Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

GUIDELINES ON VALUES-BASED EDUCATION (VBE)

2026

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Guidelines on Values-Based Education (VBE) 2026

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FOREWORD

The Malaysian Qualifications Agency (MQA) has taken proactive measures by revising the Malaysian Qualifications Framework (MQF) Second Edition (2017) to keep it relevant to the current landscape of Malaysian Higher Education. The updated MQF Second Edition (2024) has significantly reinforced the elements of Values-Based Education (VBE), aligning with the principles of the National Education Philosophy.

In line with the MQF Second Edition (2024), the Guidelines on VBE (Guideline) is developed to provide Higher Education Providers (HEPs) with practical references for infusing, embedding and integrating VBE into their curriculum designs. The reinforcement of VBE in Malaysian Higher Education is therefore crucial in producing holistic graduates who are intellectually, spiritually, emotionally and physically balanced and harmonious, and who contribute meaningfully to their families, societies and the nation.

This Guideline is developed through extensive consultation, incorporating the invaluable views of academicians, industry players, policymakers, and other relevant stakeholders. These collective contributions have directly shaped a forward-looking guideline that is highly responsive to contemporary educational challenges, aimed at producing holistic graduates.

The MQA extends our sincere appreciation to all who have participated in the development of this guideline. We hope that this Guideline will serve as an invaluable reference, strengthening the delivery of VBE in academic programmes, and thereby fostering the development of balanced, inclusive and sustainable societies.

With the collective support and cooperation of all stakeholders in adhering to this guideline, we believe that Malaysian Higher Education will not only produce holistic graduates but also significantly enhance its global competitiveness and comparability.

Thank you.

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2026

THE APPLICATION OF THE GUIDELINE

This Guideline was developed to facilitate the interpretation and implementation of Values Based Education (VBE) in alignment with the Malaysian Qualifications Framework (MQF) and is organised into sections for clarity and ease of reference.

The objective of this guideline is to serve the following:

i. To define and contextualise VBE within the Malaysian higher education system.

ii. To guide HEPs with frameworks and strategies to institutionalise values at both programme and institutional levels.

iii. To translate and align the National Education Philosophy and the MQF's emphasis on values into actionable strategies.

The degree of emphasis in the elaborations is distinguished through the use of the following terms: "**must**," "**should**" and "**could**." These modal verbs help clarify the strength and flexibility of requirements. The term "**must**" prescribes requirements that are mandatory and binding, while "**should**" indicates requirements that are generally expected to be observed under normal circumstances, with departure permitted only when demonstrably justified and supported by alternative measures that achieve an equivalent or higher level of quality assurance. In contrast, "**could**" denotes desirable practices that are not mandatory but may serve as enhancements or innovations, the adoption of which is not a condition of compliance but may be recognised as evidence of continuous improvement and institutional good practice. However, HEPs may set additional requirements as necessary, aligned with this Guideline.

GLOSSARY

1.	Academic Staff	Personnel engaged by higher education providers who are involved in teaching, training and supervision.
2.	Alumni	Graduates of a higher education provider.
3.	Analysis, Design, Development, Implementation and Evaluation	A systematic instructional design model used to develop effective educational and training programs through five key phases: Analysis, Design, Development, Implementation and Evaluation. It provides a structured, iterative framework that ensures learning materials or programs are goal-oriented, learner-centred, and continuously improved based on feedback and evaluation.
4.	Assessment	A systematic mechanism to measure a student's attainment of learning outcomes.
5.	Co-curricular Activities	Activities conducted outside the classroom that may or may not form part of the programme credits.
6.	Courses	Components of a programme. The term courses is used interchangeably with subjects, units or modules.
7.	Department	The entity within a Higher Education Provider responsible for a programme. Examples include a college, faculty, school, institute, centre or unit.
8.	Education for Sustainable Development (ESD)	"ESD embodies the acquisition of knowledge, skills, values and empowerment for learners of all ages to address interconnected global challenges, such as climate change, biodiversity loss, resource depletion and social inequality. It also requires participatory teaching methods that inspire and enable learners to transform their behaviour and actively engage in actions promoting sustainable development. This educational approach fosters essential competencies, including critical thinking, envisioning future scenarios and collaborative decision-making." (UNESCO, 2017)
9.	Focus Group Discussion	A qualitative research method used to obtain in-depth insights, where a selected group of participants discusses a specific topic or issue under the guidance of a trained moderator.
10.	Formative Assessment	The assessment of students' progress throughout a course, in which the feedback from learning activities is used to improve student attainment.
11.	Governance	Describes the organisational structure used to ensure that constituent parts follow established policies, processes and procedures.

12.	Higher Education Provider (HEP)	A body corporate, organisation or entity that conducts higher education or training programmes, including skills training programmes, leading to the award of a higher qualification or a higher education qualification. This includes public or private HEPs, examination or certification bodies, or their representatives.
13.	Humanistic, Societal and Communal Values	In the context of this Guideline, humanistic values refer to universal or global values transcending nationality, religion or culture. Societal values refer to Malaysian (national) values advocated by the *Rukun Negara* and values adopted by Malaysians irrespective of race or religion. Communal values refer to values adopted by specific races, communities or organisations.
14.	Interview	An interview is designed to assess a candidate's academic potential. Decisions are generally based on the candidate's ability to think independently and to engage with new ideas.
15.	Learning Outcomes	Statements describing what students should know, understand, and be able to do upon completion of a period of study.
16.	Malaysian Qualifications Framework	An instrument that classifies qualifications based on a set of criteria that are approved nationally and benchmarked against international best practices.
17.	Massive Open Online Courses	Online courses designed for large-scale participation and open access via the internet.
18.	*Mata Pelajaran Umum*	A set of courses offered at an undergraduate educational programme which aims to provide students with knowledge in preparation for life in modern society. It comprises the understanding of noble values, history and responsibility in society, mastery of soft skills and expansion of Malaysia-based knowledge.
19.	Micro-credential	A micro-credential is a digital certification of assessed knowledge, skills and competencies in a specific area or field, which can be a component of an accredited programme or a stand-alone course supporting the professional, technical, academic and personal development of learners.
20.	Modules	Components of a programme. The term 'modules' is used interchangeably with subjects, units or courses.
21.	Professional Body	A body established under written law (or any other body recognised by the Government) for the purpose of regulating a profession and its qualifications.
22.	Programme	An arrangement of courses/subjects/modules that is structured for a specified duration and learning volume to achieve stated learning outcomes, which usually leads to the award of a qualification.

23.	Programme Educational Objective	Broad statements that describe the career and professional accomplishments that the programme is preparing graduates to achieve after graduation.
24.	Programme Learning Outcome	Statements that describe the specific and general knowledge, skills, attitudes and abilities that programme graduates should demonstrate upon graduation. The graduates are expected to acquire the outcomes upon completion of all the courses in their programme.
25.	Provider	Refers to any entity that offers courses and/or programmes which may or may not lead to an award under the MQF. A provider refers to entities beyond an HEP — training institutes, consultancies, etc.
26.	Qualification	A certificate, diploma or degree awarded by an HEP or any party authorised to confer or award the qualification and affirm the achieved learning outcomes.
27.	Student Learning Time	The amount of time that a student is expected to spend on learning and teaching activities, including assessment, to achieve specified learning outcomes.
28.	Summative Assessment	The assessment of learning that summarises the student's progress at a particular time and is used to assign the student a course grade.
29.	Thought Leaders	A panel of eminent experts whose authoritative insights guide and influence developments within a specific sector, ***e.g.***, higher education.
30.	Values-Based Curriculum	A curriculum intentionally designed to integrate moral and ethical values into teaching and learning, with the aim of developing graduates who demonstrate ethical integrity, emotional intelligence, civic responsibility and spiritual discernment.
31.	Values-Based Education	Values-Based Education focuses on strengthening moral and ethical values alongside academic rigour. It aims to nurture character, personality, attitude and behaviour based on humanistic, societal and communal values.
32.	Values-Education	An educational approach that teaches about values, usually cognitive and theoretical, aimed at helping learners understand moral concepts and make ethical decisions. It may be taught as a separate subject, with practices such as lessons on honesty, respect and humility. Assessment is primarily knowledge-based.

ABBREVIATION

1.	AI	Artificial Intelligence
2.	ADDIE	Analysis, Design, Development, Implementation and Evaluation
3.	CLO	Course Learning Outcome
4.	HEPs	Higher Education Providers
5.	IDGs	Inner Development Goals
6.	LOs	Learning Outcomes
7.	MQA	Malaysian Qualifications Agency
8.	MQF	Malaysian Qualifications Framework
9.	PLOs	Programme Learning Outcomes
10.	SDGs	Sustainable Development Goals
11.	UNESCO	United Nations Educational, Scientific and Cultural Organization
12.	VBE	Values-Based Education
13.	VE	Values-Education
14.	VR	Virtual Reality

SECTION 1: INTRODUCTION TO VALUES-BASED EDUCATION

Background

1. In the current dynamic and interconnected global landscape, higher education plays a vital role in nurturing graduates who are not only technically proficient but also responsible, professionally competent and ethically grounded. As students engage with diverse worldviews in this borderless era, a strong foundation in values becomes increasingly important in empowering them to navigate global influences with confidence while staying true to the rich Malaysian customs and cultural heritage.

2. Malaysian higher education is shifting from reactive to proactive by integrating foresight thinking into curricular, policy and governance decisions. Institutions are encouraged to envision interdisciplinary and adaptable ecosystems while building resilience to withstand global disruptions, including technological, environmental and societal challenges. This forward-looking imperative is both philosophical and strategic, requiring a transformation in mindset as well as structure, to reform the higher education system into one that is inclusive, future-ready and values-driven.

3. This Guidelines on Values-Based Education (VBE) offers a conceptually robust yet practically actionable approach to cultivating ethical resilience, enabling students to internalise values that guide their decisions and behaviours amid global complexities.

4. Higher Education Providers (HEPs) have the autonomy to define their core values, provided these values are aligned with and supportive of the National Education Philosophy and in accordance with the principles of the *Rukun Negara*. HEPs also have the flexibility to integrate VBE in ways that reflect and reinforce their unique mission and institutional culture.

Definition, Framework and Concept of Values-Based Education

5. **Definition.** VBE is an educational approach that focuses on instilling moral and ethical values and nurturing character, attitude and behaviour. It is guided by humanistic, societal and communal values through integrating core values into teaching, learning and institutional culture so that the values are actively lived.

6. **Framework**. While Values-Education (VE) teaches about values, VBE advocates living through values. Therefore, it requires a comprehensive framework that goes beyond the classroom, integrating curriculum, co-curriculum, extra-curricular activities, institutional culture, and a supportive atmosphere that consistently reflects and reinforces the values in practice. VBE is not merely about theoretical understanding; it is about creating environments where values are lived, experienced, modelled and internalised through every aspect of the educational journey. The differences between VE and VBE are illustrated in Table 1.1.

Table 1.1: Comparison between VE and VBE

NO.	ASPECT	VALUES-EDUCATION	VALUES-BASED EDUCATION
1.	**Focus**	Teaching about values	Living through values
2.	**Approach**	Often cognitive and theoretical	Holistic: includes emotional, spiritual and social aspects
3.	**Implementation**	May be taught as a separate subject	Integrated into the institutional ethos, curriculum and relationship
4.	**Goal**	Understand moral concepts and make ethical decisions	Develop character and embed values in daily behaviour and culture
5.	**Examples of Practice**	Lessons on honesty, respect and tolerance	Creating a values-based institutional culture through role modelling, policies, assemblies and classroom dialogue
6.	**Assessment**	Primarily knowledge-based	Ongoing reflection, behavioural observation and community feedback

7. **Concept.** According to the Malaysian Qualifications Framework (MQF) 2024:

> "VBE entails overcoming challenges such as differentiating and relating characters, personalities, attitudes and behaviours to values, assessing abstract values, maintaining academic rigour and managing potential inconsistencies in implementation. These necessitate a strategic approach, effective communication and robust assessment methods. The integration of VBE into the Malaysian higher education system aligns the MQF with the emphasis of the National Education Philosophy on holistic individuals and developing unity in the diverse Malaysian community, thus presenting an opportunity to manifest this philosophy in practical terms." (MQF, 2024)

The Importance of Values-Based Education in Higher Education

8. **Balanced Person.** By integrating values into the curricula, institutions can support learners' ethical maturation and their capacity to contribute to harmonious, sustainable societies. In the Malaysian multiracial context, VBE is particularly pertinent. The Malaysia Education Blueprint (Higher Education) emphasises the development of value-driven graduates who can navigate societal complexities and advance national cohesion through shared moral frameworks. Embedding VBE across all disciplines will strengthen learners' connections to the environment, to others, and to themselves — aligning Malaysian higher education with global good practices while addressing local needs, as advocated in the MQF (2024):

"Incorporating VBE into the MQF provides HEPs with the opportunity to ensure responsible, professionally competent and ethically sound graduates. This will enhance the global recognition of Malaysia as a provider of holistic and ethics-imbued education, thereby enhancing the competitiveness of its graduates and the standing of its higher education institutions. In this context, VBE refers to humanistic, societal and communal values that enhance industry skills. Restoring emphasis on values will lead to truly holistic and balanced graduates, as envisaged in the National Education Philosophy."

9. Figure 1.1 shows how VBE may progressively nurture a holistic and balanced individual into a responsible citizen who will contribute to the harmony and betterment of the individual, family, society and nation at large.

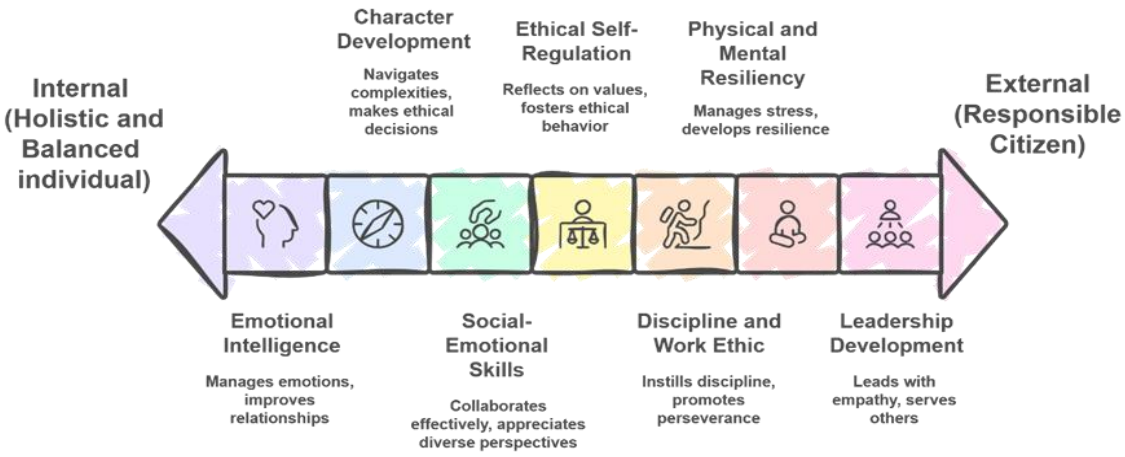


Figure 1.1: VBE Impact on Learner Development from Internal to External

10. **Responsible Citizens.** The impact of VBE inevitably extends to the broader society, contributing to a more harmonious and sustainable future. VBE nurtures civic responsibility by teaching students the importance of social justice, community service, and active participation in democratic processes, empowering them to become agents of positive change. Societies with higher education levels, including VBE, tend to be healthier, have higher rates of economic stability, and experience lower crime rates. By promoting universal positive values like dignity, justice, integrity, gratitude, courage and altruism, VBE helps transcend cultural and religious differences, fostering mutual respect and inclusivity essential for harmonious coexistence in diverse societies.

Global Overviews on Values-Based Education

11. **Motivation at the Global Stage**. The aftermath of World War II prompted a global emphasis on peace, human rights and intercultural understanding. The United Nations Educational, Scientific and Cultural Organization (UNESCO) was founded in 1945 with a mission to promote education that fosters peace and shared values. VE was then instigated in the 1970s–1980s by scholars like Milton Rokeach and Howard Kirschenbaum[1], who began publishing on how values shape learning and leadership.

[1] Milton Rokeach (1918–1988) and Howard Kirschenbaum (1944–) researched and published extensively in the field of values and character education.

12. **VBE Movement**. At the school level, Neil Hawkes launched the modern VBE movement in the United Kingdom, advocating for schools to explicitly teach and model universal values like respect, compassion and honesty. Programmes like Living VE (supported by UNESCO) now reach over 80 countries.

13. **Global Values**. The rise of global citizenship education and sustainability initiatives in the 1990s–2000s brought values like equity, diversity and environmental responsibility into university missions and curricula. Universities increasingly integrate values through leadership programmes, service-learning and ethics courses.

14. **Rising Needs**. In light of the growing concerns about artificial intelligence (AI), climate change and social inequality, values-based leadership and ethical reasoning are becoming central to higher education's purpose. Institutions are now expected to graduate not just skilled professionals but principled global citizens.

15. **UNESCO's Emphasis**. UNESCO's VBE emphasises the role of education in fostering positive values, attitudes and behaviours that promote sustainable development and global citizenship. It aims to equip individuals with the knowledge, skills and values needed to address global challenges like climate change, poverty and inequality. UNESCO's *Learning to be* in particular, emphasises holistic human development, inner fulfilment and VE as central to peace, equity and lifelong learning. There is also growing interest in frameworks such as the Inner Development Goals (IDGs) and contemplative education that promote VBE. The IDGs offer a science-based framework of 25 skills across 5 dimensions (Being, Thinking, Relating, Collaborating and Acting) designed to help individuals live purposeful and sustainable lives, as illustrated in Figure 1.2.

