



# **STANDARDS**

## **FOR ACCREDITATION OF**

### **THE OPTOMETRY (ACCELERATED)**

#### **PROGRAMME**

**MALAYSIAN OPTICAL COUNCIL**

# **STANDARDS FOR ACCREDITATION OF THE OPTOMETRY (ACCELERATED) PROGRAMME**

## **1.1 Introduction**

This document, produced by The Ministry of Health Malaysia and Malaysian Optical Council in collaboration with Malaysian Qualifications Agency (MQA), makes explicit recommendations on standards that are in line with national and international practices. The document is aimed at facilitating Malaysian Higher Education Providers (HEPs) to attain minimum standard and to stimulate them to continuously improve their Optometry (Accelerated) Programme in support of the national aspiration of making Malaysia the regional centre for excellence in education.

The accelerated programme as depicted in this document is the result of many deliberations by all relevant stake holders within the optical industry, and is thought to be the best solution to the long-standing standoff between the optometry and opticianry professions in Malaysia. The programme, which is derived from similar programmes in the United Kingdom, intends to provide an academic pathway for registered opticians in Malaysia to attain the Bachelors level qualification in Optometry without having to leave their work or practices. It is to be run in a manner that suits the busy optical practitioner, who currently, only possesses the qualifications that enable them to be classified as Opticians within the Optical Act 1991 of Malaysia. By making available this accelerated pathway for a defined period of 10 years, it is hoped that interested Opticians would take on the challenge or in fact the opportunity to re-train themselves into an Optometrist by completing a well designed programme that encompasses all the important and necessary disciplines within a standard Bachelors degree programme in Optometry. The graduate of the accelerated bachelors degree programme in optometry shall have the same learning outcomes as those who have gone through the standard Bachelor of Optometry (Hons) degree programme elsewhere. They are also to be held to the same level of competency as would other optometric graduates.

These guidelines are designed to encourage diversity of approach within a framework that is compatible with national and global human resource requirements and the socio-economic needs of the optometry community. It is the basis in evaluating the special one-off accelerated bachelors degree programme in optometry

and works as a benchmark or programme specification in institutional audit for this particular special qualification that is to be offered within a stipulated time period only. The standards define requirements for programmes at Degree levels in broad outlines, within which individual HEPs can creatively design their programme of study and appropriately allocate and use resources in accordance with their stated vision, mission, educational goals and learning outcomes. Critical thinking shall be integral part of the learning process. Respective institutions will be responsible to incorporate this aspect into the curriculum.

For the purpose of this document, Optometry is defined as a healthcare profession that is regulated (licensed/registered) and Optometrists are primary healthcare practitioners of the visual system who provide comprehensive eye and vision care, which include the detection/diagnosis and management of ocular disorders.

Within the Optical Act 1991 an Optometrist is an individual who holds a degree in optometry or its equivalent who provides eye and vision care within which he/she is able to:

1. perform optical laboratory functions;
2. prescribe and dispense spectacles;
3. prescribe and dispense contact lenses; and
4. examine the eye and the visual system to detect/ diagnose disorders of vision and the vision system

The evaluations for programme accreditation are divided into nine areas:

1. Vision, mission, educational goals and learning outcomes;
2. Curriculum design and delivery;
3. Assessment of students;
4. Student selection and support services;
5. Academic Staff;
6. Educational Resources;
7. Programme Monitoring and review;
8. Leadership, governance and administration; and
9. Continual Quality Improvement.

This Standard and Criteria for Optometry (Accelerated) Programme function as a general guideline to MQA officers, panel of assessors, Higher Education Providers and auditors. Institutions may in the quest of providing the best services for its students opt to achieve a higher standard. This standards should be read together with Code Of Practice for Programme Accreditation (COPPA) by MQA.

## **AREA 1: VISION, MISION, EDUCATIONAL GOALS AND LEARNING OUTCOMES**

### **1.1 Statement of Programme Aims, Objectives and Learning Outcomes**

#### **Programme Aims:**

Programme aim/s is a statement on the purpose, philosophy and rationale in offering Optometry programme, to produce competent optometrist that meets the industrial needs.

