WHO THEY ARE TO YOU

MILLENNIALS

Tech Savvy: 2 screens at once
 Communicate with text
 Curators and Sharers
 Now focused
 Optimists
 Want to be discovered

YOUR CURRENT STUDENTS & ALUMNI



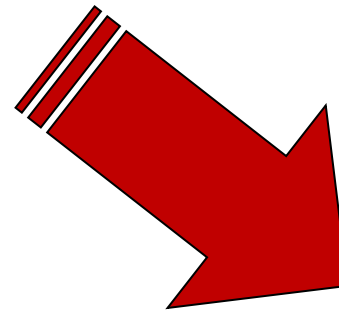
GEN Z

Tech Innate: 5 screens at once
 Communicate with images
 Creators and Collaborators
 Future focused
 Realists
 Want to work for success

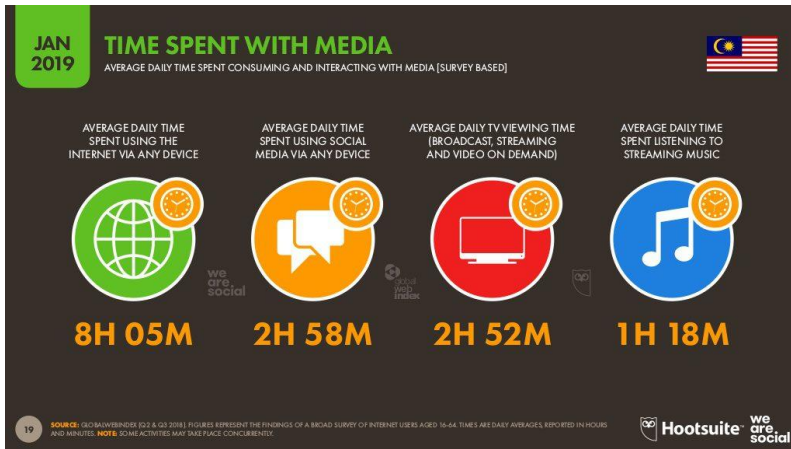
YOUR PROSPECTIVE STUDENTS



Gen Z – Syllabus Design ??



Syllabus





IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

A syllabus is designed to answer basic questions about a course. It usually contains the following:

- The course title and meeting times
- The name of the professor and his/her contact information
- Expectations and attendance policies
- Topics and texts covered
- Grading policy
- Required texts and other supplies



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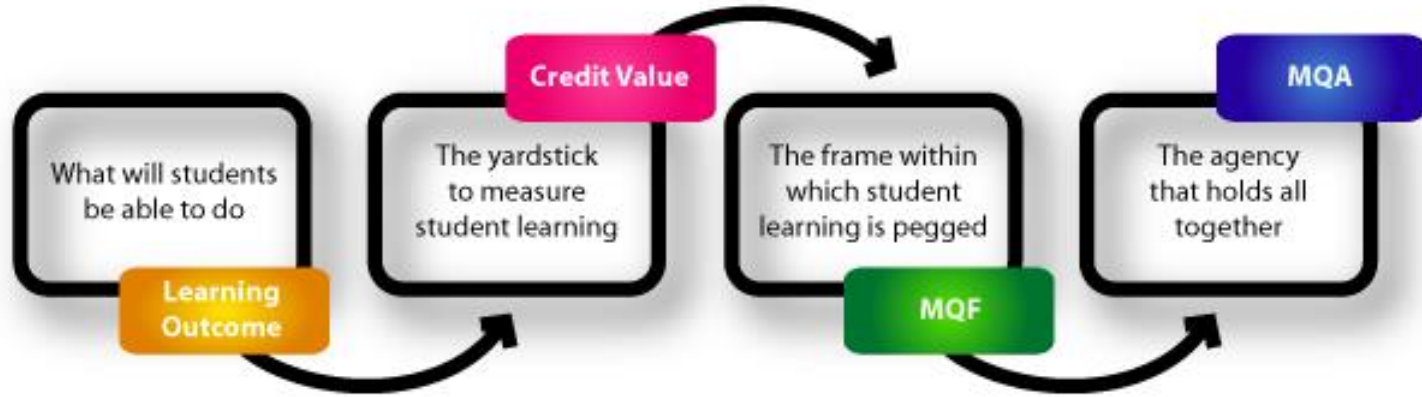


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THE LINK BETWEEN LEARNING OUTCOMES, CREDIT VALUE, MQF AND MQA

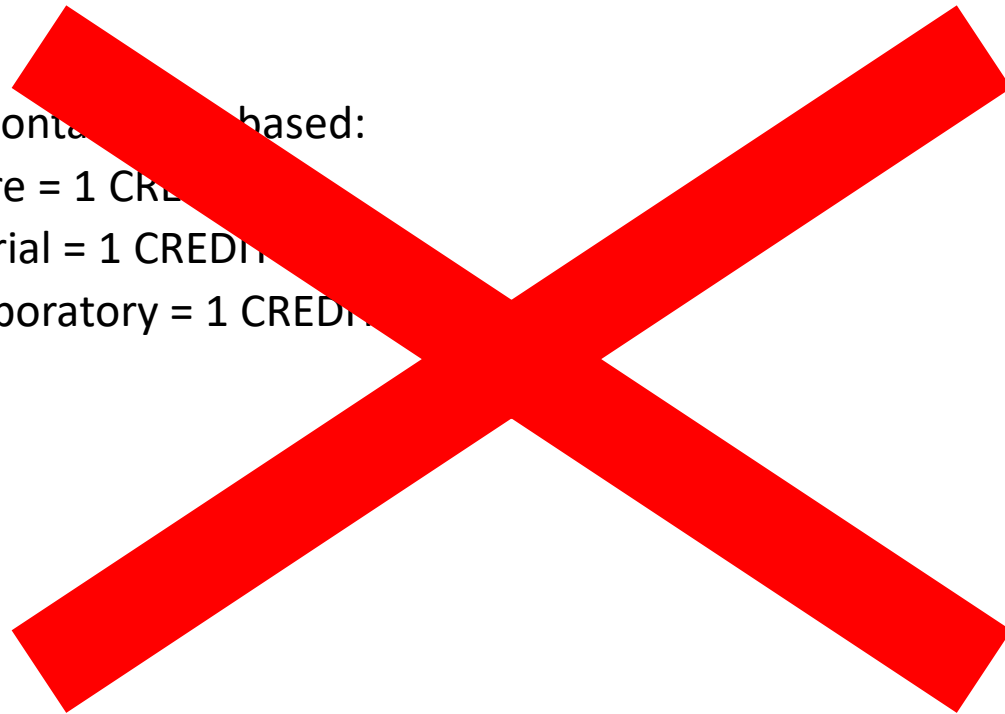


DEFINITION OF CREDIT:

“OLD” APPROACH

- Teacher-centred approach (traditional):

- e.g. weekly contact time based:
- 1 hour lecture = 1 CREDIT
- 2 hours tutorial = 1 CREDIT
- 2~3 hours laboratory = 1 CREDIT



MQF CREDIT SYSTEM

DEFINITION OF CREDIT

Based on MQF (2011), one credit is equivalent to 40 hours of notional student learning time.

Notional learning hours is the time required for an 'average learner' to achieve the learning outcomes through all learning activities including attending formal teaching sessions, laboratories work, group work involvement, self reflection on prior knowledge and experience, preparation prior to formal learning sessions, personal programme planning, private study and revision, and assessment of learning, among others.