Figure 1.2: The IDGs Framework with 25 Skills Across 5 Dimensions[2]

16. **VBE Implementation**. VBE is implemented worldwide, with variations reflecting local cultural, social and political contexts. Across Western, Asian, African and Middle Eastern countries, a common theme is the recognition that higher education must extend beyond cognitive development to include ethical and social-emotional growth. While its core

[2] Adapted from the Inner Development Goals (2024).

principles are often universal, the interpretation and implementation of VBE can vary widely across cultures and countries. Although the core values may overlap, the emphasis and delivery reflect each society's unique cultural, historical and political landscape. Western countries tend to integrate values implicitly within a broader democratic framework, while Asian countries often employ more explicit instruction alongside integration, sometimes driven by national identity goals. Other regions adapt VE to address unique socio-cultural challenges, often drawing on indigenous philosophies. Table 1.2 shows the variations in emphasis on core values in different regions of the world.

Table 1.2: Variations in Core Values

NO.	GROUP	EMPHASIS ON CORE VALUES
1.	Western	Often emphasise critical thinking, civic engagement, social justice and individual autonomy. European Union nations focus on shared democratic values. Pedagogies lean towards experiential learning, service-learning and reflective practice.
2.	Asian	Frequently draw on indigenous philosophies (*e.g.*, Islamic principles, Confucianism) emphasising harmony, respect, community and moral character. Implementation can be more top-down, integrated into national education plans (*e.g.*, Malaysia).
3.	Middle East	Islamic values and cultural heritage are central, with a focus on balancing tradition with modernisation. Peer interaction and community values are important, even in technology-driven learning environments like Kuwait's e-learning.
4.	African and Global South	VBE is often linked to nation-building, addressing socio-economic disparities and integrating indigenous knowledge. Challenges related to resources and infrastructure are prominent, but innovative community-based solutions are emerging. Institutional focus includes access, quality, innovation, social equity and sustainability.

17. Institutional policies range from explicit VBE frameworks and dedicated courses to more implicit integration through campus culture and co-curricular activities. Table 1.3 provides a comparison of institutional focus and curriculum policy across different regions.

Table 1.3: Regional Comparisons of Institutional Focus and Curriculum Policy

NO.	REGION	INSTITUTIONAL FOCUS	CURRICULUM POLICY
1.	Western (North America, Europe)	Implicit integration of democratic, civic and social values; emphasis on critical thinking and participation (*e.g.*, Finland, Denmark).	The Bologna Process/European Higher Education Area mandates academic freedom, institutional autonomy, integrity and student-staff governance; multidisciplinary and competence-based modules.
2.	Asia	Explicit moral education; holistic development (intellectual, spiritual, emotional, physical); national identity and cultural heritage (*e.g.*, Malaysia, Japan, India).	Dedicated Moral Education or Citizenship courses; India's National Education Policy 2020 embeds constitutional and life skills values; teacher preparation programmes for VBE.
3.	Australia	Whole-institution approaches where values permeate leadership, curriculum and campus life; cultural competence and indigenous knowledge integration.	The National Framework for VE guides explicit teaching, faculty role modelling, self-assessment, and "teachable moments" in ethics.
4.	Africa and the Middle East	Indigenous philosophies (*e.g.*, Ubuntu) and faith traditions (*e.g.*, Islamic values); community-based learning; decolonisation of curricula.	Incorporation of Ubuntu and Islamic moral principles; community-empowerment modules; curriculum audits to decentralise Western epistemologies.
5.	South America	Social innovation, entrepreneurship and community outreach; development of complex thinking and social commitment.	Service-learning tied to social entrepreneurship; business ethics and sustainability case studies; problem-based learning on local challenges.

18. **VBE as Practised in Malaysia.** In Malaysia, VBE has traditionally been emphasised at the school level through Islamic and Moral Education and infused in other subjects, co-curricular and extra-curricular activities, as well as role modelling by teachers, designed to strengthen ethical foundations, promote national identity and foster multicultural harmony. At the higher education level, values such as cultural diversity, social responsibility and ethical leadership are reflected in general studies courses, co-curricular programmes and institutional declarations of core values.

19. Moving forward, VBE in higher education must go beyond isolated courses and extra-curricular activities towards a systemic approach that nurtures ethical, respectful and

socially responsible graduates. This requires embedding core values — such as dignity, justice, integrity, gratitude, courage and altruism — into institutional missions, academic curricula, pedagogy and assessment, while also integrating them into student experiences, research and industry engagement. This approach ensures that values are not only taught but lived, modelled and internalised throughout the higher education ecosystem.

20. **Lesson Learned**. Across regions, VBE in higher education emphasises the following:

    i. A shift from purely knowledge transmission to cultivating ethical agency and civic engagement.

    ii. Whole-institution approaches, embedding values in all aspects of the learning ecosystem, including its leadership, learning environment, academic programmes' general and discipline cores, as well as co-curricular activities.

    iii. Emerging trends in VBE such as holistic pedagogy and well-being, culturally responsive pedagogy, emphasis on experiential learning, technology integration and multi-stakeholder collaboration.

    iv. Bridging global–local dynamics by aligning global principles with local wisdom, which fosters graduates who are both rooted in their local identity and equipped to engage as responsible global citizens.

Governing Laws

21. **Alignment with Malaysian Values**. The convergence of shared values such as dignity, justice, integrity, courage, gratitude and altruism underscores the universal imperative for universities to prepare graduates as ethical leaders and responsible citizens in an interconnected world. In the context of Malaysian higher education, values can be universal but should be aligned with Malaysian as well as Asian values and contexts.

22. **Alignment with the Education Act 1996 (Act 550)**. In the Malaysian context, VBE is aligned with the Education Act 1996 (Act 550), which states:

> "AND WHEREAS the National Education Policy is based on the National Philosophy of Education, which is expressed as follows:
>
> > Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high level of personal well-being as well as being able to contribute to the betterment of the family, the society and the nation at large."
>
> "AND WHEREAS the above policy is to be executed through a national system of education which provides for the national language to be the main medium of instruction,

a National Curriculum and a common examination; the education provided being varied and comprehensive in scope and which will satisfy the needs of the nation as well as promote national unity through cultural, social, economic and political development in accordance with the principles of Rukun Negara." (Education Act 1996 [Act 550])

23. **Alignment with the MQF 2024**. Based on the National Education Philosophy, the MQF 2024 places renewed emphasis on the infusion, embedding and integration of values across all levels of qualifications, ensuring that graduates are not only knowledgeable and competent but also ethically grounded, as follows:

> "The Malaysian Qualifications Framework (MQF), which was mandated under the Malaysian Qualifications Agency (MQA) Act 2007, has a key role within these complex arrangements, *i.e.*, to set not only qualification standards for all qualifications in the higher education and training sectors but also to ensure a holistic graduate development through the Five Clusters of Learning Outcomes, with emphasis on Values-Based Education (VBE)." (MQF, 2024)

24. **Institutional Stewardship.** HEPs must establish guidelines or policies on implementing VBE for their institutions. HEPs should adopt their own existing values or adopt the core values suggested in this Guideline. The institutional guidelines or policies must cover the following aspects:

i. Core values to be adopted.

ii. Approach – infuse, embed or integrate.*

iii. Framework and delivery method.

iv. Resources required.

v. Training for capacity building for academic administrators and educators.

vi. Monitoring and accountability.

To complete the ecosystem and ensure the sustainability of the initiative, the guidelines or policies are recommended to cover recognition, rewards and incentives. The guidelines or policies should be suitable for the environment and capacity of the institution.

***Note:** As a starting point, HEPs could infuse values into teaching and learning, but over time, they are expected to embed and integrate these values into curricula and institutional culture. Table 4.3 provides an explanation of infuse, embed or integrate.

SECTION 2: CHALLENGES AND STRATEGIES IN IMPLEMENTING VALUES-BASED EDUCATION

Introduction

25. The challenges and issues discussed in this section are based on consultations with Thought Leaders in VBE and insights from focus group discussions with various stakeholders. These findings reflect the current state of VBE implementation in Malaysian higher education institutions.

26. The Education Act of 1996 (Act 550) incorporates the National Education Philosophy, as stated in Section 1, Item 22. The philosophy advocates for HEPs to prepare citizens with the following attributes:

    i. Having knowledge and skills in the discipline.

    ii. Being able to work together within the industry and society.

    iii. Having a good personality and character.

27. The Malaysian Qualifications Agency Act 2007 (Act 679) states that "learning outcome" means the standard to be achieved from an educational or skill training programme or qualification, as determined by the MQF.

28. In supporting the development of the attributes advocated in the National Education Philosophy, the MQF introduces the Five Clusters of Learning Outcomes, consisting of 11 academic learning domains or skill sets which students need to acquire upon graduation.

29. The MQF academic learning domains may be aligned with the National Education Philosophy attributes, as shown in Table 2.1:

Table 2.1: Relationship between MQF Academic Learning Domains and National Education Philosophy Attributes

NO.	MQF ACADEMIC LEARNING DOMAIN	NATIONAL EDUCATION PHILOSOPHY ATTRIBUTE
1.	• Knowledge and Understanding • Cognitive Skills • Practical Skills • Numeracy Skills • Digital Skills*	Having knowledge and skills in the discipline.
2.	• Interpersonal Skills • Communications Skills • Digital Skills* • Leadership, Responsibility and Autonomy*	Ability to work together within the industry and society.

NO.	MQF ACADEMIC LEARNING DOMAIN	NATIONAL EDUCATION PHILOSOPHY ATTRIBUTE
	• Entrepreneurial Skills	
3.	• Responsibility and Autonomy* • Personal Skills • Ethics and Professionalism	Having a good personality and character.

*__Note:__ Some skill sets may be aligned with more than one National Education Philosophy attribute.

30. Much focus has been accorded to outcomes-based education, while the aspect of values or VBE has not been accorded similar focus. This may result in graduates becoming practitioners who have knowledge and competencies but lack ethical values and moral judgment. The rise in unethical and morally questionable practices in the industry and community begs the question of whether HEPs have prepared graduates in line with the National Education Philosophy.

Student Behavioural Issues

31. Students at HEPs today are navigating a significant transitional stage from adolescence to adulthood within increasingly complex physical and virtual environments. The post-pandemic educational landscape has introduced new challenges that require collective institutional support. Educators have observed changes in student engagement patterns and behavioural norms, including concerns about attendance consistency, academic integrity practices such as plagiarism, and evolving social interactions. There is a growing need to strengthen community values and reinforce the importance of proper conduct (*adab*) while supporting students in developing a balanced sense of individual responsibility and collective well-being.

32. This is a multifaceted issue shaped by developmental, psychological and environmental factors, including the rapid integration of physical and virtual environments through emerging technologies and evolving institutional practices. Students in their formative years are still developing the ability to internalise meaningful values, which presents both challenges and opportunities for character education. The prevalence of social media and digital technologies has created an environment where diverse and sometimes competing values coexist, requiring intentional guidance to help students navigate these complexities. Academic institutions face the ongoing challenge of balancing performance metrics with character development, highlighting the need for more integrated approaches to VBE. There is also a need for greater institutional flexibility and innovation to create educational environments that respond effectively to contemporary realities while providing meaningful opportunities for authentic character development and values exploration.

Factors Contributing

33. Student behavioural issues in higher education are due to systemic weaknesses in the implementation of VBE. Key contributing factors include fragmented policy frameworks, lack

of educator training, institutional constraints and lack of agreement on core values to be adopted. These combined challenges hinder the development of holistic students who should have not only knowledge and competencies but also ethical values and moral judgment.

Fragmented Policy Framework

34. Currently, in regard to VBE, HEPs are facing a policy vacuum, fragmentation or vagueness. This constitutes a major obstacle, as values-related policies are scattered across curriculum design and delivery, including learning activities and assessment, co-curriculum, administrators and educators. In addition, the issue is further compounded by a lack of comprehensive coordination and integration either at the regulatory, governance or implementation levels. Existing policies lack concrete definitions of values, leading to vague and symbolic implementation rather than meaningful practice. These issues require an urgent need for integrated, evidence-based policy reform that addresses the full spectrum of VBE, from design to assessment.

Lack of Educator Training for Capacity Building

35. Some educators may not have received adequate training in values-based pedagogy and may be uncertain about how to effectively integrate character development into their teaching practice. While educators are committed to ensuring students acquire knowledge and skills in the discipline, greater clarity and support are needed on how VBE can be meaningfully embedded alongside academic content. Professional development opportunities that equip educators with practical strategies for VBE implementation, as well as clearer institutional expectations regarding their role in character formation, would strengthen their capacity and confidence in delivering VBE.

36. Educators are mostly not provided with comprehensive and structured training programmes specifically focused on the effective delivery of VBE. There is very limited additional training on instructional strategies and assessment methods related to VBE offered at either the national or HEP level. In addition, there is very limited collaboration between educators, support services providers and communities, which hinders effective and holistic implementation of VBE across the entire spectrum of learning activities, either on- or off-campus. These issues must be resolved by HEPs in order for an effective, values-based programme delivery to be achieved.

Institutional Constraints

37. The current academic workload for educators, encompassing teaching, research, consultancy, community engagement and administration, has been perceived to take up the bulk of their working hours, leaving very little room for VBE integration. The performance indicators for educators do not focus on encouraging VBE, perhaps due to the difficulties in developing indicators for monitoring and verification.

38. The current assessment practices at HEPs have very little or no focus on VBE. The existing assessment tools and rubrics are not designed for, or inconsistent in, measuring abstract values, which leads to non-measurement or subjective assessment

practices related to VBE. This may be linked to the issues discussed in the previous section on the Lack of Educator Training.

39. Though VBE can be implemented with creativity, resources are still needed for its implementation. Currently, there are systemic obstacles to VBE implementation due to limited institutional resources and financial constraints that limit programmes, activities and support systems needed for effective VBE implementation.

Diverse Perspectives on Core Values

40. HEPs have been grappling with various value systems. For clarity, these can be grouped as follows:

    i. A nationalistic values-based system, with a nation-building theme based on the principles of the *Rukun Negara*, which has long been established in the National Education Philosophy.

    ii. An Islamic VBE system, championed by HEPs with an Islamic orientation.

    iii. A market-based value system, which emerged around the mid-1990s, with marketability or employability as the key goals of higher education.

    In this mixed landscape of value systems in higher education, HEPs should decide which values-based system to adopt. Section 4 of this Guideline will provide guidance to HEPs on moving forward with implementing VBE.

Proposed Strategy

Addressing Students' Behavioural Issues

41. To strengthen VBE in higher education and support students' character development alongside academic achievement, HEPs should adopt comprehensive approaches that integrate moral and ethical considerations with intellectual growth. Creating learning environments where integrity and academic excellence reinforce each other can better prepare graduates for responsible leadership roles in society. The following are suggestions that should be adopted by HEPs:

    i. HEPs must develop and adopt academic policies that promote integrated and holistic development of character. This integrated approach can be achieved when HEPs revise existing curricula to include modules on soft skills and emotional intelligence as credit-bearing or compulsory components. In addition, HEPs should encourage strategic partnerships between faculties or academic programmes and counselling services to provide more holistic support programmes.

    ii. HEPs should encourage or promote more dynamic teaching methods to overcome institutional rigidity that prevents innovation and the exploration of genuine values. Furthermore, HEPs could provide special scholarships, funding, or incentives to

departments, academic programmes or educators engaged in learning experiences outside the classroom that truly foster creativity and character development.

iii. In the digital realm, HEPs should introduce extended training in digital citizenship to counter the virtual environment in which the proliferation of social media and digital technologies has normalised conflicting values and addictive behaviours. Comprehensive digital literacy programmes that cover online ethics, critical thinking and digital footprint management should be developed and introduced, either in the form of workshops for new students or integrated into relevant courses throughout the curriculum.

iv. HEPs are responsible for creating a comprehensive culture of integrity and accountability to correct the academic practice of prioritising performance metrics over personal development. To this end, HEPs could establish or empower a central integrity committee to ensure that academic misconduct policies are enforced consistently and transparently across all faculties, while launching ongoing awareness campaigns to promote academic honesty as a core institutional value.

Addressing the Fragmented Policy Framework

42. To address the critical challenges associated with a fragmented policy framework, HEPs should implement comprehensive and integrated policy reform. The following are suggestions that should be adopted by HEPs:

i. HEPs must develop comprehensive policies and guidelines to systematically support VBE implementation, covering aspects listed in Section 1, Item 24.

ii. HEPs should develop a comprehensive framework that defines the core values to be adopted. This governing framework should be used for coordinating and operationalising VBE, aligning the adopted core values with the National Education Philosophy and the principles of the *Rukun Negara*.

iii. HEPs could form a centralised, institutional-level committee to oversee the implementation of VBE. This committee could comprise cross-functional representatives from curriculum, co-curriculum, student affairs and academic departments to break down silos and ensure that policies are implemented coherently across the institutional ecosystem. HEPs should also develop monitoring mechanisms that allow for the tracking and reporting of VBE implementation.

Addressing Educator Training

43. In order to strengthen the training of educators in VBE, HEPs should take targeted measures to strategically address the specific problems identified. The following are suggestions that should be adopted by HEPs:

i. HEPs should develop strategies and communication plans to introduce a narrative on VBE, positioning educators as role models, in order to gain buy-in from educators for implementing VBE.

ii. HEPs should systematically reorganise or reprioritise educator development programmes to include platforms for sharing best practices and collegial observation systems, proactively building educator capacity and confidence to be effective role models.

iii. HEPs should develop a comprehensive VBE training programme for educators, focusing on teaching strategies, learning activities and assessment methods.

iv. HEPs could systematically review and update official job descriptions and annual performance appraisals to explicitly include responsibility and innovative contributions in implementing VBE.

v. HEPs could develop a formal protocol to integrate counselling and academic support for VBE implementation, leading to shared roles and responsibilities among educators and personnel providing support services.

Addressing Institutional Support Systems

44. HEPs should implement targeted internal reforms to overcome the limitations identified in Section 1, Item 24. These reforms include the following:

i. HEPs must introduce a comprehensive policy that enforces the implementation of VBE, with proper systems to support learning activities or academic programmes undertaken by students, educators and their collaborative partners.

ii. HEPs should allocate dedicated resources and budgets to support VBE teaching and learning initiatives, such as community service-learning activities.

iii. HEPs should develop guidelines or standardised frameworks for the assessment of learning activities related to VBE, such as assessment tools, rubrics or portfolios. The consistent use of these tools across the institution will facilitate educators to move away from subjective or non-existent VBE assessment practices.

iv. HEPs should review the official educator workload allocation to prioritise time and activities related to VBE.