Programme Educational Objectives (PEO) should be consistent with the vision and mission of the HEP, which are responsive to the expressed interest of the stake holders, describing the expected achievement of graduates in their optometry career after few years of graduation. The HEPs Programme Learning Outcome (PLO) stated later should support this PEO.

The programme **must** define its educational objectives and learning outcomes, and the alignment between them. Programme Learning Outcomes (PLO) formulated by the HEP must correspond to the nine MOE domains:

- Knowledge
- Practical Skill
- Critical Thinking Skills and Problem Solving
- Communication Skills
- Social skills, Teamwork and Responsibilities
- Information management and lifelong learning skills
- Managerial and Entrepreneurial skills
- Professionalism, Values and Attitude
- Leadership Skills

The course is structured to produce optometrists who can :

- a. examine eyes for disorders and dysfunction of vision and the visual system, and provide appropriate management for such conditions;
- b. examine eyes for the purpose of detecting ocular diseases and systemic problems with ocular manifestations at the primary care level and provide the appropriate referral of such conditions;
- c. prescribe, edge, fit and dispense all optical appliances;
- d. prescribe and institute vision therapy for conditions that afflict the binocular coordination of the two eyes;
- e. prescribe and institute rehabilitation programs for patients with low vision conditions;
- f. advise and manage vision problems related to the work place and sports;
- g. participate in the research and development activities in the area of optics and vision science;
- h. functioned as techno-preneurs who combine professional clinical services with the dispensing of appropriate optical appliances.

## **1.2 Learning outcomes**

The programme **must** define the competencies that the student should demonstrate on completion of the programme based on the nine MOHE domains.

## **AREA 2: CURRICULUM DESIGN AND DELIVERY**

### **2.1 Academic Autonomy**

The efficient and effective conduct of an accelerated optometry programme will depend on the system for quality management that the HEP puts in place.

The accelerated optometry programme should have the autonomy to decide on its management, progress, allocation of finances and other matters that affect the development of the programme. This can be made effective by the optometry programme being placed organizationally such that it is independent and responsible

directly to the top management of the HEP, that is, it should not be part of another department or faculty.

There must be a clearly stated mission which reflects the social responsibilities of the optometry school to the needs of the society for competent optometrists, quality vision care and research directed at improving vision care for individuals and community based on ethical considerations.

## **2.2 Programme Design and Teaching-Learning Methods**

While acknowledging that there is no one way of teaching and learning, there should be a variety of teaching-learning methods for the purpose of facilitating learning for mature and working students.

Clinical sessions can be done at sites where practitioner works. The session can be recorded using technology via gadget (eg. webcam, smart phone etc.). There should be at least minimum standardized infrastructure at the sites. Directed and supervised clinical instructions / clinical competency assessment to be carried out at institution's clinics / labs.

Mode is "Executive" style; practitioners do not have to leave their practice. "Executive" means blended and flexible teaching and learning methods. Delivery is modular where no pre-requisites are required for progression.

## **2.3 Curriculum Content and Structure**

### **Name of the course**

The course should be name Bachelor of Science in Optometry ( BSc. Optom )

### **Knowledge domain**

An accelerated degree course in Optometry must ensure that students acquire adequate knowledge as the basic optometry degree course. Essential content areas to be acquired include:

- Vision Sciences
- Clinical Practice
- Contact Lenses
- Binocular Vision
- Ocular Diseases
- Low Vision
- Ophthalmic Drugs
- Professional Studies
- Ophthalmic Investigative Techniques

### Credit hours

- i. Minimum graduating credits: 140 credits, with credits exemption obtained via formal learning and APEL C are as follows :

| No | Student Entry following current academic qualification                  | Credit Exemption From Formal Learning | Credit Exemption From Non Formal And Informal Learning (APEL C) |
|----|---|---------------------------------------|---|
| 1  | Diploma In Opticianry ( MQF Level 4)                                    | 30%                                   | 30%   |
| 2  | Diploma (MQF Level 4) or Bachelor Degree (MQF Level 6) in any field     | -                                     | 30%   |
| 3  | Fellow of British Dispensing Optician Certificate (FBDO) ( MQF Level 3) | -                                     | 30%   |
| 4  | Sijil Pelajaran Malaysia (SPM) with 3 credits                           | -                                     | 30%   |
| 5  | No academic qualification   | -                                     | 30%   |