How to calculate credit for a course?

$$\text{CREDIT} = \frac{\text{Total Std Learning Time (SLT) for the course}}{40 \text{ (notional hour)}}$$

- *SLT must include preparation time and assessment time*
- ***NOT based on lecture hours, tutorial hours or practical hours per week per semester***



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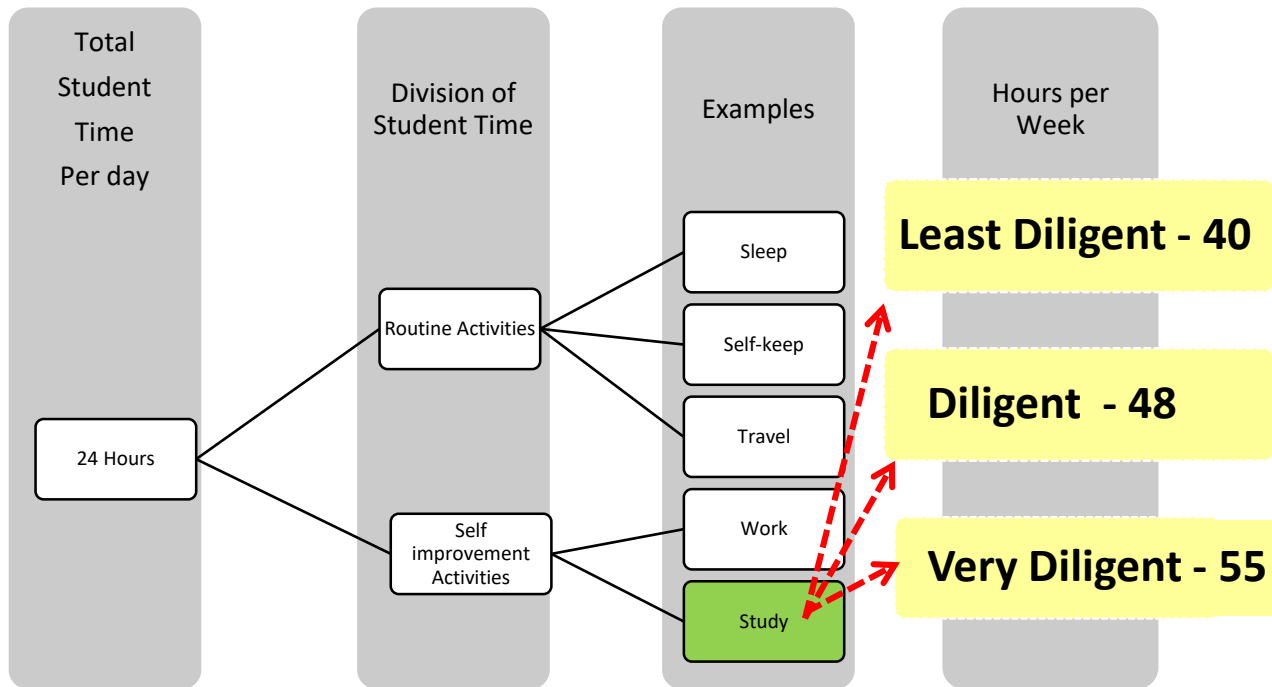


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Student Categories and Learning Time



SLT depends on course unit / credit

- 1 Unit @ Credit: 40 Notional Hours
- Therefore : for 3 units /credits : 120 Hours

Table 1. Student learning Time (SLT) and Notional Hours

Units / Credits	Hours
2	80
3	120
4	160

Good = diligent; weak = least diligent

MQF in Programmes



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Module Academic Load & Credits

	Learning Activities	SLT (in hours)
1	Lectures	(54)
a	Attending Lectures	24
b	Pre and Post preparation*	30
2	Tutorial	(18)
a	Attending tutorial	9
b	Preparation for tutorial*	9
3	Laboratory	(36)
a	Practical	24
b	Prepreparation and Report writing*	12

	Learning Activities	SLT (in hours)
4	Assessments	(23)
a	1 continuous assesment (1 hour + 3 hours preparation*)	4
b	1 presentation (1 hour + 5 hours preparation*)	6
c	1 Final Examination (3 hour + 10 hours preparation*)	13
	Total	131
	Subject Credit (131 ÷ 40 = 3.27)	3

Proposed student independent learning in relation



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Student Learning Time (SLT) Calculation

Credits Hours

- 1Credit
- 2 Credit
- 3 Credit
- 4 Credit
- 6 Credit
- 8 Credit
- 12 Credit

Course Delivery Method

- 100 F2F : 0 Online
- 90 F2F : 10 Online
- 80 F2F : 20 Online
- 70 F2F : 30 Online
- 60 F2F : 40 Online
-
- 0 F2F : 100 Online (MOOC)

Assessment (%)

- 100CW: 0 Final
- 90CW: 10 Final
- 85CW: 15Final
- 70CW: 30 Final
- 60CW: 40 Final
- 50CW: 50 Final
- 40CW: 60 Final
- 30CW: 70 Final
- 10CW: 90 Final
- 0CW: 100 Final



Student Learning Time (70% F2F:30% OL - 3 Credits)

Blended:70% F2F: 30% OL

Coursework 60%: Final Exam 40%

GUIDED LEARNING					SELF LEARNING & ASSESSMENT			Total	
F2F				Online Teaching	Class Prep	Coursework	Exam Prep		Exam
70% of 42hrs				30% of 42hrs		60% of 50hrs	40% of 50hrs		
TL	T	P	SCL/O						
10	0	0	19	13					
29				13					
42					28	30	17	3	
70					50			120	



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Student Learning Time (100% F2F:0% OL - 3 Credits)

Unblended:100% F2F: 0% OL

Coursework 60%: Final Exam 40%

GUIDED LEARNING					SELF LEARNING & ASSESSMENT			Total
F2F				Online Teaching	Class Prep	Coursework	Exam Prep	
100% of 42hrs				0% of 42hrs		60% of 50hrs	40% of 50hrs	
TL	T	P	SCL/O					
12	0	0	30	0				
29				0				
42					28	30	17	3
70					50			120



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COURSE DELIVERY METHOD

Post Graduate

(3 Credit – 14 Weeks)

Topic	Face to Face (F2F)					Online Teaching		CDM	Class Preparation (3:2)	TLT
	TL	T	P	SCL/O	A	OL	OA	ToTCDM		
1	2			1		0		3	2	5
2	2			1		0		3	2	5
3	0			1		2		3	2	5
4	0			1		2		3	2	5
5	1			1		1		3	2	5
6	1			2		0		3	2	5
7	1			2		0		3	2	5
8	1			2		0		3	2	5
9	1			2		0		3	2	5
10	1			2		0		3	2	5
11	0			3		0		3	2	5
12	0			1		2		3	2	5
13	0			0		3		3	2	5
14	0			0		3		3	2	5
Total Learning Time	10	0	0	19	0	13	0	42	28	70

**Assessment
(F2F/Online/ Self & Preparation)**

50

120



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CDM	Course Dev. Method	
TL	Traditional Lecture	
T	Tutorial	
P	Practical	
SCL/O	Others	
		Active Learning
		Collaborative Learning
		Inquiry Based Learning
		Cooperative Learning
		Problem Based Learning
		Peer Led Team Learning
		Team Based Learning
		Peer Instruction
		Inquiry Guided Learning
		Just in Time Teaching
		Small Group Learning
		Project Based Learning
		Question Directed Instruction
		Case Study
		Web Tools (F2F)
OL	Online Learning	
A/OL	Assessment/Online Assessment	



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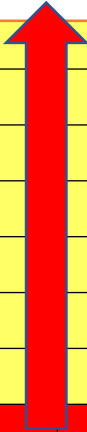
COURSE DELIVERY METHOD