Addressing Core Values to be Adopted

45. While several HEPs have established their own VBE frameworks, many institutions have yet to develop comprehensive VBE systems. This discrepancy poses coordination challenges in standardising VBE implementation in Malaysian higher education. This Guideline proposes a set of core values that can be adopted by HEPs that have yet to establish their Institutional Core Values. HEPs with established Institutional Core Values

could continue to maintain their current practices, but must undertake realignment to ensure consistency with the National Education Philosophy and the principles of the *Rukun Negara*. The following section outlines the recommended core values advocated in this Guideline.

SECTION 3: VALUES-BASED EDUCATION: CORE VALUES TO BE ADOPTED

Introduction

46. In view of the diverse perspectives surrounding the meaning of values and the challenges in applying values in a person's life, as discussed in Section 2, this section aims to help HEPs understand several related issues and challenges. This section focuses on explaining the meaning of core values, the types and examples of core values, and the relationship of values to the MQF, the Malaysian National Education Philosophy, and the principles of the *Rukun Negara*.

47. The core values, rooted in the principles of Living VE, can be conceptualised as a developmental spectrum encompassing multiple phases, as illustrated in Figure 3.1:

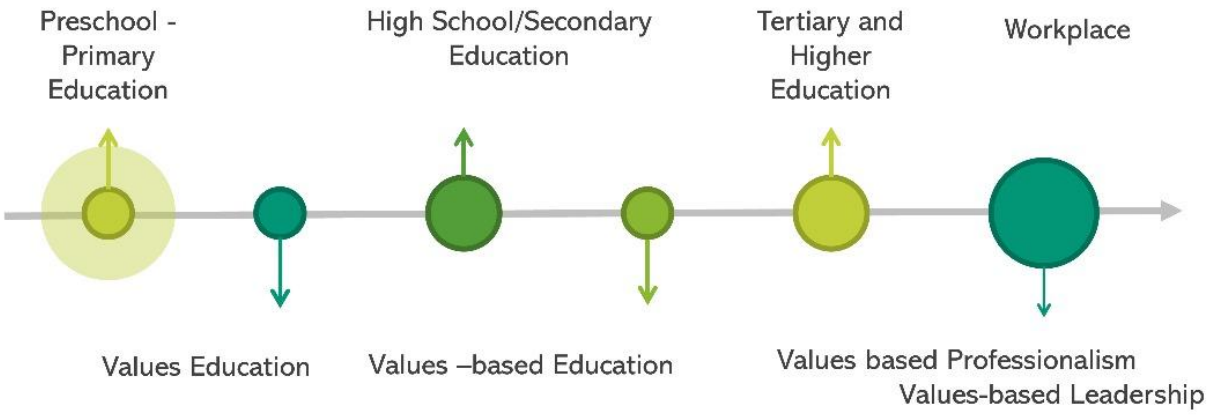


Figure 3.1: VE and VBE from Early Childhood to Professional Life

48. The spectrum of VBE in Malaysia reflects a progressive journey from early childhood to professional life, beginning with foundational VE in preschool and primary stages, evolving into values-based learning at the secondary level and transitioning into values-based professionalism in tertiary education. Ultimately, this continuum culminates in values-based leadership in the workplace, where individuals are expected to embody integrity, ethical responsibility and social awareness.

The Importance of Core Values

49. The core values align with the Malaysian National Education Philosophy, producing students who are intellectually, spiritually, emotionally and physically balanced and harmonious. Core values are fundamental and long-lasting principles that influence individuals, societies, organisations and even nations in their actions, decisions and interactions. They are the foundations of character, behaviour and culture. The significance of fundamental values can be explored from several perspectives.

50. Their importance becomes especially profound when they are analysed through tripartite relationships:

i. **Humans and God (spiritual relationship)**

In this context, humans are defined by their relationship with God, which gives them rights and responsibilities. All humans possess dignity, and their lives are sacred and meaningful because of their primordial nature. The relationship between humans and God is direct, personal and all-encompassing. Humans must remain in total obedience to God, fully receptive to His will, living according to His guidance and avoiding all that displeases Him.

ii. **Human-to-human relations (social relationship)**

In this context, humans are seen as emphasising their personal relationships with themselves and others. This relationship needs to be based on guiding principles such as respecting each person's rights, showing compassion and kindness, and practising justice and fairness. Humans should also strive to attain a shared desired destiny without compromising their core values. These responsibilities towards fellow humans should be regarded as both a spiritual duty and a social obligation.

iii. **Human and the environment (ecological relationship)**

In this context, humans live harmoniously with natural phenomena and their surroundings. God has entrusted humans with moral responsibility to live rightly and care for creation. Humans are seen as complementing the creation of the cosmos while also serving as custodians or stewards of this environment. Therefore, humans must fulfil several key responsibilities towards creation, including using resources responsibly and protecting biodiversity, in order to achieve sustainability.

These tripartite relationships express a comprehensive vision shared by many cultural and philosophical traditions, particularly within frameworks such as VBE.

Types of Values and Their Ecosystem

51. VBE emphasises humanistic, societal and communal values to enhance the global recognition of Malaysia as a provider of holistic and ethics-imbued education. The MQF, which emphasises the instilling of moral and ethical values, serves as the foundation for developing VBE to assure the development of responsible, professionally competent and ethically sound graduates.

52. There are five types of values, namely individual, societal, organisational, national and universal. Typical sub-values associated with these five types of values are shown in Table 3.1.

Table 3.1: Sub-Values Associated with the Five Different Types of Values

NO.	TYPE OF VALUE*	SUB-VALUE
1.	Individual values	Compassion, respect, dignity, justice, integrity, trustworthiness, emotional intelligence, spiritual quotient, resilience, accountability, courage, altruism, empathy, gratefulness, discipline, mindfulness
2.	Societal values	Empathy, respect, societal responsibility, justice, gratefulness, inclusivity, equality, diversity
3.	Organisational values	Loyalty, effective communication, leadership, teamwork, accountability, diversity
4.	National values	National identity, democratic citizenship, diversity, multicultural awareness, social cohesion, unity, care, social harmony, responsible citizenship
5.	Universal values	Integrity, honesty, compassion, respect, dignity, justice, trustworthiness, equality, peace

***Note:** The above types of values serve as guidance, with the possibility of adding more inclusive sub-values.

53. The five types of values are interconnected. An inclusive educational and ethical environment aims to nurture these values collectively to promote responsible citizens, just societies, ethical enterprises and a peaceful world. Each value type contributes to developing responsible, moral and ethical individuals. The specifics of the five types of values are provided for guidance as follows:

    i. **Individual values** are the personal beliefs and principles that influence a person's actions, decisions and perception of right and wrong. These are shaped by upbringing, experiences, education, culture and religion.

    ii. **Societal values** are the shared norms, ethics and standards of a given society. They promote harmony, order and mutual respect among members of society.

    iii. **Organisational values** are the core principles and standards that govern a company's culture, decision-making processes and interactions with stakeholders. They represent what the organisation stands for.

    iv. **National values**, as integral components of core values, denote the essential principles, ideals and ethical standards that are collectively endorsed, esteemed and advocated by a nation. These values shape national identity, guide policy decisions, promote social harmony and influence citizens' actions and thoughts.

v. **Universal values** are ethical principles widely recognised and accepted across different cultures, religions and societies as fundamental to human dignity and moral behaviour. People consider these values essential for coexistence and for the well-being of individuals and communities.

54. In addition to the types of values, HEPs require engagement with diverse value ecosystems. The values ecosystem is a dynamic and interconnected system where individual, social, organisational, national and universal values collaborate to influence ethical behaviour, societal progress and environmental sustainability.

55. The ecosystem, as illustrated in Figure 3.2, comprises individuals, families, communities, education (schools and HEPs) and organisations, all of which are essential in fostering healthy and positive values. An effective values ecosystem guarantees that humanity is ethically grounded, socially connected and environmentally mindful.

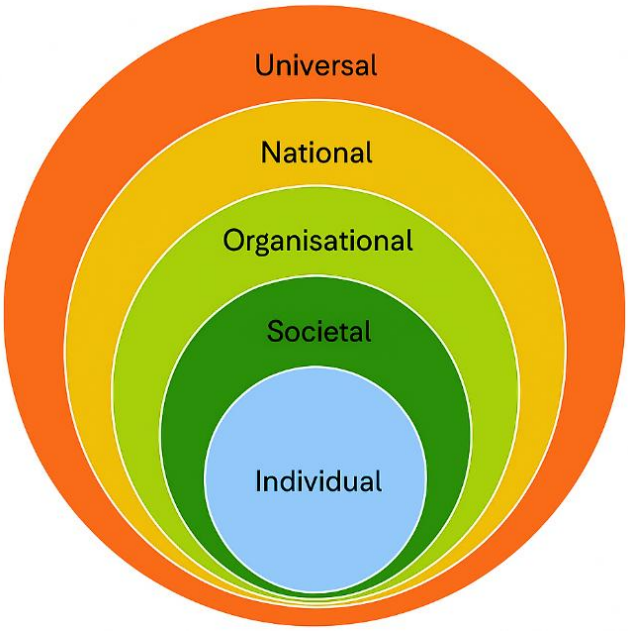


Figure 3.2: Values Ecosystem

Malaysian Qualifications Framework Proposed Core Values

56. This Guideline introduces the MQF Proposed Core Values (to be referred to as Core Values), which are aligned with the Malaysian National Education Philosophy. These values, in principle, support the implementation of VBE in all programmes as advocated by the MQF.

57. The Core Values were developed based on the Cardinal Virtues[3] and focus group discussions and were eventually reconstructed into the proposed core values. These MQF Proposed Core Values (to be referred as Core Values) are intended to guide the holistic development of individuals, promoting ethical conduct, civic responsibility and personal

[3] The four cardinal virtues — wisdom, courage, temperance and justice have been extensively discussed across intellectual traditions, including Plato, Aristotle, St. Augustine, Ibn Miskawayh, al-Ghazālī, MacIntyre and Pieper.

integrity. These Core Values and related Sub-values, with their possible alignment to the MQF Academic Learning Domains, the Malaysian National Education Philosophy and the *Rukun Negara* are shown in Table 3.2. These Core Values and Sub-values provide guidance and are open to additional inclusive values. The MQF Proposed Core Values should primarily be grounded in the values of HEPs.

58. The following are brief definitions and explanations of the Core Values for general understanding:

    i. **Dignity** as a core value recognises the intrinsic worth, honour and respect given to every individual simply because of their humanity. It serves as the basis for extending compassion, fairness and humanity to oneself and others, irrespective of status, background or condition.

    ii. **Justice** as a core value refers to the principles of fairness, equity and moral rightness in the treatment of individuals and the distribution of resources, opportunities and responsibilities within society. It entails granting each individual their rightful due, safeguarding rights and rectifying injustices in an unbiased and transparent manner.

    iii. **Integrity** as a core value refers to the quality of being honest, morally upright and consistent in one's principles, behaviours and words — even when no one is watching. It involves upholding ethical norms, acting correctly for justifiable reasons, and maintaining trustworthiness and reliability in any situation.

    iv. **Gratitude** as a core value refers to a deep appreciation and recognition of the compassion, support and blessings received from others and from life. It is a mindset and moral attitude that recognises the positive aspects of life and promotes humility, generosity and contentment.

    v. **Courage** as a core value refers to the inner strength and positive attitude that allow individuals or communities to overcome challenges and adapt to change while continuing to grow and uphold their principles. This ability involves remaining strong, positive and productive when facing difficulty, uncertainty or failure.

    vi. **Altruism** as a core value refers to individuals' selfless concern for the well-being of others, in which they act out of genuine care, compassion and generosity, without anticipating personal gain or reward. It embodies the spirit of helping, serving and sacrificing for others, which is often motivated by empathy, love or moral conviction.

59. HEPs with established Institutional Core Values are free to maintain and adopt their Institutional Core Values, ensuring that the Core Values are aligned with the Malaysian National Education Philosophy and the principles of the *Rukun Negara*, as illustrated in Table 3.2**.** HEPs are free to add any of the MQF Proposed Core Values in addition to their existing Institutional Core Values. HEPs are also free to align their Institutional Core Values with the MQF Academic Learning Domains, as illustrated in Table 3.2.

Table 3.2: The MQF Proposed Core Values

NO.	MQF PROPOSED CORE VALUE	SUB-VALUE* (Sub-values are derived from the MQF definition of VBE, allowing connection between the MQF Proposed Core Values and the MQF Academic Learning Domains)	EXAMPLE OF POSSIBLE ALIGNMENT TO MQF ACADEMIC LEARNING DOMAINS	ALIGNMENT TO MALAYSIAN NATIONAL EDUCATION PHILOSOPHY	ALIGNMENT TO *RUKUN NEGARA*
1.	Dignity	● Empathy ● Loyalty ● Compassion ● Democratic Citizenship ● Relationship Management ● Non-violence ● Forgiveness ● Reciprocity ● Transpersonal Awareness	● Interpersonal Skills ● Leadership, Responsibility and Autonomy ● Ethics and Professionalism	● Ability to work together within the industry and society	● Belief in God ● Loyalty to King and Country
2.	Justice	● Loyalty ● Equality ● Trustworthiness ● Inclusivity ● Harmony ● Cooperation ● Civic Discourse ● Fairness ● Solidarity ● Empowerment	● Knowledge and Understanding ● Interpersonal Skills ● Leadership, Responsibility and Autonomy ● Ethics and Professionalism	● Ability to work together within the industry and society ● Having a good personality and character	● Belief in God ● Loyalty to King and Country ● Supremacy of the Constitution ● Rule of Law

NO.	MQF PROPOSED CORE VALUE	SUB-VALUE* (Sub-values are derived from the MQF definition of VBE, allowing connection between the MQF Proposed Core Values and the MQF Academic Learning Domains)	EXAMPLE OF POSSIBLE ALIGNMENT TO MQF ACADEMIC LEARNING DOMAINS	ALIGNMENT TO MALAYSIAN NATIONAL EDUCATION PHILOSOPHY	ALIGNMENT TO *RUKUN NEGARA*
3.	Integrity	● Honesty ● Social/Shared Responsibility ● Responsible Citizenship ● Accountability ● Leadership ● Teamwork ● Etiquette ● Intellectual Honesty ● Transparency ● Ethical Reasoning ● Respectful Disagreement/ Acceptance ● Perspective-taking ● Contextual Awareness	● Knowledge and Understanding ● Cognitive Skills ● Interpersonal Skills ● Communication Skills ● Digital Skills ● Numeracy Skills ● Leadership, Responsibility and Autonomy ● Personal Skills ● Ethics and Professionalism	● Ability to work together within the industry and society	● Belief in God ● Supremacy of the Constitution ● Rule of Law
4.	Gratitude	● Respect ● Mindfulness ● Emotional Intelligence ● Sustainability ● Humanity ● Diversity ● Multicultural Awareness ● Social Cohesion ● Patience ● Politeness ● Harmony ● Ethical Sensitivity	● Knowledge and Understanding ● Interpersonal Skills ● Communication Skills ● Leadership, Responsibility and Autonomy ● Personal Skills ● Ethics and Professionalism	● Having a good personality and character	● Belief in God ● Courtesy and Morality

NO.	MQF PROPOSED CORE VALUE	SUB-VALUE* (Sub-values are derived from the MQF definition of VBE, allowing connection between the MQF Proposed Core Values and the MQF Academic Learning Domains)	EXAMPLE OF POSSIBLE ALIGNMENT TO MQF ACADEMIC LEARNING DOMAINS	ALIGNMENT TO MALAYSIAN NATIONAL EDUCATION PHILOSOPHY	ALIGNMENT TO *RUKUN NEGARA*
5.	Courage	● Resilience ● Discipline ● Self-reliance ● Intrinsic Motivation	● Knowledge and Understanding ● Communication Skills ● Leadership, Responsibility and Autonomy ● Personal Skills	● Having a good personality and character	● Belief in God ● Courtesy and Morality
6.	Altruism	● Spiritual Quotient ● Generosity ● Care ● Humility ● Communal Spirit ● Rationality ● Truth-seeking ● Self and Social Awareness ● Enjoining Good	● Knowledge and Understanding ● Interpersonal Skills ● Communication Skills ● Digital Skills ● Numeracy Skills ● Leadership, Responsibility and Autonomy ● Personal Skills ● Entrepreneurial Skills ● Ethics and Professionalism	● Having knowledge and skills in the discipline	● Believe in God ● Courtesy and Morality ● Rule of Law

***Note:** The Sub-values to the MQF Proposed Core Values could be used as guidance, with the possibility of adding more inclusive values.

60. HEPs that have yet to establish their Institutional Core Values could adopt the MQF Proposed Core Values.

Embracing the Malaysian Qualifications Framework Proposed Core Values

61. The Core Values, as outlined by this Guideline, embody the commitment to upholding the Malaysian National Education Philosophy in developing a holistic and balanced individual. The principles of the *Rukun Negara*, on the other hand, focus on fostering harmony across the diverse Malaysian community. This commitment aims to develop well-rounded, knowledgeable and ethical citizens who uphold high moral standards and make significant contributions to the well-being of their families, society and nation. The implementation of VBE provides an opportunity to manifest both the Malaysian National Education Philosophy and the principles of the *Rukun Negara* in practice.

62. Further guidance on implementing the Core Values will be articulated in Section 4: Framing VBE into Curriculum Design.

SECTION 4: FRAMING VALUES-BASED EDUCATION INTO CURRICULUM DESIGN

Introduction

63. Curriculum design incorporating VBE, to be adopted by HEPs in Malaysia, must address a set of Core Values that are aligned with the National Education Philosophy and the principles of the *Rukun Negara*, as explained in Section 3, Item 57 and Table 3.2. The set of Core Values adopted is based on the Cardinal Virtues and focus group discussions, and is in agreement with local cultural traditions, the broader Asian cultural heritage and global humanistic values. The curriculum should nurture graduates who are not only professionally competent but also responsible, ethical and imbued with strong moral character.