- ii. Components:
- Total credits (after RPL) = 98 credits minimum
  - 1 year = maximum 45 credits
  - 1 semester = maximum 20 credit hours
  - Required to enroll in any general or University compulsory subjects

## **Duration and structure of the course**

The accelerated programme is taught over a minimum of 4 semesters full time in executive style. However, the course must be of sufficient duration to enable sequential learning and mastery of relevant basic optometry skill and assumption of appropriate clinical responsibility on graduation.

## **AREA 3: ASSESSMENT OF STUDENTS**

The optometry school must establish principles and methods for the evaluation of student achievement and guidelines for making decisions regarding profession and graduation.

There must be clear demonstration of the satisfactory achievement of the objectives of all components of the course by a variety of assessment methods and using a system of grading/marketing that is fair, valid, appropriate and acceptable.

### **3.1 Relationship Between Assessment and Learning**

HEP must ensure that there is a close alignment between the learning outcomes, the teaching and learning activities aimed at meeting learning outcomes and the assessment used to assess whether learning outcomes have been met. This includes assessment which is aligned to learning outcome which focus not only on content knowledge but also on process and capabilities.

HEP and student must understand the expected outcomes and a clearly defined, measurable student learning outcome need to be ascertain whether it has been met.



### 3.2 Assessment Methods

Assessment provides an evaluation of the student's competence in meeting specified objectives. There should be a variety of assessment methods appropriate to learning outcomes such as, but not limited to:

- i) Examinations and Tests
- ii) Practical /clinical examination
- iii) Objective Structured Clinical Examination (OSCE)/Objective Structured Practical Examination (OSPE)
- iv) Problem based learning
- v) Case presentation / Case Report
- vi) Seminars
- vii) Assignments
- viii) Log book
- ix) Dissertations
- x) Practical training/Placement Report

An evidence of properly selected assessment tasks is shown to signal the importance of particular content, concepts, skills and influence approaches to study and help students to allocate their time appropriately. Constructive and timely feedback on assessment is demonstrated for students to gain a sense of achievement and progress, an appreciation of the performance and standards expected in a particular discipline or professional area.

HEP should select a range of assessment methods for each module which include both formative and summative assessments (continuous assessment and final examination). Assessment should have a developmental purpose and is designed to help students learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Assessment is used to indicate the extent of a student's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.

HEP should :

- i. adopt assessment that encourages students to combine elements of their learning from different parts of a programme and to show their accumulated knowledge and understanding of a topic or subject area.
- ii. enable students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject.
- iii. help to test a student's capability of applying the knowledge and understanding gained in one part of a programme to increase their understanding in other parts of the programme, or across the programme as a whole.

### **3.3 Management of Student Assessment**

Assessment should be systematically applied throughout the course with feedback to students on their progress or weaknesses. A student's academic record must be available for review by the student, and the student must have the right and be given the opportunity to challenge the accuracy of the record.

Student records must be confidential and kept in strict security and should be made available only to members of the faculty and administration with a need to know, unless released by student, or otherwise governed by laws concerning confidentiality.

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

The HEP shall encourage and facilitate student involvement in student body and organizations, such as Student Council or Student Association.

## **AREA 4: STUDENT SELECTION AND SUPPORT SERVICES**

### **4.1: Admission and Selection**

The selection of students for this accelerated programme should be the responsibility of Malaysian Optical Council. Students need to fulfill the requirement in the portfolio and submit it with the APEL C application form to Malaysian Optical Council. Every

application will be evaluated by the MOC Evaluation Committee before enrollment to the HEP.