(Post Graduate)

(3 Credit – 12 Weeks)

Topic	Face to Face (F2F)					Online Teaching		CDM	Class Preparation (3:2)	TLT
	TL	T	P	SCL/O	A	OL	OA	ToTCDM		
1	2			1		0		3	2	5
2	2			1		0		3	2	5
3	0			1		2		3	2	5
4	0			1		2		3	2	5
5	1			1		1		3	2	5
6	1			2		0			2	5
7	1			2		0			2	5
8	1			2					2	5
9	1			2		0			2	5
10	1			2		3		6	4	10
11	0			3		3		6	4	10
12	0			1		2		3	2	5
13	0			0		0		0	0	0
14	0			0		0		0	0	0
Total Learning Time	10	0	0	19	0	13	0	42	28	70
Assessment (F2F/Online/ Self & Preparation)									50	120

No Class for Weeks 13 & 14



6 hours replaced by Online Class (From Weeks 13 & 14 to Weeks 10 & 11)



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Mapping CLO to teaching methods and to assessment methods

COURSE OUTCOMES	PROGRAMME OUTCOMES									TEACHING METHODOLOGY	ASSESSMENT	
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9			
CLO1. Propose solution to manufacturing and operation problems using related theory and analytical methods (C5,A5, PLO 3)			✓								Group Work (3 per group), Tutorials	Assignment 1 (2000 words)
CLO2. Organise in groups to study and present the application of advanced manufacturing and operation analysis methods based on a given topics (C5, A4, P5, PLO4, PLO5)				✓	✓						Group Work (3 per group), Project	Presentation (20 mins/ std) Assignment 2 (1000 words)
CLO3. Explain the main concepts and methods obtained from literatures to professionally analyse the manufacturing and operation system (C6, A4, PLO1, PLO3, PLO7)	✓		✓					✓			Lecture, Tutorials. Project	Test (60 mins) Assignment 2 (1000 words)
OVERALL	✓		✓	✓	✓			✓				

Assessment



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Assessment Weightage Indicator (Postgraduate)

Indicator - Setup By School Based on Subject Domain

Indicator	%	Preparation	Implementation	Words	Basic Indicator Calculation
Writing	1	0.56	0.24	100	1% = 100 Words - 70% Preparation: 30% Implementation
Problem Solving	1	0.23	0.53	NA	1% = 30 minutes - 30% Preparation : 70% Implementation
Product	1	0.23	0.53	NA	1% = 43.5 minutes - 30% Preparation : 70% Implementation
Presentation	1	0.1	0.025	NA	10% = 15 minutes - 45 minutes Preparation : 15 minutes Implementation
Test	1	0.44	0.1	NA	40% = 150 minutes Exam - 11 hours Preparation : 2.5 hours Implementation
Indicator 6					
Indicator 7					
Indicator 8					
Indicator 9					
Indicator 10					



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Assessment-Post Graduate

3 Credits (PG)

Assessment	Assessment Type	Method	Percentage	Calc Imp	Calc Prep	Adjust Imp	Adjust Prep	Implementation	Preparation	Hours
Quiz 1	Test	F2F		0.00	0.00			0.00	0.00	0.00
Quiz 2	Test	F2F		0.00	0.00			0.00	0.00	0.00
Quiz 3	Test	F2F		0.00	0.00			0.00	0.00	0.00
Quiz 4	Test	F2F		0.00	0.00			0.00	0.00	0.00
Quiz 5	Test	F2F		0.00	0.00			0.00	0.00	0.00
Quiz 6	Test	F2F		0.00	0.00			0.00	0.00	0.00
Assignment 1	Writing	SL		0.00	0.00			0.00	0.00	0.00
	Problem Solving	SL	10.00	5.30	2.30	1.00	1.62	6.30	3.92	10.22
	Product	SL		0.00	0.00			0.00	0.00	0.00
	Presentation	F2F		0.00	0.00			0.00	0.00	0.00
	Test	F2F		0.00	0.00			0.00	0.00	0.00
	Total		10.00	5.30	2.30	1.00	1.62	6.30	3.92	10.22
Assignment 2	Writing	SL		0.00	0.00			0.00	0.00	0.00
	Problem Solving	SL	10.00	5.30	2.30			5.30	2.30	7.60
	Product	SL		0.00	0.00			0.00	0.00	0.00
	Presentation	F2F		0.00	0.00			0.00	0.00	0.00
	Test	F2F		0.00	0.00			0.00	0.00	0.00
	Total		10.00	5.30	2.30	0.00	0.00	5.30	2.30	7.60



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STUDENT LEARNING TIME & ASSESSMENT					
No.	Teaching & Learning Activities	Mark	Implementation	Self Learning Hour	Total Student Learning Time
COURSE DEVELOPING METHOD					
1	TRADITIONAL LECTURE		25.00	16.08	41.08
2	TUTORIAL		0.00	0.00	0.00
3	PRACTICAL		0.00	0.00	0.00
4	SCL/OTHERS		14.00	9.00	23.00
5	ONLINE LEARNING		17.00	10.93	27.93
	TOTALCDM		56.00	36.01	92.01
ASSESSMENT					
6	QUIZ 1	0.00	0.00	0.00	0.00
7	QUIZ 2	0.00	0.00	0.00	0.00
8	QUIZ 3	0.00	0.00	0.00	0.00
9	QUIZ 4	0.00	0.00	0.00	0.00
10	QUIZ 5	0.00	0.00	0.00	0.00
11	QUIZ 6	0.00	0.00	0.00	0.00
12	ASSIGNMENT 1	10.00	5.30	2.30	7.60
13	ASSIGNMENT 2	15.00	7.95	3.45	11.40
14	ASSIGNMENT 3	10.00	1.32	3.30	4.62
15	ASSIGNMENT 4	25.00	9.28	13.50	22.78
16	ASSIGNMENT 5	0.00	0.00	0.00	0.00
17	ONLINE ASSESSMENT	10.00	1.00	4.40	5.40
17	FINAL EXAM	30.00	3.00	13.20	16.20
	TOTAL ASSESSMENT	100.00	27.85	40.15	68.00
	TOTAL SLT		83.85	76.16	160.00



UUM Assessment – Syllabus Development

Type	Assessment Plan
Test	Mark/Not Standardize Rubric
Problem Solving	Mark/Not Standardize Rubric
Product	Mark/Not Standardize Rubric
Presentation	Mark/Not Standardize Rubric
Writing	Mark/Not Standardize Rubric

MOHE/iCGPA Assessment

Malaysia Qualification Framework (MQF)	Assessment Plan
Knowledge (MQF1)	Mark
Practical Skills (MQF2)	Mark
Social Skills and Responsible (MQF3)	iCGPA Rubric
Values, Attitudes and Professionalism (MQF4)	iCGPA Rubric
Communication, Leadership and Team Skills (MQF5)	iCGPA Rubric
Problem Solving and Scientific Skills (MQF6)	iCGPA Rubric
Information Management Skills and Lifelong Skills (MQF7)	iCGPA Rubric
Managerial and Entrepreneur Skills (MQF8)	iCGPA Rubric

MOHE/ACCSB Assessments & Rubrics ?