64. A values-based curriculum must remain flexible, dynamic and forward-looking to respond effectively to emerging challenges and the evolving demands of education and industry. This section provides a practical framework for developing values-based academic programmes that adopt the MQF Proposed Core Values. In cases of HEPs with established Core Values, this section must be read in relation to their Institutional Core Values.

Situating Values-Based Education in the Malaysian Higher Education Context

65. The implementation of VBE is intentionally flexible. Rather than prescribing a single approach, this Guideline outlines key principles and illustrative examples to assist HEPs in making informed decisions on how best to incorporate VBE within their existing curriculum frameworks. Depending on the programme outcomes, HEPs should determine whether to infuse, embed or integrate VBE across their programmes, and identify the most suitable courses or components for its application.

66. In designing the values-based framework, it is essential to distinguish between VE and VBE, as shown in Table 1.1. Building upon the flexible implementation approach described above (Item 64), the VBE framework serves as a guide for designing and delivering curricula that cultivate both intellectual and ethical virtues. This requires a holistic and coherent approach to ensure meaningful and effective implementation.

67. VBE curriculum design must be anchored in the National Education Philosophy's vision of nurturing holistic and balanced graduates. The aspirations of the National Education Philosophy should guide all aspects of curriculum design, from defining learning outcomes to selecting content, pedagogy and assessment methods.

68. VBE is to be seamlessly integrated into the MQF Clusters of Learning Outcomes and the United Nations Key Sustainability Competencies, taking on board the Sustainable Development Goals (SDGs) and Education for Sustainable Development. Both VBE and sustainability competencies should not be treated as separate agendas.

Principles of Values-Based Education-Oriented Curriculum Design

69. The six MQF Proposed Core Values, stipulated in Section 3, Item 57, span five types of values — individual, societal, organisational, national and universal. The Core Values (Dignity, Justice, Integrity, Gratitude, Courage and Altruism) are developmental, and their depth, complexity and lived experience evolve as students mature intellectually, emotionally and socially. A first-year student might explore justice through personal fairness and classroom dynamics, while a final-year student could grapple with systemic inequities, policy critique or ethical leadership in real-world scenarios. This highlights the need for a curriculum that enables students' character development to progress across these dimensions throughout their learning journey.

70. Several guiding principles are essential when designing a values-based curriculum rooted in the Malaysian educational foundations, as illustrated in Figure 4.1. The principles include:

    i. Holistic development of learners.

    ii. Integration of values across both curriculum and co-curriculum.

    iii. Local-global nexus that situates Malaysian values within global ethical awareness.

    iv. Inclusivity and equity in access and engagement.

    v. Participatory, reflective and learner-centred pedagogy.

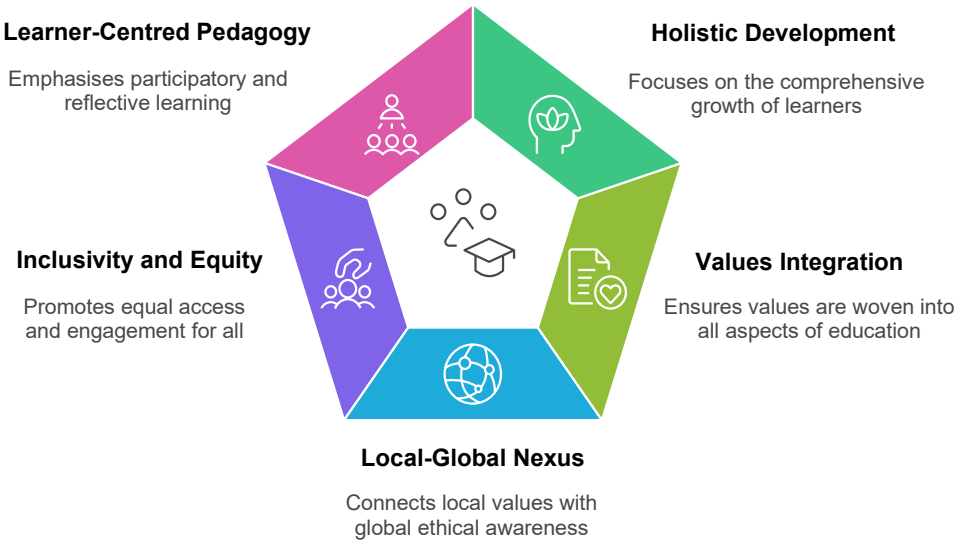


Figure 4.1: Guiding Principles for Designing a Values-Based Curriculum

71. To operationalise these principles, an integrated, multi-layered approach could be adopted to ensure constructive alignment between values, educational objectives, learning outcomes, content, delivery and assessment. This approach connects and reinforces the institution's core values across multiple dimensions, covering:

i. Philosophy and purposes.

ii. Curriculum intentions and structure.

iii. Learner-centred pedagogy.

iv. Aligned and authentic assessment.

v. Institutional culture and environment for support and continuous improvement.

Designing a Values-Based Curriculum

72. A values-based curriculum is intentionally designed to cultivate graduates who embody the Core Values of Dignity, Justice, Integrity, Gratitude, Courage and Altruism, preparing them to lead with intellectual depth, ethical integrity, civic responsibility and spiritual discernment in an increasingly complex world. **Appendix 1** provides further explanation of the basic principles of values-based curriculum design and delivery.

73. Programme educational objectives are shaped by an institution's mission and philosophical orientation. Whether influenced by the National Education Philosophy, SDGs or other missions, the values that underpin the institution could be clearly articulated and intentionally expressed in the educational objectives. When clearly expressed, these values provide a compass for shaping all other curriculum decisions, from learning outcomes to teaching methods and assessment. An example of an explicitly expressed values-based programme educational objective is one where graduates embody and champion values-based leadership and ethical citizenship by demonstrating trustworthiness, justice-oriented decision-making, altruistic service, respectful collaboration and the dignified treatment of all individuals in diverse professional, societal and global contexts.

74. Programme learning outcomes translate the broader programme educational objectives into program-specific, measurable outcomes expected of students upon graduation. These outcomes span the cognitive, affective and psychomotor domains and reflect values such as ethical reasoning, empathy, intercultural understanding, environmental responsibility and spiritual discernment. Examples of explicitly clarified programme learning outcomes are as follows:

i. Demonstrate cultural sensitivity, active listening and inclusive practices in diverse settings (Respect).

ii. Engage in selfless service and collaborative action that prioritises collective well-being (Altruism).

iii. Build and sustain trust through transparent communication, ethical conduct and reliability (Trust).

75. **Curriculum Structure and Content**. The alignment between programme learning outcomes and curriculum content is achieved through two complementary strategies:

i. **Vertical integration**: ensures values are developed progressively across academic years. For instance, students may begin with foundational ethical theories, apply them in case-based discussions in subsequent years and culminate with real-world application through service-learning or capstone projects.

ii. **Horizontal integration**: ensure values are developed consistently across various disciplines within the same academic level. A student in their second year, for example, may encounter the theme of sustainability in environmental science, business ethics and community engagement simultaneously.

76. **Dominant Core Values**. While values-based learning runs throughout the programme, dominant core values are identified at different levels of study to highlight development, particularly within the realm of the discipline of study, as illustrated in Table 4.1. To reiterate, this does not necessarily mean other core values and sub-values are not being propagated throughout; it implies that planning the curriculum should take into consideration the level of maturity and lived experiences of learners as they advance through the years.

Table 4.1: Dominant Core Values at the Different Levels of Study

NO.	DOMINANT CORE VALUE	LEVEL OF COGNITIVE FOCUS
1.	Dignity, Gratitude	Fundamentals (foundational knowledge and awareness)
2.	Courage, Integrity	Analysis (critical engagement and application)
3.	Justice, Altruism	Solutioning and legacy building

77. Table 4.1 illustrates an example of how dominant Core Values could be identified at different levels of study. HEPs are encouraged to determine the dominant Core Values that best align with their respective programmes and levels of study and are not limited to the examples provided in Table 4.1.

78. A core value or sub-value is not strictly tagged to a certain learning domain. (See Table 3.2 in Section 3). The level and context in which it is operationalised determine its alignment to the learning outcome domains. Similar to the outcome-based education curriculum, a core value in a values-based curriculum should be meaningfully aligned with one or more learning outcome domains to ensure it is not just aspirational but teachable, observable and assessable. Example: mapping “Justice” to learning outcome domains as follows:

i. **Cognitive domain (knowledge and understanding)**

Students grasp concepts like fairness, equity, human rights and systemic injustice. Example of a learning outcome: Explain how legal frameworks and social systems can promote or hinder justice.

ii. **Affective domain (values, attitudes and emotions)**

Students develop empathy, moral reasoning and a personal commitment to justice.
Example of a learning outcome: Demonstrate respect for diverse perspectives and a willingness to challenge injustice.

iii. **Psychomotor domain (action and application)**

Students engage in real-world actions that reflect just practices.
Example of a learning outcome: Perform a negotiation or mediation role-play that demonstrates ethical and just business conduct.

A Generic Values-Based Curriculum Planner

79. Table 4.2 illustrates how each Core Value could be scaffolded across a four-year law programme. The dominant Core Values at each level (cognitive progression) are to be emphasised. HEPs could use the example provided as a guide when designing the values-based curriculum according to programmes and levels of study.

Table 4.2: Example of a Values-Based Curriculum Planner with the Core Values and Legal Relevance Across Four Academic Years

NO.	COGNITIVE FOCUS	FOUNDATIONAL KNOWLEDGE & AWARENESS	ANALYSIS & CRITICAL ENGAGEMENT	ANALYSIS & LEADERSHIP APPLICATION	SOLUTIONING & LEGACY-BUILDING
	CORE VALUE	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**
1.	Dignity	Explore human rights, constitutional dignity and respect in legal systems.	Analyse dignity in case law, discrimination and vulnerable populations.	Advocate for dignity in legal reform, policy and human rights law.	Embed dignity in legal practice, policy proposals and civic engagement.
2.	Justice	Understand basic legal principles of fairness and equity.	Investigate systemic injustice, bias in law enforcement and access to justice.	Analyse justice in international law, constitutional challenges and legal pluralism.	Propose justice-oriented legal reforms, policy briefs or strategic litigation.

NO.	COGNITIVE FOCUS	FOUNDATIONAL KNOWLEDGE & AWARENESS	ANALYSIS & CRITICAL ENGAGEMENT	ANALYSIS & LEADERSHIP APPLICATION	SOLUTIONING & LEGACY-BUILDING
	CORE VALUE	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**
3.	Integrity	Reflect on academic honesty, plagiarism and legal ethics basics.	Debate ethical conflicts, confidentiality and moral reasoning in law.	Practise integrity in legal drafting, negotiations and leadership roles.	Uphold integrity in career choices, public service and legal accountability.
4.	Gratitude	Recognise the role of gratitude in restorative justice and legal empathy.	Examine gratitude in client-lawyer relationships and judicial narratives.	Apply gratitude in leadership, mentorship and legal storytelling.	Cultivate gratitude through legacy projects, client impact stories and mentorship.
5.	Courage	Learn coping strategies for academic rigour and ethical dilemmas.	Assess courage in courtroom settings and legal practice.	Model courage in moot courts, internships and legal setbacks.	Demonstrate courage in transition to practice, bar prep and lifelong learning.
6.	Altruism	Introduce pro bono culture and community service ethics.	Evaluate altruism in legal aid, non-governmental organisation work and advocacy.	Design altruistic legal initiatives (*e.g.*, legal literacy campaigns).	Lead altruistic legal innovations (*e.g.*, technology for justice and community law clinics).

Note: HEPs should develop a similar table for their values-based programmes.

80. The curriculum content must reflect a coherent structure that infuses, embeds or integrates values within disciplinary knowledge. Values-based content should not be treated as peripheral or an add-on, but integrated across the programme:

i. **Academic and non-academic programmes**: Values could be taught explicitly within academic subjects — such as justice in law, empathy in literature or ethics in science — and reinforced through non-academic platforms or co-curricular activities such as leadership training, service-learning and campus initiatives.

ii. **Stand-alone and infusion approaches**: A dual strategy is recommended. Dedicated modules (*e.g.*, *Mata Pelajaran Umum* courses) focus specifically on moral, civic responsibility and citizenship, while other courses infuse values through disciplinary content. The curriculum designer could also include VBE by leveraging capstone experiences, *i.e.*, by using final-year projects to reflect on personal values and societal impact.

iii. **Formal and informal learning**: While structured lessons and assignments form the formal curriculum, informal learning takes place through everyday interactions, institutional culture and role modelling. An effective values-based curriculum recognises and integrates both dimensions to foster holistic student development.

81. Instilling values-based learning requires an understanding of students' levels of maturity and readiness, as well as familiarity with values-based pedagogy and its approaches to assessment. Educators are advised to consider the depth of implementation, as shown in Table 4.3.

Table 4.3: Depth of Values-Based Learning Implementation

NO.	TERM	DEFINITION	DEPTH OF IMPLEMENTATION	EXAMPLE IN VALUES-BASED CURRICULUM PRACTICES
1.	Infuse	Brief inclusion of values across content, often implicitly, such as a mention in a learning session.	Surface level This entails making brief references to values at the beginning of an instruction or learning activity, or when recapitulating a lesson.	Mentioning "respect" during group work or referencing "justice" in a case study without structured reflection.
2.	Embed	Intentional placement of values within specific modules, activities or assessments.	Moderate depth This requires reviewing lesson, course or module outcome statements to ensure values are intentionally incorporated. Embedded VBE modules are generally easy to align with existing programme learning outcomes, with only minor clarification or adjustments needed. Embedding strengthens the curriculum by ensuring that values are consistently and purposefully	Designing a leadership scenario that explicitly explores "courage" and assessing students' ethical reasoning.

NO.	TERM	DEFINITION	DEPTH OF IMPLEMENTATION	EXAMPLE IN VALUES-BASED CURRICULUM PRACTICES
			addressed, moving beyond surface-level exposure.	
3.	Integrate	Systemic alignment of values across curriculum, pedagogy, assessment and institutional culture.	Deep and holistic This requires a review of programme outcome statements and the mapping of VBE courses or modules to the programme learning outcomes.	Mapping "integrity" across learning outcomes, teaching strategies, rubrics and student leadership programmes over all semesters.

82. The depth of implementation for infusion represents the minimal level of VBE incorporation and is most suitable as an initial or short-term measure. While infusion can raise immediate awareness, it is not sufficient on its own to sustain meaningful change. Therefore, HEPs that are new to VBE implementation are encouraged to begin with infusion while simultaneously embedding VBE more systematically into the curriculum to strengthen alignment and consistency. As institutional capacity and experience grow, HEPs should progress towards integration — a more comprehensive approach in which values are interwoven throughout the curriculum, co-curriculum and institutional culture. This holistic alignment ensures that VBE is not only taught but also lived, fostering a transformative educational experience for students.

83. Table 4.4 further provides examples of teaching and learning practices for each core value and its implementation level.

Table 4.4: Examples of Teaching and Learning Practices at Different Implementation Levels

NO.	CORE VALUE	EXAMPLE		
		INFUSE	EMBED	INTEGRATE
1.	Dignity	Classroom norms	Peer review protocol	Co-created group charter across semesters
2.	Justice	Case study reference	Debate with ethical reasoning scaffold	Policy critique with SDG alignment
3.	Integrity	Group task expectations	Self-assessment on reliability and accountability	Longitudinal peer evaluation across modules

NO.	CORE VALUE	EXAMPLE		
		INFUSE	EMBED	INTEGRATE
4.	Gratitude	Icebreaker on diverse perspectives	Role-play with feedback rubric	Community-based project with reflective journal
5.	Courage	Quote in lecture	Reflective writing on moral dilemmas	Leadership scenario with risk-taking decisions
6.	Altruism	Reference in the volunteerism context	Service-learning reflection	Capstone project with social impact measurement

84. **VBE Implementation Decision Guide for Educators**. Most academic programmes already have values infused and embedded within their existing structures. Field experience, community service-learning and internship courses are among the approaches used for successful values-based implementation. The only action required is to expound or make clear the values present in the programme or course. In order to determine the extent to which a programme or course should be revised to incorporate VBE elements, the programme designer could use the decision guide shown in Table 4.5.

Table 4.5: Review of Existing Curriculum for Values Presence: Questions to Ask

NO.	COMPONENT TO FOCUS	WHAT TO LOOK FOR	WHY THIS QUESTION MATTERS (ACTION THAT COULD BE TAKEN)
1.	Programme Structure	Are there existing value-laden courses or stand-alone VBE courses in the programme?	Allows refining of courses with minimum disruption to the course or programme structure.
2.	Course Descriptions	Are core values explicitly mentioned (*e.g.*, dignity, justice, integrity)?	Reveals intentionality and thematic alignment.
3.	Learning Outcomes	Do they reflect cognitive, affective or behavioural dimensions of values?	Helps map values to assessment and pedagogy.
4.	Delivery Strategies	Are values taught through reflection, discussion or experiential methods?	Identifies existing strengths to build on.
5.	Assessment Tools	Are values assessed (even informally)?	Shows where embedding or integration may already exist.
6.	Student Feedback	Do students mention values in reflections or evaluations?	Offers insight into lived experience and impact.

85. The answers to the questions above will determine if:

    i. There is already an apparent VBE initiative in the programme design.

    ii. There are existing courses that are value-laden.

    iii. It is only a matter of aligning and communicating the core values in a clearer manner, or there is a dire need to devise and articulate VBE into the programme.

86. Further questions to be asked before deciding on how to proceed would be:

    i. Which core values are being addressed? Is the core value (or sub-values) mentioned but not assessed?

    ii. Is the core value (or sub-values) taught through structured activity or a rubric?

    iii. Is the core value (or sub-values) mapped across outcomes, pedagogy and assessment?

87. By answering these questions, the curriculum designer may proceed to infuse, embed or integrate values-based elements in the programme.

Humanising and Learner-Centred Pedagogy

88. Pedagogy is the space where values are activated, negotiated and experienced. A values-based curriculum should be brought to life through teaching and learning approaches that reflect respect for the learner's dignity, agency and humanity. This calls for pedagogy that is not only humanising and learner-centred but also participatory, dialogic and culturally responsive. In a values-based curriculum, values are learned through both explicit and implicit means:

    i. **Explicit teaching:** happens when values are intentionally named, discussed and reflected upon — such as in ethical case studies, guided dialogues or structured service-learning reflections.

    ii. **Implicit teaching:** occurs through the lived experience of the learning environment — how learners are treated, how collaboration is fostered, and how diversity is respected. This hidden curriculum shapes attitudes and dispositions as powerfully as formal instruction.