### Entry Requirement

| No | Student Entry following current academic qualification               | Minimum Working Experience as Registered Optician | Bridging Course  | APEL Test   |
|----|--|---|--|---|
| 1  | Diploma In Opticianry ( MQF Level 4)                                 | 2 years   | -  | -   |
| 2  | Diploma (MQF Level 4) or Bachelor Degree (MQF Level 6) in any field  | 25 years*   | Must undergo Bridging Course if qualification not in field of Science (6 months) | -   |
| 3  | Fellow British Dispensing Optician Certificate (FBDO) ( MQF Level 3) | 3 years   | -  | Must pass APEL Test (Level 6) and above 21 years of age |
| 4  | Sijil Pelajaran Malaysia (SPM) with 3 credits in science subject     | 25 years*   | Must undergo Bridging Course (6 months)  | Must pass APEL Test (Level 6) and above 21 years of age |
| 5  | No academic qualification  | 25 years*   | Must undergo Bridging Course (6 months)  | Must pass APEL Test (Level 6) and above 21 years of age |

\* as at 2016

### 4.2 : Articulation Regulations, Credit Transfer and Credit Exemption

Credit transfer is only allowed under the following circumstances:

- a) If the student is currently still enrolled in a university; and
- b) Only between recognized universities listed in the Second Schedule of the Optical Act 1991; and
- c) Spend not less than 1 year in the graduating institution; and
- d) All credit transfer cases must be notified to the MOC upon transfer

#### **4.3 : Transfer of students**

Student transfer between Optometry (accelerated) Programmes of different institutions shall be considered on an individual basis.

#### **4.4 : Students Support Services and Co-curricular Activities**

The HEP is required to make available of the following for the students;

- Health services
- Counselling service
- Academic advisory board to cater for students who are in need of academic support
- Disciplinary and Appeal boards to handle students' disciplinary and appeal cases
- Amenities such as study areas and lounges, food service
- Co-curriculum and student physical activity services
- Appropriate security system for personnel and properties.

The HEP shall ensure that the physical facilities are accessible for student with disabilities.

#### **4.5 : Student Representation and Participation**

The HEP shall encourage and facilitate student involvement in student body and organizations, such as Student Council or Student Association.

#### **4.6 : Alumni**

Alumni must involve in the continuous improvement of the programme.

Alumni shall be involved in preparing students for their professional career and assisting in providing linkage with industry and the profession.

## **AREA 5: ACADEMIC STAFF**

### **5.1 : Recruitment and Management**

- i. Lecturers must have at least a Master's degree in a related field.
- ii. Minimum 20% of lecturers have a minimum of 5 years teaching or professional experience in the related area.
- iii. Minimum 60% of lecturers have qualifications in optometry or vision science field. Lecturers with Optometry qualification must be registered with Malaysian Optical Council.
- iv. Minimum 50% of lecturers shall be Malaysian.
- v. The academic leadership must be full time and in the hands of a person with at least 5 years of teaching experience in optometry education and a PhD/Doctoral degree. The academic leader must be registered with Malaysian Optical Council.
- vi. For teaching of clinical subjects or professional subjects, a Bachelor Degree in related field with 5 years professional/clinical experience is needed.
- vii. For supervision of clinical subjects, a Bachelor Degree in related field with 3 years clinical experience is needed and be registered with Malaysian Optical Council.
- viii. Ratio of optometry lecturer to students for the whole programme should be minimum 1:15 (which includes full-time core optometry, full-time cross appointment and full-time equivalent). The expected ratio of full time and part time academic staff is 60 : 40.
- ix. Ratio of clinical supervisor to students is 1:4
- x. Ratio of practical/laboratory instructor to students is 1:10

### **5.2 : Service and Development**

- i. Continuous Professional Development (CPD)  
The HEP must provide mentoring and formative guidance for every academic staff as part of its staff development programme. The academic staff must be provided with the necessary training, tools and technology for self-learning, access to information and for communication (e.g. physical and/or online libraries and subscription to research academic journals).

The HEP should provide opportunities, including funding, for participation of academic staff in professional, academic and other relevant activities, national and international at least once a year. The HEP should have appropriate provision to allow for advanced enhancement for its academic staff through research leave, sabbatical, and sponsored participation in, and organization of, conferences.

ii. Counselling service

The HEP should provide counselling services to academic staff including physical amenities. Academic staff with special needs and those facing personal, relationship or identity problems can be helped through special-purpose facilities and professional counselling.

iii. Health and Medical Services

The HEP must provide health and medical services to all academic staff. It includes physical amenities and services such as recreation, arts and culture, accommodation, transport, safety, food, health, finance, academic advice and counselling. All academic staff must be provided with access to the HEP's own medical facilities or medical panel. All academic staff must also be appropriately insured (including be provided with social welfare e.g. SOCSO) when carrying out their duties within and outside of the HEP's physical facilities.