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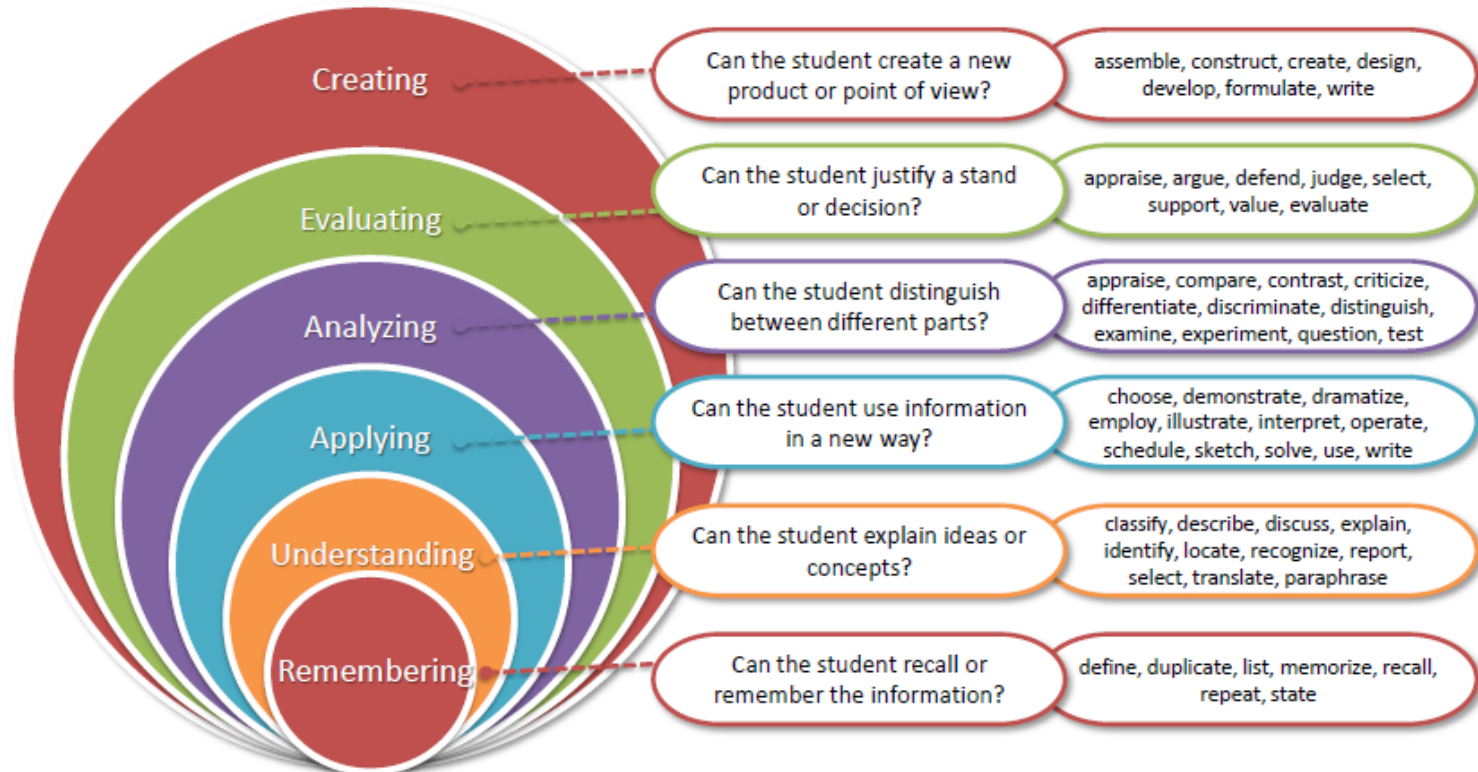
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MQF2 - LOC 1 & 2 – Knowledge & Cognitive

Bloom's Taxonomy (Revised)



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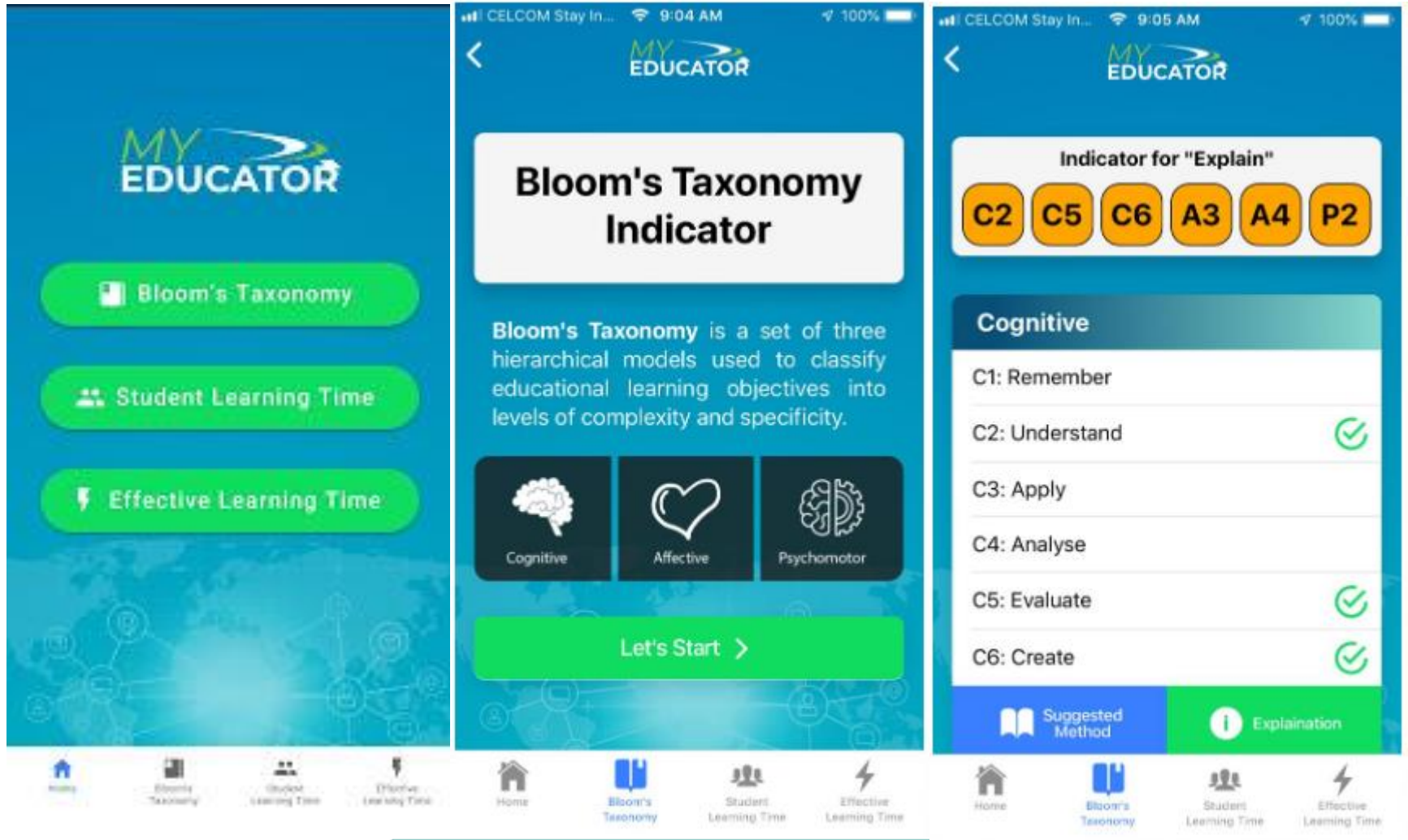


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REVISED BLOOM'S TAXONOMY APPS



Rubrics – (Social & Values)