89. Pedagogical strategies should reflect the aims of a values-based curriculum by prioritising active, humanising and experiential approaches. The following are some effective strategies with examples of explicit and implicit means:

    i. **Inquiry-based learning –** particularly suited to formal academic programmes, this approach cultivates ethical questioning, intellectual curiosity and critical thinking. Example:

a. **Explicit:** values are discussed openly through moral dilemmas, structured debates and case analysis.

b. **Implicit:** respect for diverse perspectives is modelled in the way questions are welcomed and different viewpoints are explored without prejudice. This method helps learners connect knowledge with ethical application, promoting not only cognitive skills but also intellectual humility and openness to others' viewpoints.

ii. **Service-learning and community engagement –** best placed in non-academic, co-curricular and informal learning contexts. This fosters empathy, inclusivity and social responsibility through authentic interaction with diverse communities. Example:

a. **Explicit:** structured reflection links service experiences to principles of justice, equity and civic duty.

b. **Implicit:** learners develop compassion, humility and solidarity by building relationships and working alongside people from different backgrounds. Such experiences turn abstract ideals into habits of care and active citizenship.

iii. **Reflective journaling, learning portfolios and guided dialogues –** useful across both formal and non-formal contexts, these practices deepen self-awareness, moral reasoning, and the capacity to learn from one's own and others' experiences. Example:

a. **Explicit:** learners critically examine the values underpinning their choices and behaviour, exploring the consequences of different courses of action.

b. **Implicit:** regular reflection fosters integrity, self-discipline and a sustained commitment to personal growth. Metacognitive practices such as these help extend moral reasoning into decision-making and everyday conduct.

iv. **Problem- and project-based learning –** effective in both classroom and co-curricular contexts, situating values in addressing complex, real-world challenges. Example:

a. **Explicit:** ethical considerations are incorporated in project design, tasks and assessment rubrics.

b. **Implicit:** learners practise leadership, collaboration, negotiation and fairness in navigating group processes. By working on authentic challenges, students see that values are essential to sustainable and just problem-solving.

v. **Collaborative learning and peer mentoring –** applicable in formal, non-formal and informal settings, this nurtures mutual respect, shared responsibility and collective growth. Example:

a. **Explicit:** group norms, shared goals and decision-making protocols make values visible and intentional.

b. **Implicit:** trust, empathy and interdependence develop naturally as learners share responsibility for outcomes. Such communities of inquiry explore concepts together, test assumptions and arrive at sound practices through respectful consensus.

vi. **Culturally responsive teaching –** essential in diverse learning environments, this ensures values are explored within learners' cultural contexts, traditions and worldviews. Example:

a. **Explicit:** lessons intentionally discuss how values are interpreted and practised across cultures, linking universal ideals to local meaning.

b. **Implicit:** inclusion is modelled by validating diverse identities, languages and ways of knowing. This approach fosters mutual respect, intercultural understanding and the ability to ethically engage with difference.

90. These pedagogical approaches help learners internalise values not as abstract ideals but as lived commitments shaped through experience, relationship and reflection. The learning design and delivery options for a values-based curriculum will be further deliberated in Section 5.

Aligned and Authentic Assessment

91. Aligned and authentic assessment ensures that what is taught, learned and assessed is consistently interconnected, enabling students to demonstrate both academic mastery and the embodiment of core values.

92. Similar to outcome-based education, the alignment between learning outcomes, delivery and assessments ensures that values such as Dignity, Justice, Integrity, Gratitude, Courage and Altruism are incorporated into the curriculum and evaluated explicitly, rather than treated as optional or implicit elements. This approach reflects the constructive alignment principle outlined in the MQF and the Code of Practice for Programme Accreditation, where assessment should measure not only academic competencies but also the personal and professional values cultivated by the programme.

93. **Authenticity in Assessment**. Authentic assessment moves beyond traditional testing formats, engaging students in real-world tasks and scenarios that mirror the complexities they will encounter in professional and societal contexts. In VBE, authentic assessment covers the following:

i. Encourages application of knowledge and skills in ethical dilemmas, community engagement or industry-based projects.

ii. Requires students to demonstrate value-driven decision-making and reflective thinking.

iii. Promotes holistic development by integrating cognitive, affective and behavioural learning domains.

94. The examples* include:

    i. Case studies that challenge students to resolve conflicts between competing values.

    ii. Service-learning projects with community partners that require empathy, social responsibility and collaboration.

    iii. Reflective journals that capture personal growth in ethical reasoning and intercultural competence.

    *__Note:__ More examples of VBE assessments are provided in **Appendix 2A**.

95. Authentic assessment practices should reflect both the content and character of the intended learning outcomes. They must be valid, fair, transparent and developmentally appropriate. In particular, they should:

    i. Assess not only knowledge but ethical judgment, collaboration and social impact.

    ii. Use diverse methods such as case analysis, reflective writing, community project reports and ethical dilemma responses.

    iii. Provide constructive feedback that supports growth and deepens reflection.

96. Assessment should also align with the learner-centred pedagogy adopted. For example, a service-learning course could assess both community impact and personal growth; a group project could include peer assessment of cooperation and ethical conduct.

97. Properly designed, an assessment reinforces learning, supports motivation and validates the programme's commitment to values. When aligned and authentic assessment is integrated into curriculum design:

    i. Values are reinforced through consistent teaching, learning and evaluation processes.

    ii. Students develop transferable competencies for ethical leadership, social contribution and lifelong learning.

    iii. Institutions can demonstrate compliance with MQA and professional body requirements, evidencing that graduates meet both technical and moral expectations.

98. In essence, aligned and authentic assessment in a VBE framework transforms evaluation from a mere measurement of academic achievement into a holistic appraisal of students' readiness to act as ethical, competent and responsible members of society. This approach ensures that curriculum design not only imparts knowledge but also shapes character and positively impacts society.

Institutional Culture and Environment for Support and Continuous Improvement

99. A values-based curriculum thrives when incorporated within an enabling institutional culture — one that is shaped by a clear vision, strong leadership and an ethos that reflects shared values. The institution's philosophy, mission and long-term aspirations should not only inform the overall direction of the curriculum but also serve as an ongoing reference point for decisions in teaching, assessment and student development.

100. Institutional culture and environment encompass policies, structures, leadership practices and everyday behaviours that model and reinforce the values promoted in the curriculum. In designing and implementing a values-based curriculum, the alignment between the institution's vision and ethos and the intended graduate attributes is critical. Figure 4.2 shows the integration between institutional culture and environmental support. This includes:

    i. **Embedding the institutional vision and ethos in curriculum planning –** the stated mission, values and strategic priorities of the institution should be explicitly incorporated into programme goals, learning outcomes and co-curricular initiatives, ensuring coherence between institutional identity and educational practice.

    ii. **Ensuring leadership commitment to VBE –** senior leaders, deans and department heads play a pivotal role in modelling ethical behaviour, championing inclusive policies and prioritising resources for VBE initiatives. Visible leadership support signals the institution's seriousness in sustaining values integration.

    iii. **Encouraging inter- and transdisciplinary collaboration and innovation in curriculum design –** faculties and departments should work across disciplinary boundaries to co-develop modules, projects and case studies that incorporate values from multiple perspectives. This approach not only strengthens relevance but also reflects the complexity of real-world challenges. More importantly, it breaks down silos between faculties, transcending disciplinary borders to embrace a whole-institution approach in values-based curriculum design.

    iv. **Supporting faculty development in values-based pedagogy and assessment –** institutions should provide ongoing professional learning opportunities, workshops and peer-mentoring schemes that equip academic staff with the skills to incorporate values in both content delivery and evaluation. This also includes training on assessing affective outcomes and ethical reasoning throughout the programme.

    v. **Providing spaces for co-curricular and informal learning that promote shared values –** beyond the classroom, students should have access to dedicated physical and virtual spaces where activities such as service-learning, student-led initiatives, intercultural dialogues and reflective discussions can take place, allowing values to be experienced and practised in authentic contexts.

    vi. **Developing campus ethos and policies that promote inclusivity, integrity and service –** institutional policies and codes of conduct should reflect and reinforce the

institution's core values. This may involve inclusive admission and support policies, zero tolerance for academic dishonesty and recognition schemes for contributions to community service.

vii. **Establishing mechanisms for stakeholder engagement, feedback and responsiveness –** active and structured consultation with students, alumni, industry partners, community organisations and policymakers ensures the curriculum remains relevant, socially responsible and aligned with evolving needs. Mechanisms could include advisory boards, systematic feedback loops (surveys and focus groups), open forums and joint projects.

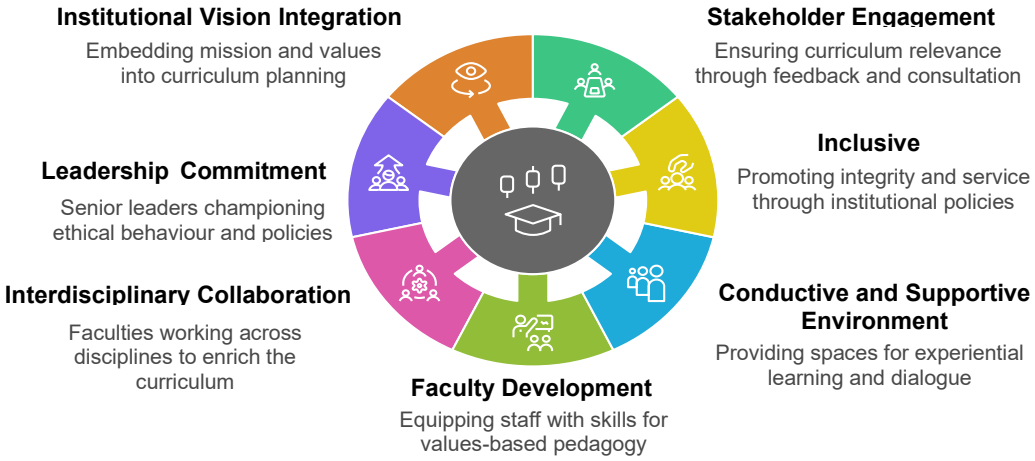


Figure 4.2: Integration between Institutional Culture and Environment Support

101. Programme monitoring, periodic review, graduate feedback and community input must all be integrated into a system of continuous improvement. This ensures that the curriculum remains contextually relevant, ethically grounded and pedagogically sound, while keeping pace with changing societal and global needs and institutional ambitions.

Bridging Design and Delivery

102. Designing a values-based curriculum is both a technical and moral endeavour, rooted in the aspirations of the National Education Philosophy and translated into practice through a clear, actionable framework that not only informs minds but also forms character. This section provides a structured yet adaptable approach for designing a values-based curriculum. Grounded in constructive alignment, this approach ensures coherence between what is taught, how it is taught, and the kind of graduates the nation aspires to produce.

103. The transition from curriculum design to delivery is where plans become lived experience — where values move from paper to practice. This requires pedagogical competence and reflective teaching and assessment practices that consistently model and reinforce the intended values. The next section will focus on this vital stage — exploring how learning design, instructional strategies and assessment approaches can bring the curriculum to life. By bridging design and delivery within a whole-institution framework, higher education

institutions can ensure that VBE shapes graduates who are not only knowledgeable but also principled, empathetic and ready to contribute meaningfully to national aspirations.

SECTION 5: DELIVERY OF VALUES-BASED CURRICULUM

Introduction

104. Section 4 illustrates how a values-based curriculum could be designed and deployed. A well-formulated curriculum is futile and pointless if its delivery is not well planned and executed. Curriculum delivery refers to the strategies and methods used to present educational content and facilitate learning experiences for students. It encompasses all the actions and approaches taken by educators to make the curriculum accessible and engaging, ultimately helping students achieve the intended learning outcomes. Curriculum delivery extends beyond the traditional classroom setting. It includes utilising technology, providing access to resources and creating learning experiences that connect the curriculum to real-world applications and future learning goals. This section focuses on the delivery of VBE.

105. **Key Pedagogical Strategies.** As explained in Section 4, delivery of a values-based curriculum necessitates a humanising, learner-centred, participatory, dialogic and culturally responsive approach. This requires strategies fitting for VBE, as shown in Table 5.1, with possible ways in which they support the MQF Proposed Core Values (to be referred to as Core Values). The educator (as a learning designer) will identify strategies that will optimally support values-based learning.

Table 5.1: Pedagogical Strategies Supporting Core Values

NO.	KEY PEDAGOGICAL STRATEGY	HOW IT SUPPORTS VALUES-BASED LEARNING
1.	Experiential and Immersive Learning	Values are felt, not just taught. Immersive experiences allow students to embody Justice, Dignity and Courage through real-world engagement.
2.	Reflective and Metacognitive Practices	Deepens self-awareness and ethical reasoning. Students internalise values like Integrity and Gratitude through structured reflection.
3.	Relational and Social Learning	Values flourish in community. Builds Altruism, Dignity and Justice through collaborative inquiry and mutual respect.
4.	Participatory and Democratic Pedagogies	Empowers students as co-creators of learning. Fosters Integrity, Justice and Gratitude by honouring voice, agency and shared responsibility.
5.	Integrative and Reinforcement Strategies	Ensures values are not episodic but embedded. Reinforces Courage, Altruism and Integrity across semesters and disciplines.

Learning Design and Delivery Approaches

106. It is recommended that a learning design approach be adopted in delivering the curriculum. This entails designing the learning experience for the student. It moves away from direct instruction and the constraints of the four walls of a classroom:

    i. By definition, learning design refers to the intentional structuring of the learner's experience. It encompasses learning from instruction, reading, observation, immersion and hands-on engagement, demanding the curation of environments where meaningful, active and values-driven learning can occur.

    ii. Learning in values-based higher education is not limited to the classroom; the second teacher (peer) and the third teacher (learning space/environment) play critical roles in enhancing values in the student. Thus, learning may be designed to take place individually, in groups, online, on-site, in any location on campus or off campus, in the community or social circles, in industry settings, or a combination of these. All designed learning activities necessitate the appropriate calculation of valid Student Learning Time.

    iii. Designing learning for VBE does not strictly demarcate the different learning domains. The affective domain is most dominant; however, it takes a highly critical mind and active participation to allow the internalisation of values. One learning activity may yield outcomes from several domains.

    iv. Designing learning and identifying the best delivery options for VBE could be carried out for a lesson, a topic in a course, a course running in a semester, or at the academic programme level. It could also involve credited co-curricular learning activities.

107. **A Framework for Effective Delivery.** Figure 5.1 shows the basic framework for effective delivery, which encompasses the following elements:

    i. Explicit learning outcomes.

    ii. Accessible content.

    iii. An engaging stage (environment, learning space, activities, tools, *etc.*) for learning.

    iv. Multiple roles of educators and learners.

    v. Relevant assessments.

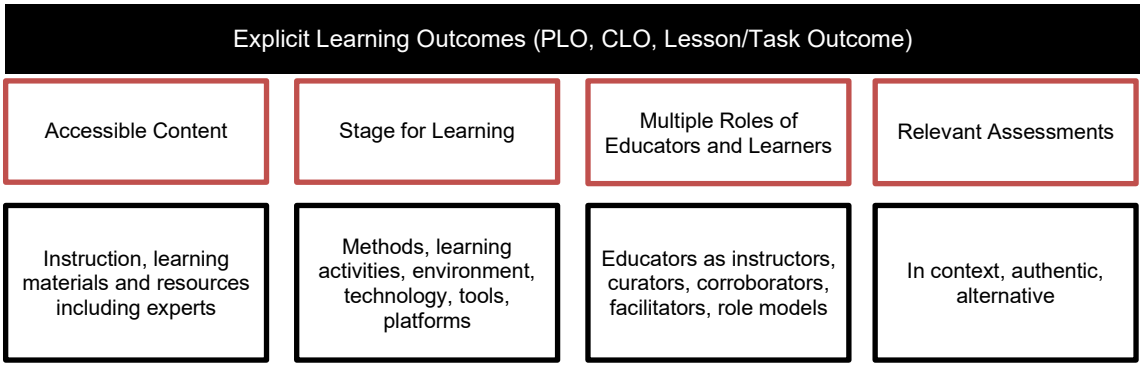


Figure 5.1: Basic Framework for Effective Delivery

108. **Delivery Methods for VBE.** The delivery strategies and methods depend on how VBE is implemented. It is pertinent to bring in a real-world setting and impact in the delivery of VBE. In essence, delivery strategies and methods for values-based learning utilise a student- or learner-centred approach. Figure 5.2 provides an overview of the categories and selected examples. A detailed description and recommendations of the delivery are available in **Appendix 2B**.