## **AREA 6: EDUCATIONAL RESOURCES**

### **6.1 : Physical Facilities**

Adequate educational resources are necessary to support the teaching and learning activities of the programme. These include all the required academic and instructional expertise, physical facilities, information and communication technologies, research facilities and finance. Relevant labs and clinic cubicles developed based on number of students.

It is essential that students are learning in an environment where there are sufficient and accessible facilities and appropriate optometry resources to support the

achievement of the objectives and proper conduct of the course. Labs sufficient to meet the following training needs of the students should be available :

- a. Clinic cubicles
- b. Speciality clinics
- c. Vision science lab
- d. Optics lab
- e. Ophthalmic dispensing lab
- f. Basic science labs
- g. Contact lens lab

Pre-clinical labs are mandatory. Recommended ratio of refraction cubicles to students is 1:3.

HEP must have or be assured of the use of buildings that are quantitatively and qualitatively adequate to provide an environment conducive to students. The facilities must include lecture halls/auditorium, tutorial rooms, library, student lounges and student amenities (accommodation, food and study area).

HEP also must have a web or portal for blended learning. The learning management system must be maintained by an admin to ensure that the system is stable for student used.

### **In House Training Centre / Hospital Training**

Either the in house training centre / hospital for clinical training should have the following Clinical Optometry services :

- a. General optometry services
- b. Biometry services
- c. Visual field examination services
- d. Low vision services
- e. Contact lens services
- f. Binocular vision and orthoptic services
- g. Paediatric optometry services
- h. Colour vision services

- i. Ocular disease
- j. Dispensing ophthalmic lenses and spectacles (only for in-house training and Private Optometry Practice)

### **Library and Information Centre**

Appropriate collection of books, journals, audio visual and electronic resources in accordance to the listed references in the course outline. Recent and sufficient number of books must be made available for the use of academics and students. Internet connection, databases and computers should be provided by the HEP. The relevant software should be made available for the students use.

### **6.5 : Financial Resources**

- i. The HEP must have a clear line of responsibility and authority for budgeting and resourcing the specific needs of the department.
- ii. The HEP must have a clear procedure to ensure that its financial resources are sufficient and that it is capable of utilizing them efficiently and responsibly.

## **AREA 7: PROGRAMME MONITORING AND REVIEW**

### **7.1 : Mechanism for Programme Monitoring and Review**

There is clear mechanism as how the programme is monitored and reviewed periodically by a review committee. Evaluation of programme using proper mechanism is done to analyze student performance and progression.

### **7.2 : Involvement of Stakeholders**

Programme evaluation and review must involve stakeholders.



## **AREA 8: LEADERSHIP, GOVERNANCE AND ADMINISTRATION**

### **8.1 : Governance**

### **8.2 : Academic Leadership of the Programme**

The head of the accelerated optometry programme must be registered optometrist in Malaysia and who is qualified by education and experience to provide leadership in optometry education, scholarly activity, research and vision care. The head must be a full time staff (minimum 40 working hours a week), possess a PhD/doctoral qualification and a minimum of 5 years experience as an academician in optometry.

The head should have the assistance of such associate and staff necessary for administration of admissions, student affairs, academic affairs, graduate education, continuing education, hospital institutional relationships, research, business and planning, and fund raising.

Administrative officers and members of an optometry school must be appointed by, or on authority of, the governing board of the optometry school, or its HEP.

### **8.3 Administrative and Management Staff**

Administrative officers must be appointed and must have a clear responsibility with sufficient authority to direct resources with appropriate manner in operation of the programme.

### **8.4 Academic Records**

The program must have appropriate policies and practices concerning the nature, content and security of student and academic staff records. The program must continuously review policies and security of the records.