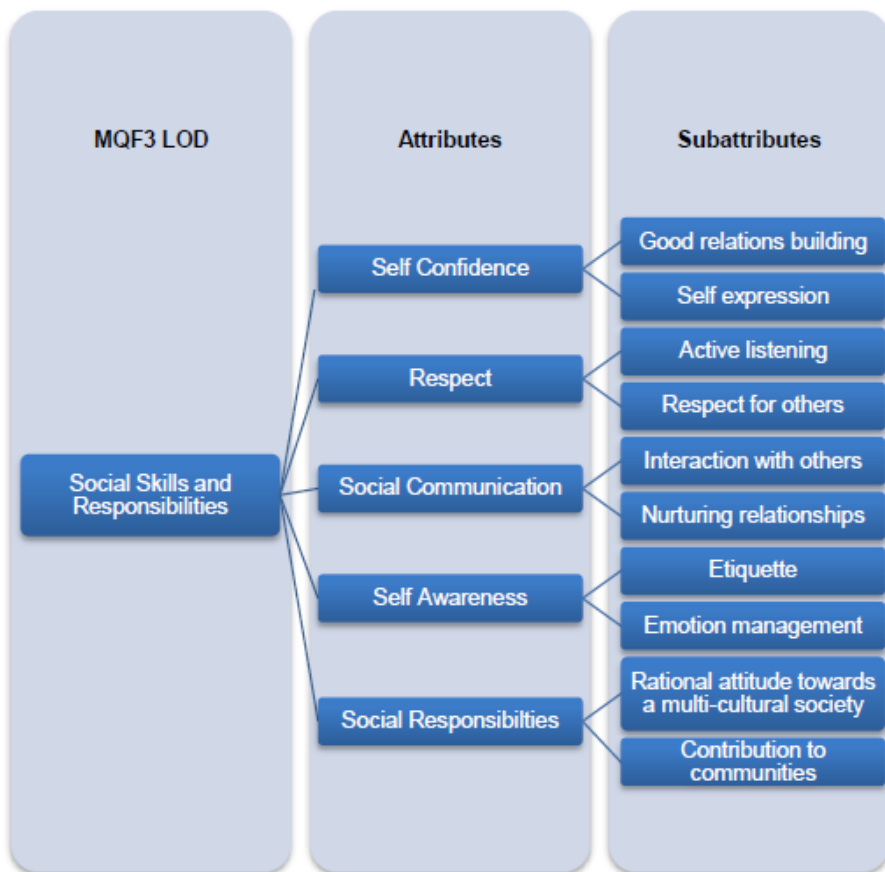


Figure 3.1: Conceptual Framework for the MQF3 LOD: Social Skills and Responsibilities

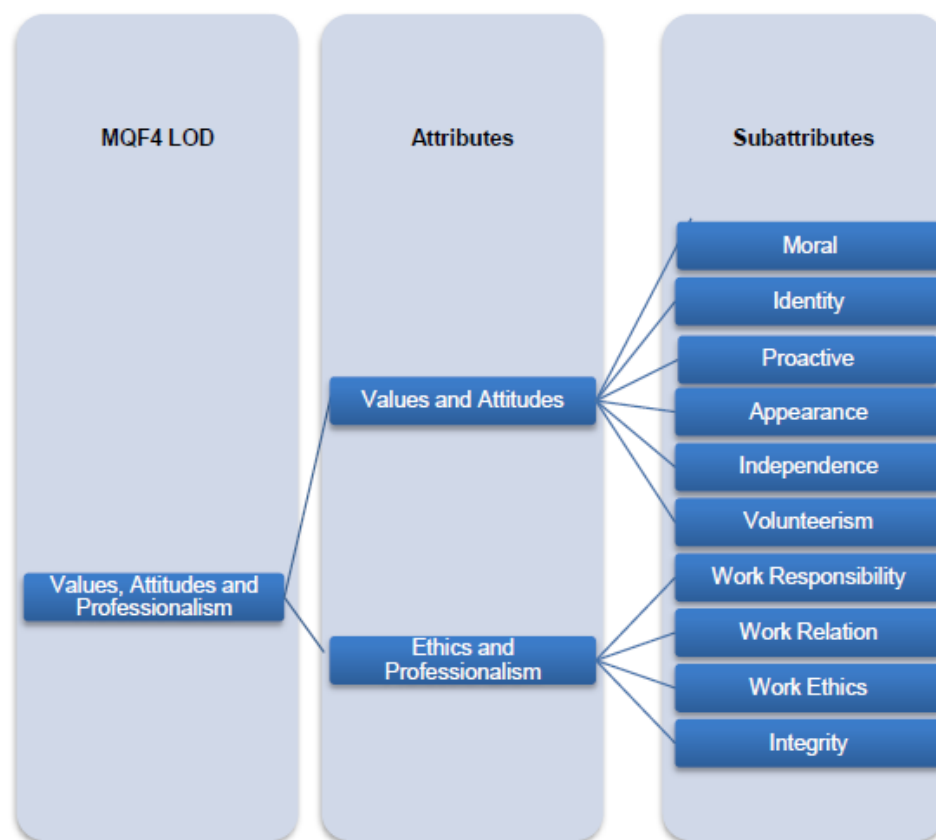


Figure 4.1: Conceptual Framework for the MQF4: Values, Attitudes and Responsibilities



Rubrics – (Communication & Scientific)

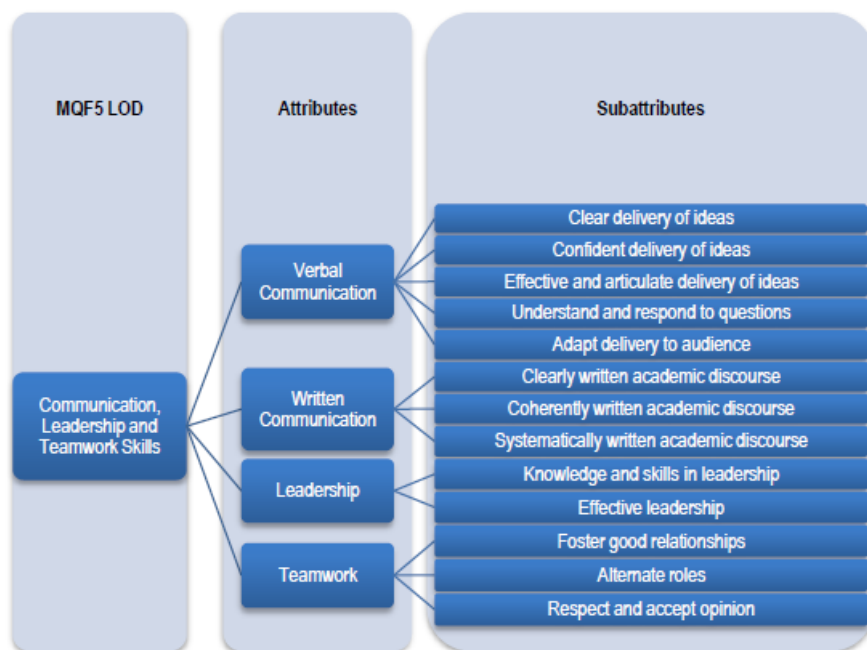


Figure 5.1: Conceptual Framework for MQF5 LOD: Communication, Leadership and Teamwork Skills