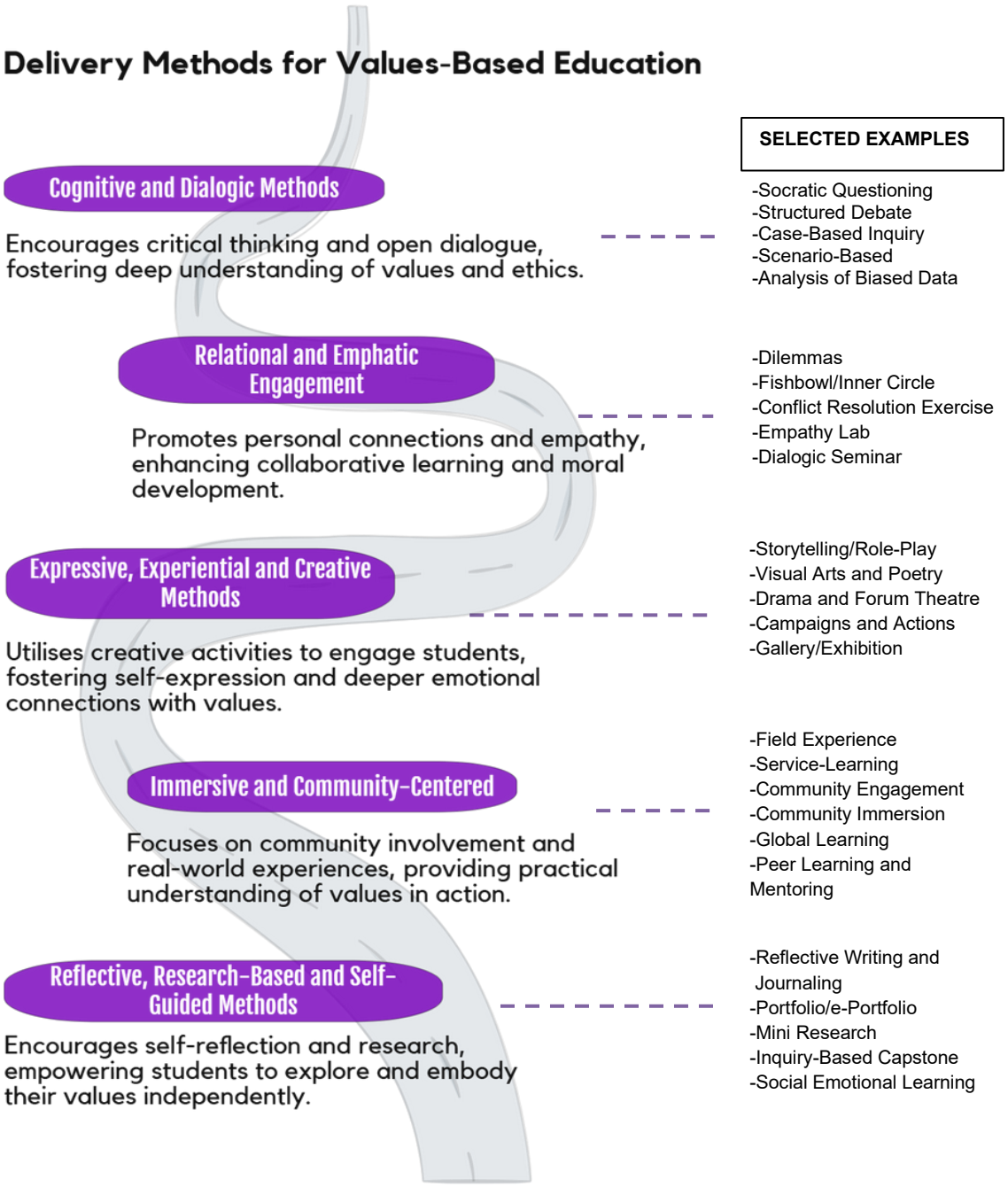


Figure 5.2: Categories of Delivery Methods for VBE*

***Note:** HEPs could adopt, adapt or introduce a completely new or different method from that shown in Figure 5.2.

109. An example of infusion using a low-stakes/low-resource strategy in mathematics is given below:

    i. Use of snippets in the form of a visual to relate a mathematical field (topology) to environmental awareness (notions of continuity, conservation and responsible environmental stewardship).

    Example prompt: What makes the Möbius Strip appropriate to be used as a recycling symbol?

    Example values that can be infused:

    a. Courage – invites bold thinking by using abstract mathematics to propose new models or advocate for sustainability.

    b. Curiosity – encourages students to explore unfamiliar connections between abstract mathematics and real-world ecological systems.

110. Mixing several of these methods and strategies, sequenced from low-stakes/low-resource (journals, discussions) to higher-stakes/higher-resource (service projects, peer teaching), helps students move from knowing about values to genuinely living them. Cross-curricular integration and interdisciplinary assessments are highly recommended for effective values-based integration. Blending cognitive rigour, emotional depth and real-world agency ensures students not only learn values but live them.

111. The suggested delivery strategies and methods also warrant different levels of educators' pedagogical expertise and ability to design meaningful experiences. HEPs should plan to enhance pedagogical training accordingly.

Recommended Actions for Designing Learning and Delivery of Values-Based Education

112. With the multitude of strategies and methods available, designing learning may be overwhelming and sporadic. The following steps could act as a guide for educators in designing learning in VBE:

    i. **Step 1: Clarify the "why"**

    a. State/confirm the learning outcome.

    b. Identify the core values to be cultivated (*e.g.,* altruism, dignity, justice) — values that anchor this session/module/course.

c. Align with learning outcomes (programme educational objectives, programme learning outcomes, course learning outcomes) and the institutional mission.

ii. **Step 2: Choose the scope and level of implementation (infuse, embed, integrate)**

a. Lesson/topic.

b. Course/module/co-curricular.

c. Programme/extra-curricular.

iii. **Step 3: Select pedagogical strategies and delivery mode(s)**

a. Experiential and immersive;

b. Reflective and metacognitive;

c. Relational and social;

d. Participatory and democratic; or

e. Integrative and reinforcement.

iv. **Step 4: Match to context**

a. Discipline relevance.

b. Student profile and readiness.

c. Available resources and spaces (classroom, community, online, industry).

d. Technology level (foundational to immersive).

e. Role of the educator.

v. **Step 5: Design the learning flow**

a. Sequence from low-stakes/low-resource (*e.g.*, reflective writing) to high-stakes/high-resource (*e.g.*, capstone projects); or

b. Scaffold student agency (from quasi-student-centred learning to full student-centred learning).

vi. **Step 6: Select methods – which method best activates the chosen pedagogy and stipulated outcome?**

a. Cognitive and dialogic methods;

b. Relational and emphatic engagement;

c. Expressive, experiential and creative;

d. Immersive and community-centred; or

e. Reflective, research-based and self-guided.

vii. **Step 7: Align assessment**

a. Select authentic, values-aligned tools (rubrics, portfolios, positive reflections).

b. Ensure both explicit and implicit values are captured.

viii. **Step 8: Review and refine**

a. Gather feedback (from students, peers, community).

b. Adjust delivery and assessment for stronger values integration.

113. Table 5.2 illustrates selected delivery methods that potentially support the achievement of specific learning outcomes.

Table 5.2: Sample Delivery Methods Aligned to Learning Outcomes

NO.	STATED LEARNING OUTCOME	ALIGNED DELIVERY METHOD	CORE VALUE (EMBED/INTEGRATE)
1.	Demonstrate ethical reasoning and decision-making in complex contexts.	• Ethical Dilemma Stories • Case-Based Learning • Biased Data Analysis	• Integrity • Justice • Dignity
2.	Communicate effectively and empathetically across diverse settings.	• Think–Pair–Share • Peer Teaching • Role-Play and Simulation	• Dignity • Gratitude
3.	Apply resilience and adaptive strategies to solve real-world problems.	• Scenario-Based Learning • Flipped Classroom • Learning Journals	• Courage • Altruism
4.	Engage in reflective practice to foster personal and professional growth.	• Learning Journals • Peer Teaching • Role-Play and Simulation	• Integrity • Gratitude • Altruism

114. **Examples by Discipline**. Table 5.3 provides examples of values-based delivery methods adapted across disciplines.

Table 5.3: Examples of Values-Based Delivery Methods by Discipline and Learning Outcomes

NO.	VBE LEARNING OUTCOME	METHOD	DISCIPLINE
1.	Analyse complex legal scenarios and justify decisions using principles of dignity and justice.	Ethical Dilemma Stories	Law
2.	Demonstrate respectful listening and articulate empathetic responses during peer collaboration.	Think–Pair–Share	Education
3.	Apply courage and altruism in designing community health interventions for vulnerable populations.	Scenario-Based Learning	Public Health
4.	Communicate technical concepts with integrity and gratitude, fostering collaborative learning.	Peer Teaching	Engineering
5.	Evaluate policy implications through autonomous inquiry, demonstrating personal integrity in analysis.	Flipped Classroom	Policy Studies
6.	Critically assess datasets for bias and propose ethical corrections aligned with justice and transparency.	Biased Data Analysis	Data Science
7.	Justify clinical decisions using ethical reasoning and demonstrate accountability to patient dignity.	Case-Based Learning	Medicine
8.	Reflect on personal growth and ethical challenges, integrating altruism and emotional literacy.	Learning Journals	Humanities
9.	Exhibit courage and empathy in simulated leadership dilemmas, applying values-based decision-making.	Role-Play and Simulation	Leadership Training

115. Further examples of values-based delivery methods adapted across disciplines are provided below:

i. **Technology and Engineering**

a. **Scenario-based learning**: ethical dilemmas in AI design or sustainability.

b. **Empathy lab**: simulate user experiences across ability levels or socioeconomic backgrounds.

c. **Storytelling/Digital narratives**: students create value-driven technology-based pieces.

ii. **Business and Economics**

a. **Conflict resolution and debates**: navigate corporate ethics, labour justice or stakeholder conflicts.

b. **Campaign projects**: design for ethical entrepreneurship or financial inclusivity.

c. **Reflective journaling**: explore personal values in leadership and decision-making.

iii. **Health and Social Sciences**

a. **Drama and forum theatre**: simulate systemic injustices in health care access.

b. **Case-based inquiry**: analyse patient care scenarios rooted in dignity and trust.

c. **Community engagement**: health awareness projects grounded in altruism and accountability.

iv. **Environmental Studies**

a. **Field experience**: community-based climate action and sustainability projects.

b. **Gallery walks**: visual storytelling on environmental justice and indigenous stewardship.

c. **Service-learning**: waste reduction or eco-literacy initiatives embedded in coursework.

116. To stay abreast of the rapidly changing world, it is recommended that digital ethics, AI and social media literacy be embedded and reinforced throughout the delivery of the values-based curriculum.

117. An example of values-based delivery methods across a four-year curriculum is provided in Table 5.4. The table illustrates scaffolding across semesters according to cognitive focus.

Table 5.4: Example of Values-Based Delivery Methods Across a Four-Year Curriculum

YEAR	COGNITIVE FOCUS	THEME	CORE VALUE	PEDAGOGICAL METHOD
1.	Foundational Knowledge and Awareness	Knowing Self (Self and Identity)	• Dignity • Gratitude	Snippets, Social-Emotional Learning Activities, Reflective Writing, Guided Discussions, Socratic Questioning.

YEAR	COGNITIVE FOCUS	THEME	CORE VALUE	PEDAGOGICAL METHOD
2.	Analysis (Critical Engagement and Application)	Relating to Others (Ethics in Interpersonal and Civic Contexts)	• Integrity • Dignity • Altruism • Courage	Fishbowls, Dialogic Seminars, Peer Mentoring, Conflict Resolution Exercises, Case-Study Inquiry.
3.		Acting with Integrity in Society (Values in Discipline and Professional Life)		Dilemmas, Scenario-Based Learning, Campaigns, Service-Learning, Drama and Forum Theatre, Mini Research, Empathy Lab.
4.	Solutioning	Leading for the Common Good (Citizenship and Advocacy)	• Altruism • Justice • Dignity • Courage	Capstone Projects, Community Immersion, Global Learning, Structured Debate, Gallery Exhibition, Portfolio/e-Portfolio.

Technology for Values-Based Teaching and Learning

118. There is a plethora of technology tools and digital platforms that can be utilised to support the different aspects and levels of values-based teaching and learning. Figure 5.3 provides an overview of the different categories of technology. These technologies may also be presented as a continuum from basic tools to more sophisticated immersive tools. Delivering VBE does not necessitate the use of state-of-the-art technology; more often than not, simple and modest technology will serve the purpose. **Appendix 2C** discusses some of the technological tools that may make up a structured, progressive framework reflecting how technology can support VBE from foundational to immersive levels.

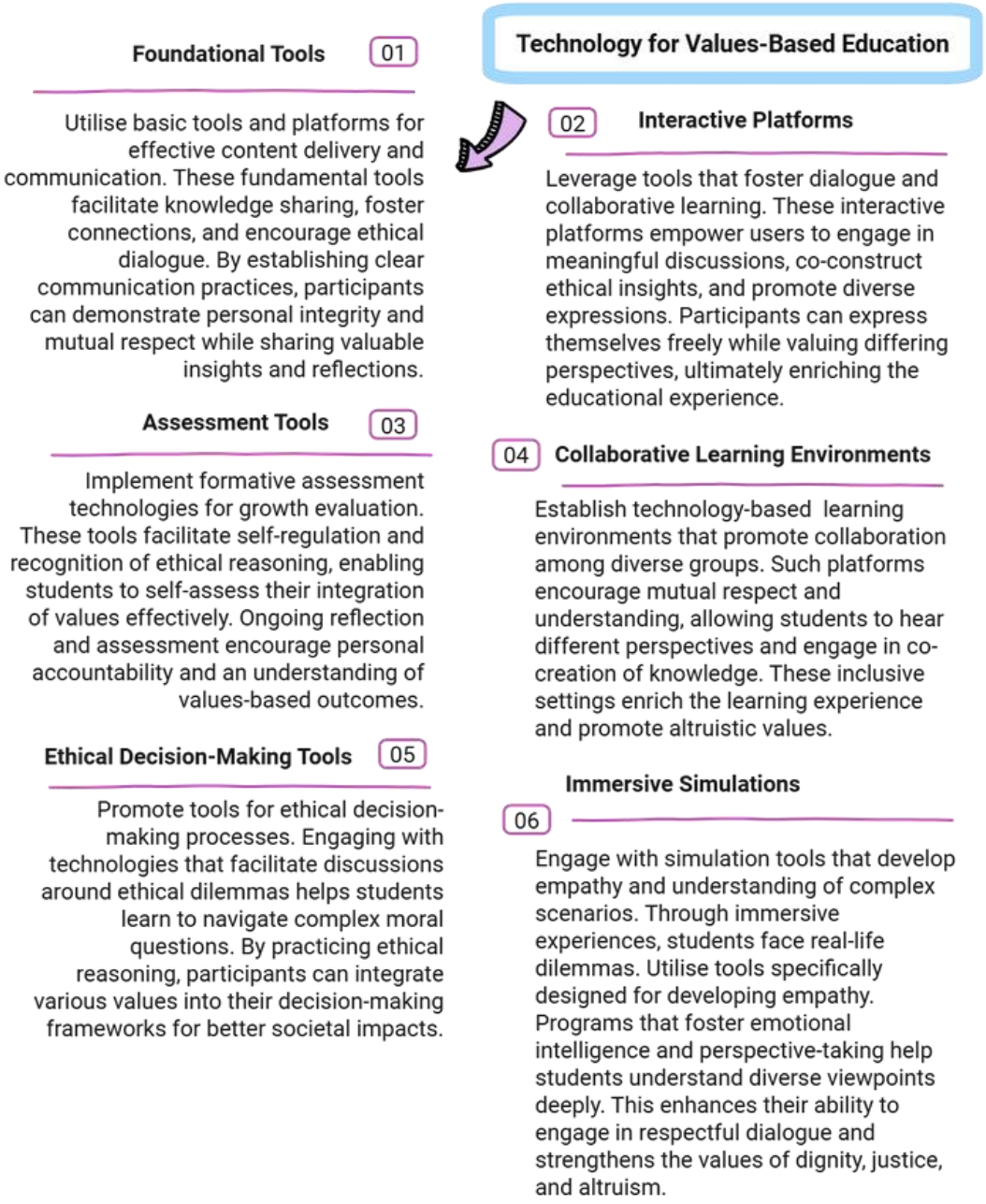


Figure 5.3: Categories of Technology Supporting VBE

119. Technology integration tips:

i. Mixing/Pairing of tools (*e.g.*, pairing an immersive tool with reflective journals will enhance the student's learning).

ii. Allowing students to choose technologies that reflect their personal values journey, especially in portfolios or showcases, will make the learning experience more personalised and meaningful.

Values-Based Education Assessments and Evaluation of a Values-Based Curriculum

120. As discussed in Section 4, assessing values is challenging and requires a holistic approach that integrates long-term and continuous observation, reflective and qualitative methods, as well as structured and specific assessment frameworks.

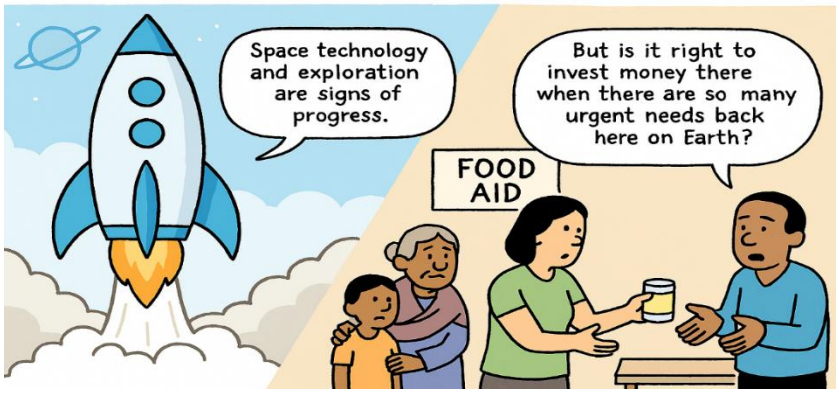
121. A robust assessment plan combines authentic, direct measures (*e.g.*, values rubrics, products and stakeholder evaluation of projects) with indirect measures (self-rating/ assessment). This involves a mix of quantitative and qualitative methods combining direct evidence of learning (what students can do) with indirect evidence (what students say about their learning and experiences). Refer to **Appendix 2A** for more examples of VBE assessments (formative/summative) at the course level.

122. Clear rubrics should be developed and used to systematically evaluate the values that have been explicitly or implicitly integrated into the curriculum, ensuring that students' understanding, attitudes and behaviours related to these values are assessed in a consistent, objective and developmentally appropriate manner. Clear rubrics and formative tools ensure values-based assessment is credible, authentic, relevant and aligned with real-world professional and academic expectations. (Examples of rubrics are provided in the sample lessons in **Appendix 3**.)

123. An example of how to infuse or embed values in an engineering lesson is through the use of a concept cartoon and a dilemma. Students' prompts may include:

    i. How can we balance long-term innovation with immediate human suffering? (Justice)

    ii. Can you imagine the hopes of scientists and engineers who dream of space exploration? (Empathy)



124. An example of an assessment rubric (should the activity be embedded and the task measured) is illustrated in Table 5.5.