## **AREA 9: CONTINUAL QUALITY IMPROVEMENT**

### **9.1 : Quality Improvement**

The HEP is expected to provide evidence or ability to keep pace with changes in the field and requirements of the stakeholders. These may be demonstrated by, but not limited to :

- i. Curriculum review, which shall be conducted at least once every 4 to 5 years.
- ii. Appointment of External Examiners or any other appropriate measures to maintain the quality of curriculum and student assessment.
- iii. Links with industry.
- iv. Continuous review of clinical placement sites.
- v. Dialogue sessions with stakeholders (e.g.: student, MOC, MQA, lecturer, etc) at least once every 2 years.
- vi. Active participation of staff in relevant local and international conferences, seminars, workshops and short courses.
- vii. Presentations by invited speakers, local or international.
- viii. Organization of conferences, seminars and workshops.

**Appendix i**  
**(Prerequisite for Entry to**  
**Accelerated Programme)**

## Recognized Prior Learning

All applicants are required to fill in a portfolio and fulfill requirements needed in the portfolio. The Malaysian Optical Council stipulates that there are two portfolios for the two categories of applicants:

1. **Portfolio A** for Optician registered under Section 18(1) – those with Diploma in Opticianry and FBDO
2. **Portfolio B** for Optician registered under Section 18(2)(a) – those with tertiary qualification, SPM with 3 credits in science subject and those with no academic qualification

Minimum requirement for acceptance into the accelerated programme will depend on the applicant's category as follows:

| Category                  | Years of Practice | Bridging Course Required                     | Evidence of Continuous Education Required | Number of cases seen | Number of dispensing done |
|---------------------------|-------------------|--|---|----------------------|---------------------------|
| Diploma in Opticianry     | 2                 | No   | Yes                                       | 160                  | 130                       |
| FBDO                      | 3                 | No   | Yes                                       | 160                  | 130                       |
| Tertiary Education        | >25 years*        | Yes if qualification not in field of science | Yes                                       | 300                  | 130                       |
| SPM with 3 credits        | >25 years*        | Yes  | Yes                                       | 300                  | 130                       |
| No academic qualification | >25 years*        | Yes  | Yes                                       | 300                  | 130                       |