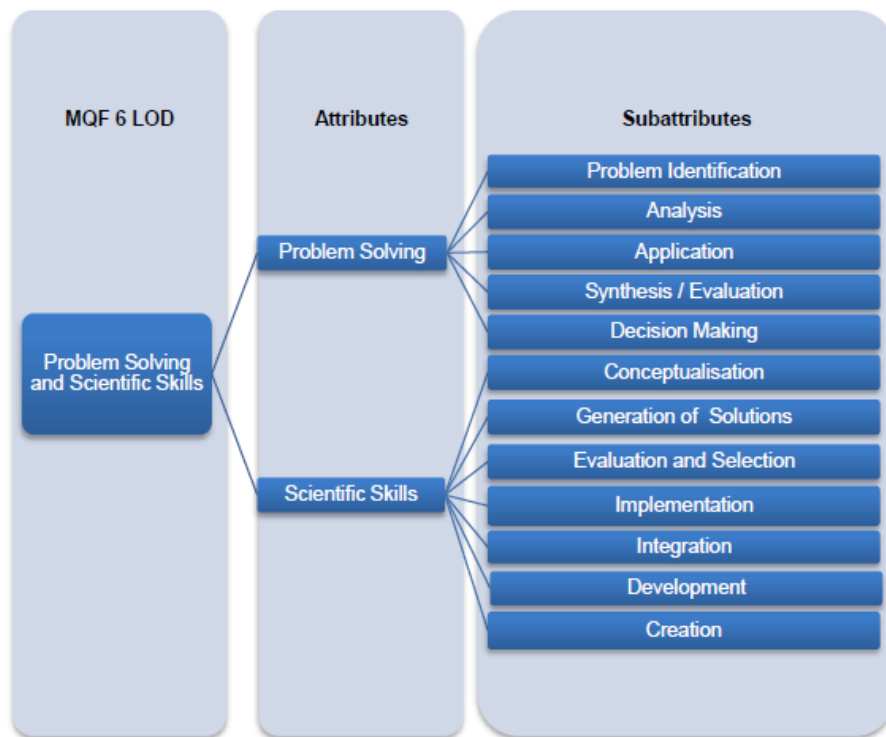


Figure 6.1: Conceptual Framework for MQF6 LOD: Problem Solving and Scientific Skills



Rubrics – (Lifelong Learning & Managerial)

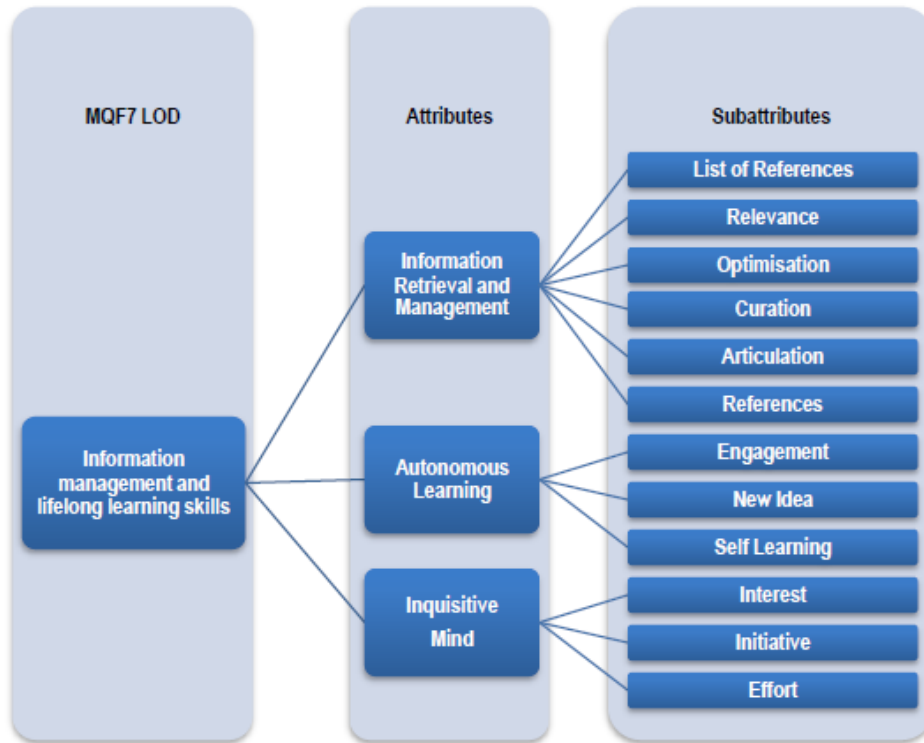


Figure 7.1: The Conceptual Framework for MQF7 LOD: Information Management and Lifelong Learning Skills

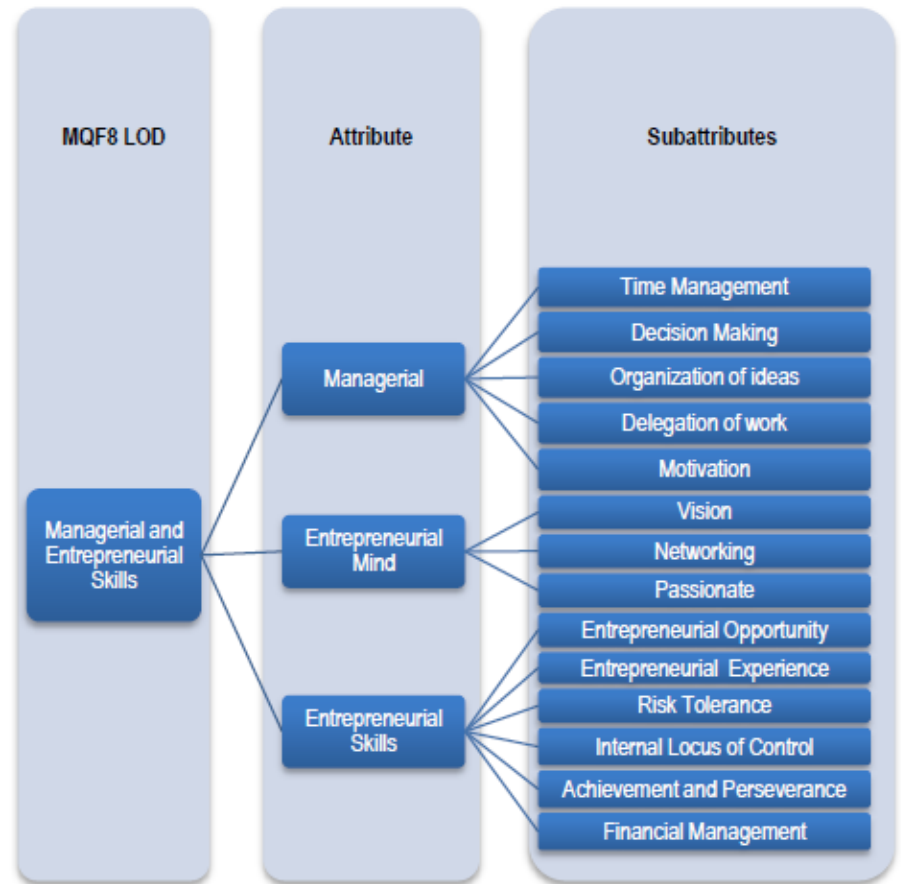


Figure 8.1: Concept Framework for MQF8 LOD: Managerial and Entrepreneurial Skills