125. The values rubric operationalises values (empathy, justice, dignity, courage, ethical reasoning) into observable behaviours and aligns with Bloom's affective domain. Empathy, for instance, may be aligned as shown in Table 5.6.

Table 5.5: An Example of Assessment Rubric

NO.	CRITERION	EMERGING (1)	DEVELOPING (2)	PROFICIENT (3)	TRANSFORMATIVE (4)
1.	**Empathy**	Recognises basic emotions or needs of others.	Identifies multiple perspectives with some emotional insight.	Demonstrates deep understanding of others' lived experiences.	Imagines and advocates for marginalised voices with compassion.
2.	**Justice**	Acknowledges fairness as a concept.	Explores who benefits or is excluded.	Evaluates trade-offs and systemic impacts.	Proposes equitable solutions with long-term vision.
3.	**Dignity**	Uses respectful language.	Recognises the importance of human worth.	Connects dignity to policy or leadership decisions.	Champions dignity as a non-negotiable value in all contexts.
4.	**Courage**	Expresses personal opinion.	Acknowledges risks or discomfort in ethical choices.	Takes a stand despite opposition or uncertainty.	Models moral courage and proposes bold, values-driven action.
5.	**Ethical Reasoning**	States a preference or opinion.	Weighs pros and cons with some justification.	Uses ethical frameworks or values to guide decisions.	Synthesises values to propose a principled, visionary stance.

Table 5.6: An Example Aligning Affective Learning Taxonomy to Empathy

NO.	BLOOM'S LEVEL	EMPATHY DESCRIPTOR
1.	Receiving	Recognises basic emotions or needs of others.
2.	Responding	Identifies multiple perspectives with some emotional insight.
3.	Valuing	Demonstrates a deep understanding of others' lived experiences.
4.	Organising and Characterising	Integrates empathy into ethical reasoning; advocates for marginalised voices with compassion and consistency.

Suggested student output formats:

i. Written reflection (*e.g.*, journal, policy memo).
ii. Role-play or debate (*e.g.*, advisory council simulation).
iii. SDG alignment analysis (*e.g.*, SDG 9 vs SDGs 1, 2, 3).

126. To evaluate a values-based curriculum, it is suggested that HEPs develop clear indicators, structured reflections or tailored rubrics to evaluate students' attainment of values-related outcomes. These tools should align with experiential and reflective learning strategies, allowing students to internalise and demonstrate core values such as integrity, gratitude and empathy through both formative and summative assessments.

127. Evaluation of Core Values Attained. At the programme level, evaluation of core values attainment could be conducted using quantitative and qualitative tools as follows:

    i. **Pre/post surveys:** administer surveys at the beginning and end of a course or programme to measure changes in students' attitudes, beliefs and self-reported understanding of core values.

    ii. **Inventories/scales:** Values in Action Inventory, Empathy Scales, Dignity Index and Interpersonal Trust Scale are among the tools that are being used to measure the various values.

    iii. **Focus groups and interviews:** conduct focus groups with students, academic staff and community partners to gather in-depth, nuanced feedback on their experiences with VBE initiatives.

    iv. **Portfolio reviews:** students curate a digital or physical portfolio of work that demonstrates their growth in one or more core values. The portfolio may include academic papers, creative projects, service-learning reflections, and a culminating essay that synthesises their learning journey.

    Note: HEPs could opt to adopt, adapt or develop new inventories/scales to measure values-based learning outcomes.

128. In summary, effective delivery of a values-based curriculum emerges from the deliberate orchestration of clear outcomes, accessible content, engaging learning environments and aligned assessments that honour Dignity, Justice, Integrity, Gratitude, Courage and Altruism. By embracing learner-centred, participatory, dialogic and culturally responsive pedagogies across cognitive, relational, creative and immersive modalities, educators empower students to feel, reflect on and act upon these values in real-world contexts. Moving forward, this holistic, iterative approach ensures VBE transcends theory to become lived practice, shaping graduates ready to lead ethically and compassionately.

APPENDICES

Appendix 1: Theoretical Basis and Underpinning Principles for Values-Based Curriculum Design and Delivery

The Concept of Values

1. The concept of "value" encompasses two dimensions:

    i. **Ethical values**, which are often the focus of VE, indicate a direct and explicit teaching of values to learners.

    ii. **Values of knowledge**, which refer to the value of knowledge. This scope of values highlights education's role in realising human potential. It also emphasises that individuals who have acquired knowledge should also embody moral and ethical values in their conduct.

2. When graduates of an academic programme fail to display the expected values in practice, it signals a shortfall in the programme's effectiveness. For such programmes to succeed, values-based curriculum planning and delivery must be systematically and seamlessly integrated. Drawing from national education philosophies, global sustainability agendas and institutional missions, the values-based curriculum aspires to nurture holistic and balanced human development across cognitive, affective and psychomotor domains.

3. VBE should not be operationalised as conventional VE; instead, it requires a holistic, embedded approach to ensure effective implementation. A values-based curriculum, therefore, embraces both formal classroom learning and informal experiences such as co-curricular programmes, student-led initiatives and community engagement. Campus life itself — through its culture, events and everyday interactions — extends the pedagogical space for values learning beyond the formal curriculum, ensuring that what is taught is also lived.

4. Attitudes may be easier to observe than underlying values and beliefs; therefore, values in the context of curriculum design need to be specified in well-defined contexts, such as subject-specific learning goals and content.

5. There is a need for a clear understanding of the complex nature of some constructs, *i.e.*, those that are multifaceted and thus difficult to classify into a single domain or sub-domain. For example, "empathy" is generally understood as a multifaceted construct; it is often categorised under different taxonomies according to varying sources, focuses and definitions.

Basic Principles for Values-Based Curriculum Design and Delivery

6. Anchored in the principles of constructive alignment, the curriculum integrates programme educational objectives, programme learning outcomes, course content, pedagogical strategies and assessment methods into a coherent, values-driven framework. Each element is purposefully scaffolded to foster critical thinking, intercultural understanding, environmental stewardship and ethical reasoning, ensuring that learning is not only intellectually rigorous but also morally and spiritually enriching. This design reflects a commitment to education as a moral imperative, shaping graduates who are not only competent professionals but also compassionate leaders and responsible global citizens.

7. The daily teaching, learning, practice and delivery of an educator must be grounded in strong philosophical and theoretical foundations. Figure A1.1 illustrates the MQF approach to VBE, which adopts the relationship between human, the Creator and His creations as the mainstay of all intentions and acts. This serves as the basis of contemporary educational practice, especially in the context of values-based education. The Core Values that emanate from this philosophy are **Dignity, Justice, Trust, Respect, Courage** and **Altruism**. These values can be translated into the design and development of learning content, assessments and the learning environment.

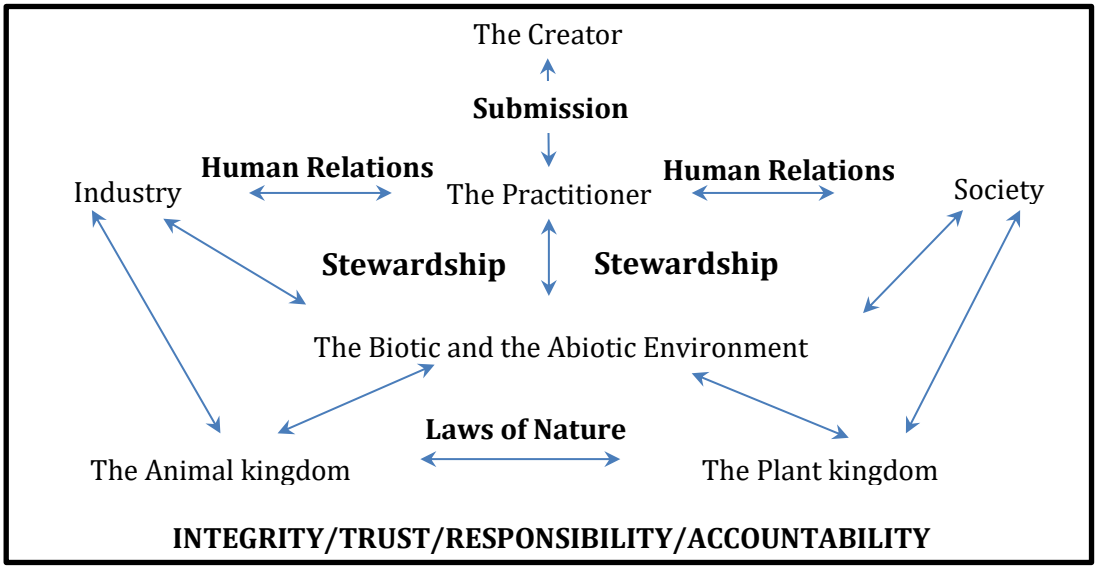


Figure A1.1: VBE Nurturing the Holistic and Balanced Graduate who Embraces the Relationship Between Human, the Creator and His Creations (Adapted from UiTM, 2019)[4].

8. A brief explanation of the basic principles for the design and delivery of VBE is as follows:

   i. **Contextual and discipline-embedded relevance.** VBE must be embedded within the societal, professional and disciplinary contexts relevant to students. Integrating values into academic content and real-world practice ensures learning is meaningful, authentic and future-oriented.

[4] Adapted from the Academic Affairs Division, Universiti Teknologi MARA (2019).

ii. **Integration of knowledge, values and ethical action.** VBE should foster critical thinking and ethical agency, encouraging students to connect what they know, what they believe, and how they act in a rapidly evolving world. This includes real-world problem-solving grounded in moral reasoning.

iii. **Holistic and multi-modal learning ecosystem.** Values learning extends beyond the classroom into all aspects of student life: academic, co-curricular, digital, social and environmental. These diverse learning spaces and modalities contribute uniquely to character development.

iv. **Student-centred and humanising pedagogy.** VBE must place students at the centre, promoting their dignity, voice and agency through inclusive, empathetic and participatory teaching.

v. **Collaborative and cooperative learning.** Group-based and peer learning nurture social responsibility, empathy and respect for diversity. Co-learning creates opportunities for students to practise ethical communication and shared accountability.

vi. **Educators as facilitators, ethical guides and role models.** Educators and institutional staff must consistently model the values they promote, serving as facilitators of reflection and guides for ethical decision-making. Their behaviour plays a crucial role in shaping student values.

vii. **Participatory and responsive oversight.** VBE governance should be collaborative and dynamic, shaped by ongoing feedback from students, educators, industry and the community. Responsive oversight ensures that VBE remains relevant, inclusive and trusted.

Values-Based Education Pedagogies and Learning Design Model

9. Generally, VBE pedagogies encompass a wide range of compassionate approaches, such as the pedagogy of care, the pedagogy of hope, community-as-curriculum, and pedagogies that embrace personalised learning. These are translated into key pedagogical strategies that support VBE and may be implemented as follows:

i. **Experiential and immersive learning**

a. Experiential and immersive learning enables students' direct engagement with real-world contexts to internalise values.

b. This approach includes empathy-based tasks, simulations, storytelling, project or service-learning, and industry training that promote moral sensitivity, real-world decision-making, and values like empathy, responsibility, teamwork and ethical awareness.

c. Students apply values in authentic contexts through community service, group activities and collaborative problem-solving, transforming abstract values into lived experiences.

ii. **Reflective and metacognitive practices**

a. Reflective and metacognitive practices focus on introspection, moral reasoning and value internalisation.

b. This includes structured activities such as journaling, self-assessments, meditation, feedback loops and public visualisation of values, which deepen students' understanding of their own beliefs and behaviours.

c. Ongoing reflection and continuous feedback cultivate ethical judgment, strengthen intrinsic motivation and foster a personal growth mindset.

iii. **Relational and social learning**

a. Relational and social learning emphasises learning through meaningful relationships and interpersonal engagement.

b. This strategy includes mentoring, alumni interactions and role modelling, where educators and peers exemplify values in their behaviours, language and decision-making. Such modelling creates a supportive environment in which students observe and internalise values through real-life moral exemplars and sustained social interaction.

iv. **Participatory and democratic pedagogies**

a. Participatory and democratic pedagogies emphasise student voice, agency and collective value-building.

b. These include hands-on and participatory methods such as debates, ethical dialogues and co-constructed learning activities that promote inclusion, critical citizenship and shared moral responsibility.

c. Incorporating ethical vocabulary development within these activities encourages students to articulate and reason through values-based issues, fostering self-regulation and principled dialogue.

v. **Integrative and reinforcement strategies**

a. Integrative and reinforcement strategies ensure continuity and sustained attention to values throughout the educational process.

b. These include curriculum integration across subjects, alignment of assessments with values, visible reinforcement mechanisms (*e.g.*, values-based recognition or reward systems) and regular scaffolding of values across all levels of learning.

c. By embedding values in all content areas and institutional practices, students experience a consistent, value-rich environment where values are expected, supported and celebrated.

10. A learning design model guides the designer in curating the student's learning experience based on learning activities, resources and support. Adapting an existing model, as shown in Figure A1.2, is a good starting point for designing the learner's experience when developing learning for a particular purpose (values) and for a particular group or level.

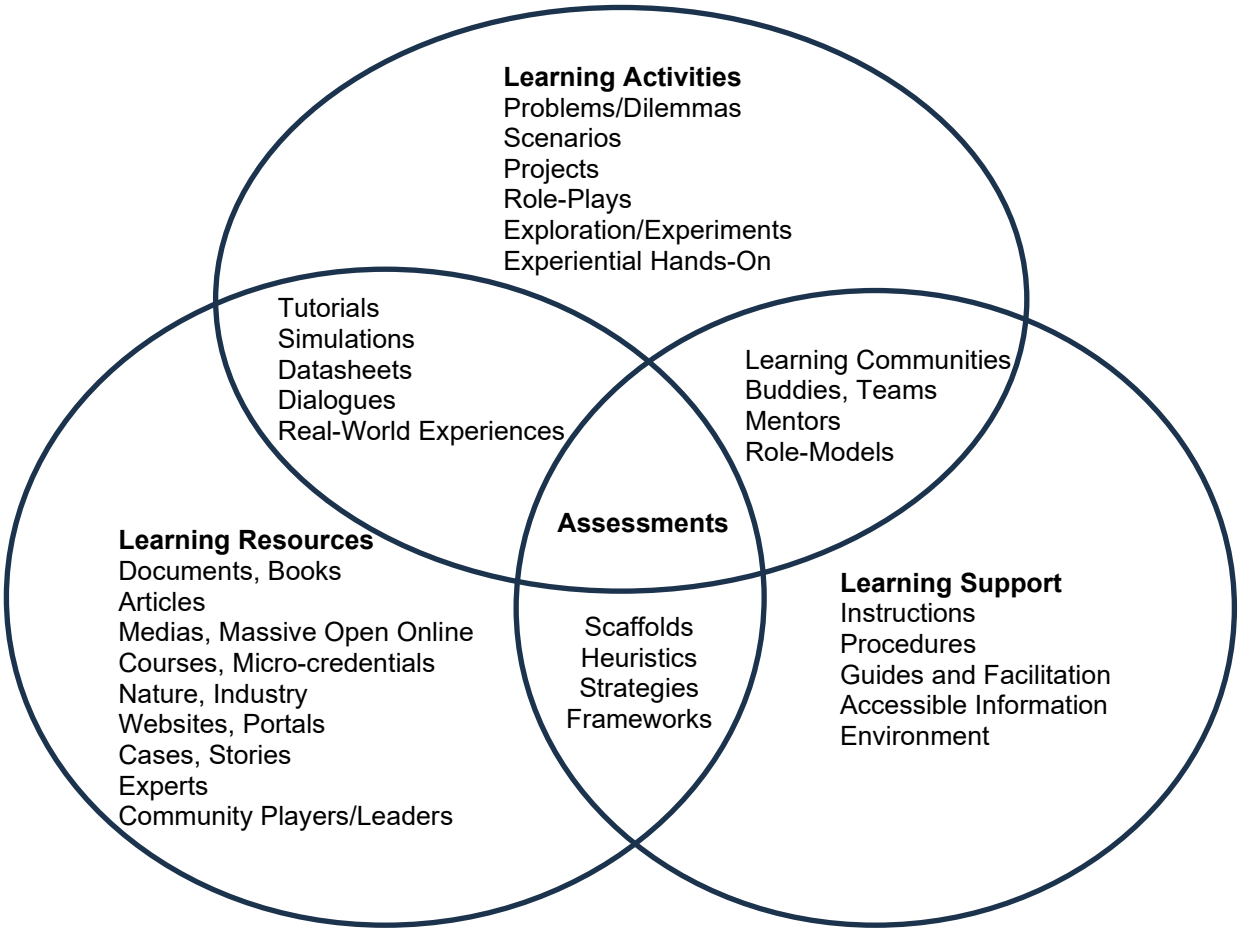


Figure A1.2: A Learning Design Model [5]

[5] Adapted from Agostinho et al. (2002, p. 30).