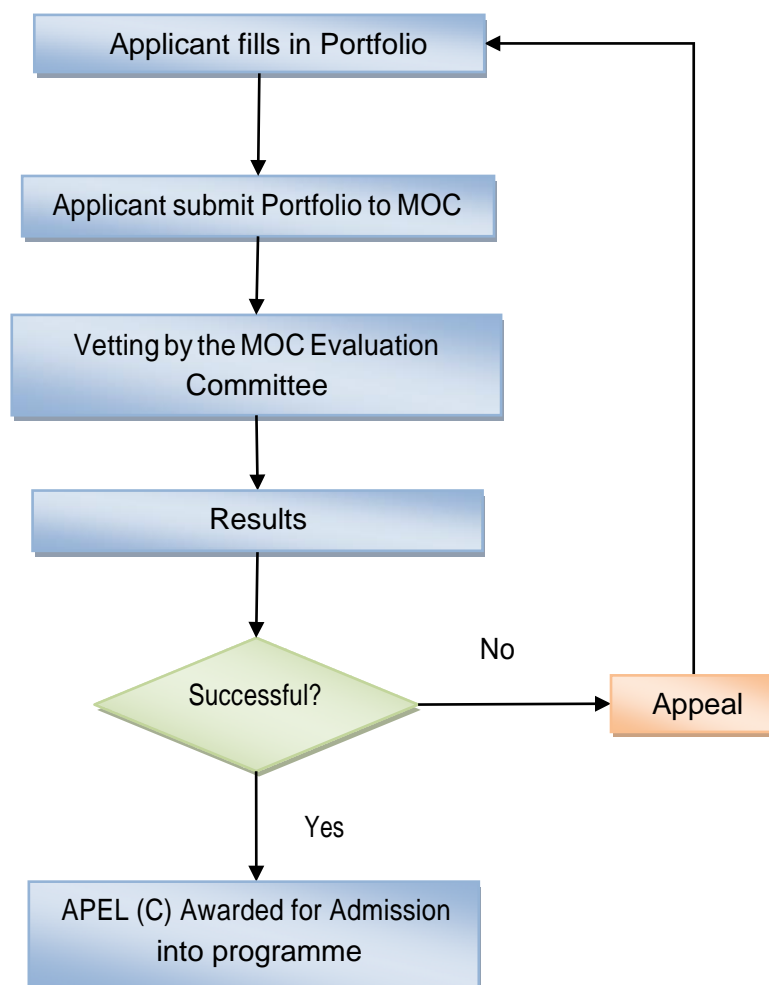
\*as at 2016

## Application to enroll in the accelerated programme :

All application must be send to MOC prior to enrollment to ensure compliance to the minimal entry requirement. The MOC Evaluation Committee will vet each application. MOC will issue a letter of good standing for candidate who passed the vetting

process. The certificate obtained will allow them to enroll in the accelerated programme. The Recognition of Prior Learning certification processes are as follows:

### FLOW CHART: RECOGNITION OF PRIOR LEARNING CERTIFICATION PROCESS



NB: Time scale for the assessment will depend on the complexity of the application

**Appendix ii**  
**(Guideline For Bridging**  
**Programme)**

## **GUIDELINE FOR BRIDGING PROGRAMME (ACCELERATED OPTOMETRY BACHELOR PROGRAMME)**

### **1.2 Introduction**

This document, produced by The Ministry of Health Malaysia and Malaysian Optical Council in collaboration with Malaysian Qualifications Agency (MQA), makes explicit recommendations on standards that are in line with national and international practices. The document is aimed at facilitating Malaysian Higher Education Providers (HEPs) to attain minimum standard and to stimulate them to continuously improve their Optometry (Accelerated) Programme in support of the national aspiration of making Malaysia the regional centre for excellence in education.

This bridging course will provides the academic preparation required for admission into Accelerated Optometry Bachelor Programme. The course is taught to help students to gain the necessary skills and equipped with strong fundamental knowledge in basic science.

The guidelines of this bridging programme are divided into nine areas:

1. Vision, mission, educational goals and learning outcomes;
2. Curriculum design and delivery;
3. Assessment of students;
4. Student selection and support services;
5. Academic Staff;
6. Educational Resources;
7. Programme Monitoring and review;
8. Leadership, governance and administration; and
9. Continual Quality Improvement.

## **AREA 1: VISION, MISION, EDUCATIONAL GOALS AND LEARNING OUTCOMES**

### **1.1 Statement of Programme Aims, Objectives and Learning Outcomes**

#### **Programme Aims:**

Programme aim/s is a statement on the purpose, philosophy and rationale in offering bridging course, to equipped the students with necessary knowledge and skills in basic science.

This is to cater for three categories of students as follows :

- i. Students who has tertiary education such as diploma (Level 4 MQF) or bachelor degree (level 6 MQF) in any field other than Science
- ii. Students who has Sijil Pelajaran Malaysia (SPM) with 3 credits in any science subjects.
- iii. Students who has no academic qualification

### **1.2 Learning outcomes**

At the completion of the course:

- a. Enable the graduates to have adequate knowledge and understand basic science
- b. Prepare the graduates in pursuing their studies to a higher level

## **AREA 2: CURRICULUM DESIGN AND DELIVERY**

### **2.1 Programme Design and Teaching-Learning Methods**

While acknowledging that there is no one way of teaching and learning, there should be a variety of teaching-learning methods for the purpose of facilitating learning for mature and working students.



Mode of delivery is blended learning which include lectures, face to face tutorial and self directed learning.

## **2.2 Curriculum Content and Structure**

### **Knowledge domain**

General areas to be covered include:

- General Sciences
- Human biology
- Optics

### **Credit hours**

- i. Minimum graduating credits: 15 credits

### **Duration and structure of the course**

The bridging course is taught over a minimum of 6 months full time in executive style. However, the course must be of sufficient duration to enable sequential learning and mastery of relevant basic science knowledge.