Example Rubrics

Verbal Communication

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Example of Assessment Tasks
Verbal Communication	Clear delivery of ideas	All levels of study	Not able to deliver ideas clearly and require major improvements	Able to deliver ideas and require further improvements	Able to deliver ideas fairly clearly and require minor improvements	Able to deliver ideas clearly	Able to deliver ideas with great clarity	Presentation, critique, role play, drama, demonstration
	Confident delivery of ideas	All levels of study	Not able to deliver ideas confidently	Able to deliver ideas with limited confidence and require further improvements.	Able to deliver ideas fairly confidently and require minor improvements	Able to deliver ideas confidently	Able to deliver ideas with great confidence	Presentation, critique, role play, drama, demonstration
	Effective and articulate delivery of ideas	All levels of study	Not able to deliver ideas effectively	Able to deliver ideas with limited effect and require further improvements	Able to deliver ideas fairly effectively and require minor improvements	Able to deliver ideas effectively and articulately	Ability to deliver ideas with great effect and articulate	Presentation, critique, role play, drama, demonstration
	Understand and respond to questions	All levels of study	Not able to understand and respond to a question	Able to understand and answer questions but not able to accurately answer the question	Able to understand and answer questions satisfactorily	Able to respond to questions well	Able to fully understand and respond to questions very well	Presentation, critique, role play, drama, demonstration
	Adapt delivery to audience level	All levels of study	Not able to deliver appropriately to the audience level	Able to deliver ideas with limited appropriateness to the target audience and require further improvements.	Able to deliver ideas appropriately to the target audience satisfactorily	Able to deliver ideas appropriately to the target audience well	Able to fully deliver ideas appropriately very well	Presentation, critique, role play, drama, demonstration



AACSB Rubric

 <p>Pusat Pengajian Perakaunan School of Accountancy Universiti Utara Malaysia</p>	Presentation Rubric Course Name (Course Code): _____ Student Name (Matric No): _____ Task: _____
---	---

		Poor (0 – 3)	Fair (4 – 6)	Good (7 – 9)	Excellent (10 – 12)	Score
Content	Organization	There is no sequence at all in the presentation.	There are gaps in the sequence of the presentation.	There is a logical sequence in the presentation.	There is a logical and interesting sequence in the presentation..	____ x 2
	Subject knowledge	Student does not have grasp of information, and unable to answer questions.	Student has a grasp of information, but less comfortable answering questions.	Student is at ease with information, and answers questions reasonably well.	Student has a good grasp of information, and handles all questions well.	____ x 3
Visual Aids		Student uses no, poor or inappropriate visual aids.	Student uses average quality visual aids that rarely support the presentation.	Student uses good quality visual aids.	Student uses good quality and creative visual aids.	____ x 2
Non- Verbal Skills		Student makes no eye contact, reads from notes, is nervous, and inappropriately dressed.	Student makes some eye contact, reads mostly from notes, seems nervous, and rather inappropriately dressed.	Student makes eye contact most of the time but sometimes reads from notes, is relaxed, and appropriately dressed.	Student maintains eye contact, seldom reads from notes, is relaxed, self-confident and appropriately dressed.	
Verbal Skills	Enthusiasm	Student does not show interest towards the topic presented.	Student is indifferent to the topic presented.	Student shows interest in the topic presented.	Student demonstrates passion for the topic presented.	
	Elocution	Student incorrectly pronounces terms and speaks too quietly.	Student incorrectly pronounces some terms and speaks quietly.	Student pronounces most words correctly and speaks clearly.	Student pronounces correctly and speaks eloquently.	
Total Marks:						/120

Lecturer Name: _____ Date: _____



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AACSB Rubric

 <p>Pusat Pengajian Perakaunan School of Accountancy</p> <hr/> <p>Universiti Utara Malaysia</p>	<p>Critical Thinking Rubric</p> <p>Course Name (Course Code): _____</p> <p>Student Name (Matric No): _____</p> <p>Task: _____</p>
--	---

	Criteria	Weak (0-3)	Average (4-6)	Satisfactory (7-9)	Competent (10-12)	Score
1	Identify the main issue/ problem	Unable to identify issue/problem in complex situations. Uncertain and unable to assess adequately.	Able to identify an issue/problem in a complex situation but less able to assess adequately.	Able to identify a problem with clarity but moderately able to assess and justify the situation.	Able to identify issue/ problem in a complex situation and able to assess and justify the situation.	
2	Analysis of the issue/problem	Unable to analyze issue/problem in complex situations and uncertain and unable to assess adequately.	Able to analyze issue/ problem in a complex situation but less able to assess adequately.	Able to analyze issue/problem with clarity but moderately able to assess and justify the situation.	Able to analyze issue/problem in a complex situation and able to assess and justify the situation.	x 2
3	Generate ideas and alternative solutions/strategies	Unable to provide ideas and alternative solutions.	Moderately able to think but lack the capability to offer some solutions.	Able to analyze a discussion at certain level but with very limited capability to develop ideas.	Able to develop and improve thinking skills. Able to analyze and clearly explain a situation and assess the discussion.	x 2
4	Thinking beyond boundaries	Unable to think beyond boundaries and outside the box.	Moderately able to think but unable to provide clear views.	Able to think beyond boundaries in limited situation only. To some extent able to provide clear views.	Able to think beyond boundaries at most times and to provide challenging views.	
5	Decision making based on solid evidence	Lack ability to make decision and if decision is made, usually not based on accurate evidence.	Moderately able to make good decision based on accurate evidence.	Able to make decision based on evidence but lack the ability to differentiate between accurate and inaccurate evidence.	Able to make decision based on real solid evidence and to identify the source of evidence.	

Lecturer Name: _____



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Date: _____



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Example – SLT for Assessment

Assessment Methods	Time (hour)		SLT (hour)
	RT/NRT (a)	Preparation	
Written assignment (1000 words) e.g., lab report, case report, etc i. if written assignment is about 500 words, SLT is 2.5 hours (500/1000 x 5 hours) ii. if written assignment is about 1200 words, SLT is 6 hours (1200/1000 x 5 hours)	-	-	5
Project assignment e.g., pre-recorded video, podcast, etc	1	4	5
Online oral examination e.g., interview, oral presentation, viva voce, etc	1	3	4
Online presentation e.g., final year project presentation, progress presentation, etc	1	3	4
Mutiple Choice Question (MCQ)	1	3	4
Online Quiz	1	1	2

RT: Real-time; NRT: Non real-time; SLT: Student Learning Time

Very Subjective: Depend to Domain Knowledge and Level of Assessment

Source : USM, 2020



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Course Assessment Plan

Appendix 4

Assessments	Topics	PLO	CLO1	CLO2	CLO3	CLO4	CLO5	Weightage (%)
MQF 1- KNOWLEDGE (80%)								
Mini Case		PLO1	1	1	1	7		10
Mid Exam		PLO1	5	4	1	5		15
Assignment		PLO1					5	5
Final Exam	All Topics	PLO1				50		50
MQF 5 – COMMUNICATION (4%)								
Comprehensive Case – Verbal Communication		PLO5				4		4
MQF 6 – PROBLEM SOLVING (16%)								
Comprehensive Case – Problem Solving (Softskills)		PLO4	1	1	1	13		16
Total Mark			7	6	3	79	5	100



Student Learning & Assessment	Face to Face	Online Learning	Online Assessment	SLPA	TLT
Course Delivery and Preparation	39	17		36	92
Coursework 60%	0.25		5.4	46.15	51.8
Final Examination 40%	3		0	13.2	16.2
Total Notional Hours	42.25	17	5.4	95.35	160
Credit Hours	4				



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Sample of Course Assessment Plan (CAP)

(Science and Technology)

Course: Hydraulics (3 credits)

Course Learning Outcome (CLO)	MQF LOC	Delivery Method	Assessment Method*					Specific Task and Related MQF LOD Attribute	Student Learning Time (SLT)*
			Assignment	Quiz	Test	Project	Written Exam		
Analyse uniform and non-uniform flows in open channel. (C4)	Cluster 2	Lecture; Tutorial; PoPBL. (42 hours)	5% (3 hours)	5% (3 hours)	15% (5 hours)	5% (11 hours)	30% (8 hours)	Students need to analyse open channel flow characteristics and behavior for applications in civil engineering.	72 hours

The CLO addresses Level C4 (Analyzing) according to Bloom's Taxonomy for Cognitive Domain

Notes:

This table represents one(1) of the CLO of the entire course.