### **Area 3: ASSESSMENT OF STUDENTS**

There must be clear demonstration of the satisfactory achievement of the objectives of all components of the course by a variety of assessment methods and using a system of grading/marking that is fair, valid, appropriate and acceptable.

### **Method of assessment**

- i. Continuous assessment : 70%
- ii. Written examination : 30% ( 1 paper each for each subject)

## **Management of Student Assessment**

Assessment should be systematically applied throughout the course with feedback to students on their progress or weaknesses. A student's academic record must be available for review by the student, and the student must have the right and be given the opportunity to challenge the accuracy of the record.

Student records must be confidential and kept in strict security and should be made available only to members of the faculty and administration with a need to know, unless released by student, or otherwise governed by laws concerning confidentiality.

## **AREA 4: STUDENT SELECTION AND SUPPORT SERVICES**

### **Admission and Selection**

Only Optician registered with Malaysian Optical Council are allow to undergo this bridging course.

### **Entry Requirement**

Registered Optician with Malaysian Optical Council who has qualification as below:

- i. Diploma (Level 4 MQF) in any field other than science
- ii. Bachelor degree (level 6 MQF) in any field other than science
- iii. Sijil Pelajaran Malaysia (SPM) with 3 credits in any science subjects
- iv. No academic qualification

### **Students Support Services and Co-curricular Activities**

The HEP is required to make available of the following for the students;

- Health services
- Counselling service

- Academic advisory board to cater for students who are in need of academic support
- Disciplinary and Appeal boards to handle students' disciplinary and appeal cases
- Amenities such as study areas and lounges, food service
- Co-curriculum and student physical activity services
- Appropriate security system for personnel and properties.

The HEP shall ensure that the physical facilities are accessible for student with disabilities.

## **AREA 5: ACADEMIC STAFF**

### **Recruitment and Management**

- i. Lecturers must have at least a Bachelor degree in a related field with relevant experience.
- ii. The higher education provider should not unduly rely on inexperienced staff but strike a balance between experienced and inexperienced lecturers.
- iii. Ratio of lecturer to students for the whole programme should be minimum 1:20 (theory).

## **AREA 6: EDUCATIONAL RESOURCES**

### **Physical Facilities**

Adequate educational resources are necessary to support the teaching and learning activities of the programme. These include all the required academic and instructional expertise, physical facilities, information and communication technologies, research facilities and finance. Relevant labs developed based on number of students.

HEP must have or be assured of the use of buildings that are quantitatively and qualitatively adequate to provide an environment conducive to students. The facilities

must include lecture halls/auditorium, tutorial rooms, library, student lounges and student amenities (accommodation, food and study area).

### **Library and Information Centre**

Appropriate collection of books, journals, audio visual and electronic resources in accordance to the listed references in the course outline. Recent and sufficient number of books must be made available for the use of academics and students.

Internet connection, databases and computers should be provided by the HEP. The relevant software should be made available for the students use.

## **AREA 7: PROGRAMME MONITORING AND REVIEW**

### **Mechanism for Programme Monitoring and Review**

There is clear mechanism as how the programme is monitor and review periodically by a review committee. Evaluation of programme using proper mechanism is done to analyze student performance and progression.

## **AREA 8: LEADERSHIP, GOVERNANCE AND ADMINISTRATION**

### **8.1 : Governance**

This bridging course must be run by the Optometry Department that offer accelerated bachelor optometry programme.

### **8.2 : Academic Leadership of the Programme**

Administrative officers and members of an optometry school must be appointed by, or on authority of, the governing board of the optometry school, or its HEP.

### **8.3 Administrative and Management Staff**

Administrative officers must be appointed and must have a clear responsibility with sufficient authority to direct resources with appropriate manner in operation of the programme.

### **8.4 Academic Records**

The program must have appropriate policies and practices concerning the nature, content and security of student and academic staff records. The program must continuously review policies and security of the records.

## **AREA 9: CONTINUAL QUALITY IMPROVEMENT**

### **9.1 : Quality Improvement**

The HEP is expected to provide evidence or ability to keep pace with changes in the field and requirements of the stakeholders. These may be demonstrated by, but not limited to:

- i. Curriculum review, which shall be conducted at least once every 4 to 5 years.