*The SLT has considered Guided Learning F2F, Guided Learning NF2F, Independent Learning NF2F and assessment time.

Source : Magnetic, NOBLE



Example of Course Assessment Plan: Interpersonal Skills

Course: Strategic Marketing (3 credits)

No.	Course Learning Outcomes (CLOs)	MQF LOC	Delivery Method	Assessment Method / Component*		Specific Task and the Related MQF LOD Attribute	Student Learning Time (SLT)*
				Peer review	Project Proposal Defence		
1	Synthesise stakeholders' feedbacks in regards to social and cultural issues (A4)	Cluster 3b	Project Based Learning (12 hours)	5% (4 hours)	15% (8 hours)	Students need to synthesise and respond to feedbacks from stakeholders in regards to their proposal related to university social responsibility (USR) events. (Interaction with real industry players or via role play)	24 hours

The CLO addresses Level A4 (Organising Values) according to Bloom's Taxonomy for Affective Domain

Notes:

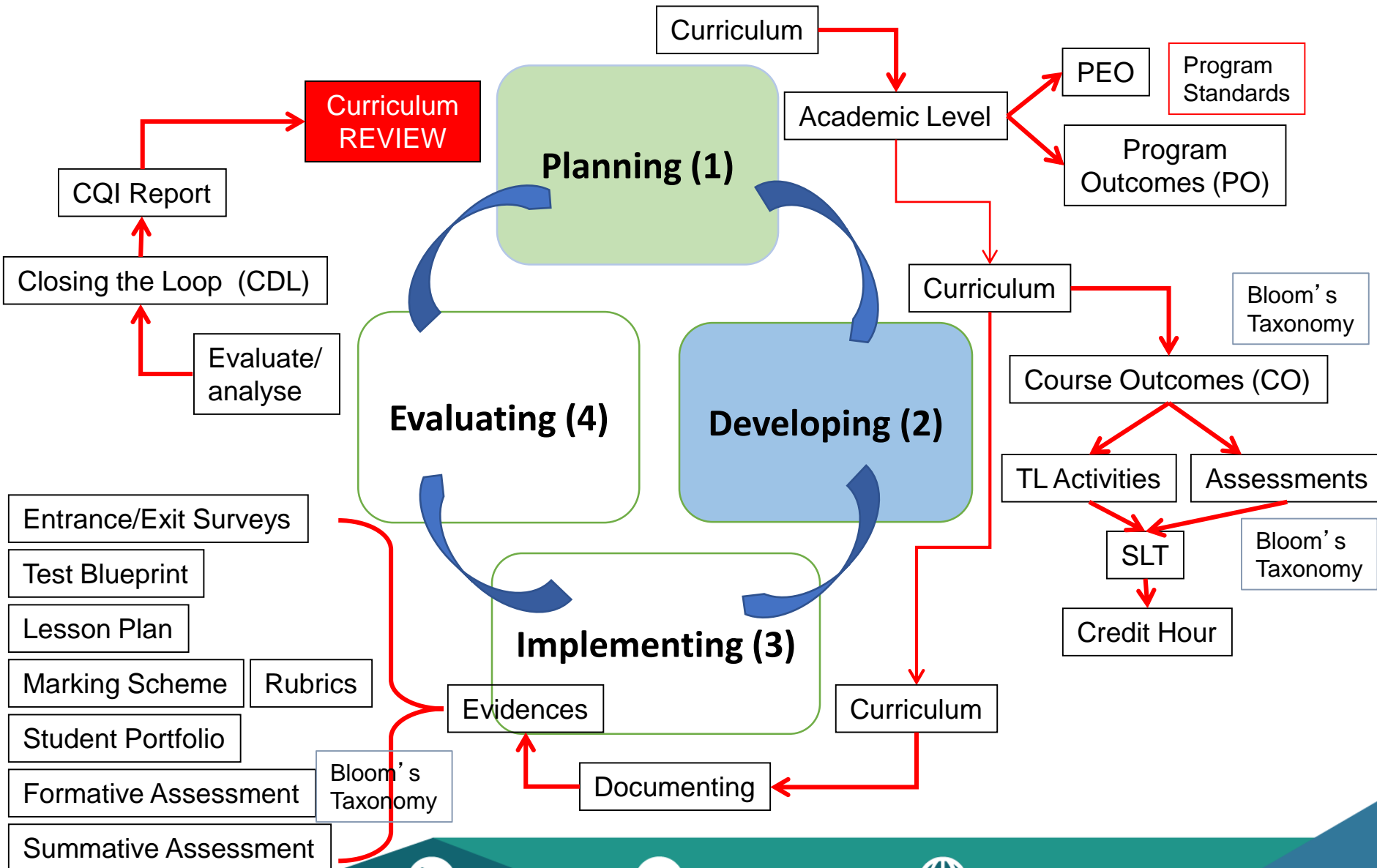
This table represents one(1) of the CLO of the entire course.

*The SLT has considered Guided Learning F2F, Guided Learning NF2F, Independent Learning NF2F and assessment time.

Source : Magnetic, NOBLE



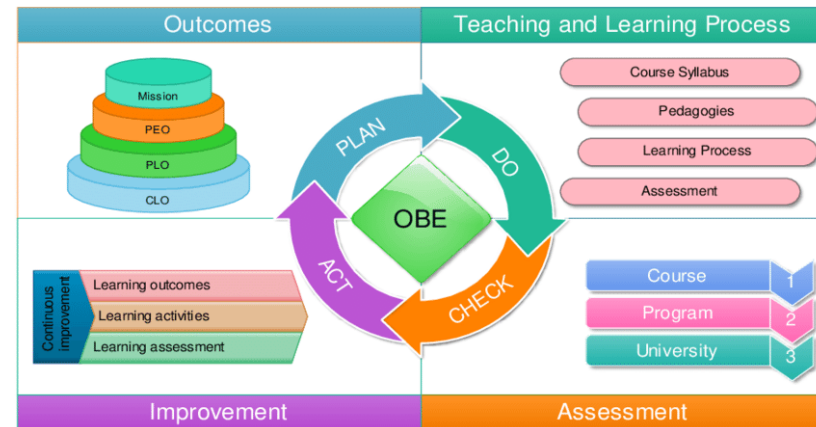
OBE PROCESS



Summary of OBE Implementation

OBE Implementation Process

1. Establish Mission statements, Program Educational Objectives
2. Map Mission Statements with Program Educational Objectives (PEOs)
3. Define PLO with Bloom's Taxonomy
4. Map Program Educational Objectives with PLO
5. Define CO (Course Objectives)
6. Define CLO (Course Learning Outcomes) with Bloom's Taxonomy for each Course
7. Map Courses with PLO at suitable levels of Bloom's Taxonomy
8. Map CLO with PLO at suitable levels of Bloom's Taxonomy
9. Map Assessment Pattern with CLO of each course
10. Map Topics with CLOs
11. Define pedagogical tools for course outcomes delivery
12. Preparing session-wise Course Lesson Planner
13. Map Questions with CLO's at Bloom's Taxonomy levels & Assessments
14. Define rubrics with Bloom's Taxonomy and CLO
15. Track students performance by proposing proper remedial measures
16. Measure students performance against CLO threshold, course-wise
17. Measure students performance against PLO threshold, semester-wise
18. Measure the attainment of each PLO through Direct/Indirect assessments
19. Compare PLO for last 3 academic years and propose remedial actions
20. Assess the attainment of Program Educational Objectives



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