Appendix 2A: Sample Assessments in Values-Based Education

No.	ASSESSMENT		POSSIBLE DEPLOYMENT		STAGE OF LEARNING (SUGGESTED)	VALUES EMPHASISED	EVALUATION METHOD (SUGGESTED)
			Lesson/ Topic	Course			
1.	Reflection/ reflective writing/ journaling	Personal reflection on experiences, values and learning processes, including self-assessment.		✓	Outside the lecture room/offline/ online	Self-awareness, mindfulness, empathy, moral reasoning	Content analysis
2.	Portfolio/ e-portfolio	A curated collection of student work with reflections on growth and learning.		✓	Outside the lecture room/offline/ online	Metacognition, purposeful learning, accountability, identity formation	Rubrics for portfolio assessment
3.	Digital storytelling	Evaluation of multimedia narratives that explore identity, values or ethical dilemmas.	✓	✓	In and outside the lecture room/ on-site/online	Respect, courage, trustworthiness	Product evaluation
4.	Narrative assessments	Evaluation of students' reflective stories/narratives (*e.g.*, text, video, audio) showing the emotional, ethical and cognitive journey they undertake during completion of the task.	✓	✓	In and outside the lecture room/ on-site/online	Empathy	Analysis of narratives

No.	ASSESSMENT		POSSIBLE DEPLOYMENT		STAGE OF LEARNING (SUGGESTED)	VALUES EMPHASISED	EVALUATION METHOD (SUGGESTED)
			Lesson/ Topic	Course			
5.	Interdisciplinary assessments	A collaborative evaluation method that integrates diverse disciplinary knowledge to achieve a holistic understanding of complex issues.		✓	In and outside the lecture room/ offline	Justice, trustworthiness, altruism	Project report
6.	Campaigns and actions (collaborative/ cooperative)	Students design campaigns around values-based issues (*e.g.*, climate justice, digital ethics), integrating research, storytelling and public outreach. Examples include awareness campaigns and youth-led advocacy.		✓	In and outside the lecture room/ on-site/online	Justice, respect, courage, altruism	Campaign evaluation/ outcomes/target group feedback
7.	Gallery/ exhibition (collaborative/ cooperative)	Use of gallery walks to showcase student work on themes like compassion, justice or sustainability. These can be physical or digital exhibitions.		✓	Outside the lecture room/online/ on-site	Dignity, justice, respect, courage, trustworthiness, altruism	Gallery evaluation/ outcomes
8.	Social-emotional learning	Mindfulness exercises (*e.g.*, mind games, awareness activities) and explicit social-emotional learning instruction to scaffold spiritual and inner development.	✓	✓	In and outside the lecture room/ on-site/online	Dignity, courage, trustworthiness	Self-assessments

Appendix 2B: Delivery Methods in Values-Based Education (Teaching and Learning)

NO.	METHOD AND STRATEGY	DESCRIPTION	POSSIBLE DEPLOYMENT		STAGE OF LEARNING (SUGGESTED)	VALUES-BASED OUTCOME	RECOMMENDED ASSESSMENT
			Lesson/ Topic Level	Course Level			
1.	Snippets	Bite-sized media (*e.g.*, photos, infographics, short clips) used to provoke thought or introduce a concept.	✓		In the lecture room/ on-site/online	Emotional resonance, mindfulness, relevance to self	• Formative check
2.	Ethical dilemmas stories	Presenting students with ethically or emotionally complex situations that lack a clear right answer.	✓	✓	In the lecture room/ on-site/online	Moral reasoning, empathy, ethical sensitivity	• Reflection • Analysis of argument
3.	Socratic questioning	A disciplined method of asking probing, open-ended questions to challenge assumptions and deepen understanding.	✓		In the lecture room/ on-site/online	Critical thinking, humility, intellectual honesty	• Checklist • Analysis of argument/ questions
4.	Guided discussion	Structured conversation led by the instructor; a facilitated discussion model for tackling controversial topics, designed to build skills in respectful communication and courageous listening.	✓		In the lecture room/ on-site/online	Self-expression, respect for others' views, dignity, courage	• Discussion rubrics
5.	Fishbowl/ inner-circle (cooperative)	A small group discusses a topic while others observe silently, then roles rotate.	✓		In the lecture room/on-site	Transparency, active listening, civic discourse	• Behaviour observational checklist

NO.	METHOD AND STRATEGY	DESCRIPTION	POSSIBLE DEPLOYMENT		STAGE OF LEARNING (SUGGESTED)	VALUES-BASED OUTCOME	RECOMMENDED ASSESSMENT
			Lesson/ Topic Level	Course Level			
6.	Conflict resolution exercise (collaborative/ cooperative)	Activities that simulate interpersonal conflict and guide students through resolution strategies.	✓	✓	In the lecture room/ on-site/online	Empathy, nonviolence, forgiveness	• Participation and analysis of input • Evaluation of action outcomes
7.	Scenarios/ scenario-based learning	Students engage with realistic, context-rich situations requiring decision-making or problem-solving.	✓		In the lecture room/ on-site/online	Social awareness, ethical decision-making, problem-solving for social good, ethical citizenship	• Analysis of decision-making
8.	Case-study inquiry/ case-based learning	Students analyse real or fictional cases to explore concepts, diagnose problems and propose solutions.	✓	✓	In the lecture room/ on-site/online	Accountability, ethical reasoning, integrity	• Case analysis
9.	Dialogic/ Socratic seminar	Student-led discussion around a central text or question, emphasising respectful dialogue and inquiry.	✓	✓	Outside the lecture room/ on-site	Reflective listening, open-mindedness, self-awareness, respect, dignity, courage	• Evaluation of seminar

NO.	METHOD AND STRATEGY	DESCRIPTION	POSSIBLE DEPLOYMENT		STAGE OF LEARNING (SUGGESTED)	VALUES-BASED OUTCOME	RECOMMENDED ASSESSMENT
			Lesson/ Topic Level	Course Level			
10.	Structured debate	Formal argumentation with assigned positions and timed rounds.	✓	✓	In the lecture room/ on-site	Respectful disagreement, truth-seeking, fairness, courage	• Evaluation of action outcomes
11.	Inquiry-based/ discovery learning (collaborative/ cooperative)	Students investigate questions or problems through exploration and experimentation.	✓	✓	In and outside the lecture room/ on-site/online	Curiosity, autonomy, intrinsic motivation	• Evaluation of action outcomes • Oral presentation
12.	Role-play/ experiential simulations	Students assume roles in imagined or real-life scenarios to explore systemic issues from a perspective other than their own and practise decision-making.	✓	✓	In and outside the lecture room/ on-site/online	Perspective-taking, compassion, emotional intelligence, justice, altruism, dignity	• Oral presentation • Interviews
13.	Virtual reality and immersive platforms	Students experience a sense of “presence” and embodiment that offers awareness and reflection; walking in someone else’s shoes.	✓	✓	In and outside the lecture room/ online	Altruism, justice, empathy, respect	• Reflection
14.	Empathy lab	A lab simulation where students engage with personas facing challenges.		✓	On-site/online	Altruism, empathy, respect	• Reflections • Debriefing interviews

NO.	METHOD AND STRATEGY	DESCRIPTION	POSSIBLE DEPLOYMENT		STAGE OF LEARNING (SUGGESTED)	VALUES-BASED OUTCOME	RECOMMENDED ASSESSMENT
			Lesson/ Topic Level	Course Level			
15.	Analysis of incomplete or biased data	Students critically examine flawed datasets to uncover bias, missing perspectives or systemic inequities.	✓	✓	In the lecture room/ on-site/online	Critical thinking, justice orientation, ethical reasoning, respect for diverse perspectives	• Analysis report
16.	Mini research (collaborative/ cooperative)	Short, focused investigations that encourage inquiry and synthesis of knowledge.		✓	In and outside the lecture room/ on-site/online	Curiosity, integrity in research, self-directed learning, contextual awareness	• Research report
17.	Project-based learning (collaborative/ cooperative)	Students collaboratively solve real-world problems through sustained inquiry.		✓	In and outside the lecture room/ on-site/online	Collaboration, problem-solving, civic engagement, responsibility	• Project output – final product/ deliverables • Analysis of group dynamics
18.	Problem-based learning (collaborative/ cooperative)	Learners tackle complex, open-ended problems with no single solution (wicked problems). May involve the Nominal Group Technique.		✓	In and outside the lecture room/ on-site/online	Systems thinking, ethical decision-making, teamwork, innovation	• Solutions provided – evaluation of outcomes

NO.	METHOD AND STRATEGY	DESCRIPTION	POSSIBLE DEPLOYMENT		STAGE OF LEARNING (SUGGESTED)	VALUES-BASED OUTCOME	RECOMMENDED ASSESSMENT
			Lesson/ Topic Level	Course Level			
19.	Field experience	Direct engagement with communities or environments outside the classroom.		✓	Industry/ community/ on-site	Humility, contextual understanding, respect, ethical action	• Diary/portfolio reflections
20.	Critical service-learning projects (collaborative/ cooperative)	A structured programme that combines meaningful community service with academic coursework and critical reflection. Empowers students to analyse and address the root causes of inequality.		✓	Community/ on-site	Altruism, justice, respect, civic responsibility, compassion, applied ethics	• Community feedback • Evaluation of action outcomes • Journal/ diary/portfolio reflections
21.	Community engagement/ immersion (collaborative/ cooperative)	Deep, sustained interaction with communities to understand lived realities.		✓	Community/ on-site/online	Solidarity, empathy, social accountability, reciprocity, civic responsibility	• Journal/ diary/portfolio reflections
22.	Capstone projects (collaborative/ cooperative)	• **Inquiry-based capstones:** Embed inquiry-based learning to promote autonomy, creativity and deeper engagement. Students explore issues that matter to them, fostering intrinsic motivation and ethical reasoning.		✓	In and outside the lecture room/ on-site	Courage, trustworthiness, integrity	• Capstone portfolio • Multidisciplinary oral defence/ presentation • Final product/ deliverables • Gallery showcase

NO.	METHOD AND STRATEGY	DESCRIPTION	POSSIBLE DEPLOYMENT		STAGE OF LEARNING (SUGGESTED)	VALUES-BASED OUTCOME	RECOMMENDED ASSESSMENT
			Lesson/ Topic Level	Course Level			
		• **Multidisciplinary integration:** Encourage students to draw from multiple disciplines — *e.g.*, combining technology with empathy or sustainability — to reflect the complexity of societal challenges. • **Reflective components:** Include journaling, peer feedback and oral presentations to deepen self-awareness and social responsibility. • All final-year/capstone projects are to include a structured reflection on the ethical challenges, courage and trustworthiness demonstrated during the project's execution.					

NO.	METHOD AND STRATEGY	DESCRIPTION	POSSIBLE DEPLOYMENT		STAGE OF LEARNING (SUGGESTED)	VALUES-BASED OUTCOME	RECOMMENDED ASSESSMENT
			Lesson/ Topic Level	Course Level			
23.	Storytelling	• **Narrative-based learning**: Use personal stories, folktales or historical narratives to help students connect emotionally with diverse perspectives. • **Role-play and perspective-taking:** Let students embody characters from different backgrounds to practise empathy and critical thinking.	✓	✓	In the lecture room/on-site	Respect, courage, altruism	• Evaluation of oral and visual storytelling

NO.	METHOD AND STRATEGY	DESCRIPTION	POSSIBLE DEPLOYMENT		STAGE OF LEARNING (SUGGESTED)	VALUES-BASED OUTCOME	RECOMMENDED ASSESSMENT
			Lesson/ Topic Level	Course Level			
24.	Visual arts and poetry	• **Digital comics:** Students develop digital comics to illustrate character and embed disposition or an ethical situation. • **Ekphrastic poetry**: Students write poems inspired by current crises and events, encouraging emotional interpretation and ethical reflection. • **Cross-cultural art projects**: Integrate visual storytelling from different cultures to foster global awareness and empathy.	✓	✓	In and outside the lecture room/ on-site/online	Dignity, justice, respect, courage, altruism	• Evaluation of outcomes – product evaluation
25.	Gamification and serious games	Gamification applies game design elements (*e.g.*, points, levels, challenges) to learning environments. Serious games are full-fledged games designed for educational purposes and not just entertainment.	✓	✓	In and outside the lecture room/ on-site/online	(Depending on the game)	• Evaluation of process/ checklist

NO.	METHOD AND STRATEGY	DESCRIPTION	POSSIBLE DEPLOYMENT		STAGE OF LEARNING (SUGGESTED)	VALUES-BASED OUTCOME	RECOMMENDED ASSESSMENT
			Lesson/ Topic Level	Course Level			
26.	Global learning	An approach that helps students understand interconnectedness across cultures, systems and global challenges.		✓	In and outside the lecture room/ on-site/online (when possible)	intercultural empathy, critical thinking about identity, privilege, responsibility	• Checklist/ inventory
27.	Peer learning and mentoring (collaborative/ cooperative)	Students learn from and with each other through structured collaboration, mentoring or reciprocal teaching.	✓	✓	In and outside the lecture room/ on-site/online	Trust, empathy, communication skills, shared responsibility	• Peer evaluation • Reflection • Inventory

Appendix 2C: Technology for Values-Based Education

Note: The list of strategies and tools is non-exhaustive; most tools are adaptable across levels, according to the context and how they are utilised. Technology advances rapidly; thus, newer tools may be available, while some existing tools may become less relevant.

NO.	TOOL/TECHNOLOGY LEVEL	LEARNING TASK/ OUTCOME	PEDAGOGICAL STRATEGY	EXAMPLE OF DIGITAL TOOL/PLATFORM
1.	Foundational: Content delivery and communication. Basic tools to share knowledge, build connections and foster respectful dialogue.	• Communicate clearly and ethically • Demonstrate personal integrity • Build a respectful understanding • Share personal insights and reflections	• Narrative-based teaching • Reflective prompts • Visual storytelling • Content curation • Content delivery through multiple modalities	• Websites, Word/PDF, email, Telegram, blogs, podcasts, open educational resources, micro-credentials, massive open online courses • Facebook groups, Instagram stories, Threads (X), LinkedIn posts, Pinterest boards • Notion, Obsidian, Canva Docs, Sway, Podcastle
2.	Interactive: Dialogue and collaboration. Tools and platforms that support dialogues, participation, self-expression and co-construction of knowledge.	• Engage in empathetic dialogue • Co-construct ethical insights • Value diversity in expression	• Dialogic learning • Collaborative mapping • Student voice and digital storytelling • Peer commenting • Collaborative campaigns	• Concept cartoons/comics • Padlet, Flip, Miro, Parlay, Jamboard, Whimsical, Slides With Friends, AI chatbots, Gemini, ChatGPT, NotebookLM, Voice Notes, Poplet • Instagram Reels, YouTube comments, LinkedIn groups
3.	Assessment: Evaluation for growth. Tools that enable formative assessment, self-regulation and recognition of ethical reasoning.	• Self-assess values integration • Demonstrate ethical reasoning and accountability	• Formative reflection tasks • Peer critique with rubrics • Portfolio-based evaluation	• Jigsaw puzzle, crossword puzzle, concept cartoons, games, Kahoot, Mentimeter, Conker AI, SpacesEDU, Wakelet, Canva portfolios, Google Sites, TeacherTool.AI (potential for value mapping)

NO.	TOOL/TECHNOLOGY LEVEL	LEARNING TASK/ OUTCOME	PEDAGOGICAL STRATEGY	EXAMPLE OF DIGITAL TOOL/PLATFORM
4.	Immersive: Simulation and empathy design. Tools that offer rich, real-life scenarios that build empathy and transpersonal insight.	• Experience complex value dilemmas • Apply empathy in context • Cultivate transpersonal awareness	• Simulations • Scenario-based learning • Augmented reality/ virtual reality dilemma • Embodied experiential pedagogy	• Virtual reality clinics, avatar-in-practice, 3D collaborative environments, SimX, Merge EDU, empathy extended/mixed reality, FrameVR, Spatial.io, CoSpaces Edu, augmented reality maker, Virbela, Google Expeditions, Roblox

Appendix 3: Examples of Values-Based Education Lessons

The following examples illustrate how VBE may be implemented. This entails infusing, embedding or integrating values in lessons, courses and modules that make up an academic programme. The examples include lessons and courses from different disciplines and comprise sample tasks, learning activities and assessments.

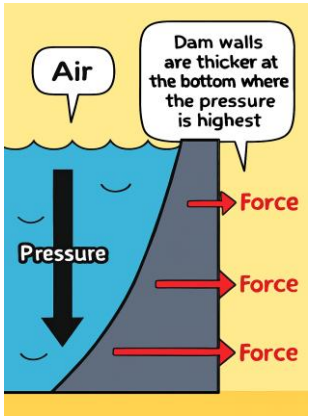
Lesson	Full course	Formulate a new course	Programme
• Infuse or embed as part of an existing lesson delivery • Embed in an existing formative assessment item • Embed as a specific lesson	• Embed as part of an existing course • Embed as a specific topic in a course • Embed in an assessment in the course • Integrate throughout the course	• Values as the main subject	• VBE module integrated into the programme capstone • VBE module in the field experience module • Values integrated throughout the programme provision

Limitations: The examples do not include co-curricular or extra-curricular courses or modules.

Example 1: Values-Based Education – Infuse in a Lesson

Course:	Physics
Target Audience:	First-semester students
MQF Level:	4
Lesson:	Hydrostatic Pressure
Stage/Learning Mode:	Interactive lecture (on-site)

Concept taught:
Pressure variation with depth. The pressure in a static fluid increases linearly with depth because the weight of the fluid above increases with depth. This pressure is calculated using the formula $P=P_o + \rho gh$.



Application:
Structure of a dam: This increased pressure at greater depths results in a greater force exerted on the dam, which is why dam walls are thicker at the bottom, where the pressure is highest.

5-Minute Nudge (no specific assessment)
The instructor relates the concerns surrounding many dam constructions, such as the Bakun Dam and Ulu Geruntum Project in Malaysia, the Kaliwa Dam in the Philippines and, in particular, China's largest hydropower dam across the Yarlung Tsangpo River in Tibet.

Narrative:
The construction of dams tends to displace local communities and cause environmental disruption. Any thoughts? This is particularly the case in multi-national contexts such as the Yarlung Tsangpo and the downstream nations of India and Bangladesh, where that same river is known as the Brahmaputra.

Student prompt: Whose river is it? How do we balance energy, ecology and equity?

Values infused: Justice, equity, environmental stewardship, human dignity and diplomacy.

Example 2: Values-Based Education – Embed in a Lesson

Course:	Innovative Technologies in Teaching and Learning
Credit:	3
Target Audience:	Second-semester undergraduate students in Education (pre-service teachers)
MQF Level:	6
Lesson:	Week 3: Applying Instructional Design
Duration:	1 week (9 hours SLT)
Stage/Learning Mode:	Blended (lectures, group work, community immersion, reflection)

Topic Learning Outcomes

(Before revision)

By the end of the lesson, students will be able to:

i. Describe and apply the Analysis, Design, Development, Implementation and Evaluation (ADDIE) instructional design model.

ii. Apply instructional design principles to technology projects in schools.

iii. Propose a technology-based lesson or module for a specific subject.

(Revised)

By the end of the lesson, students will be able to:

i. Describe and apply the ADDIE instructional design model.

ii. Apply empathy-driven instructional design principles to technology projects.

iii. Demonstrate altruistic reasoning when proposing technology solutions for a specific community.

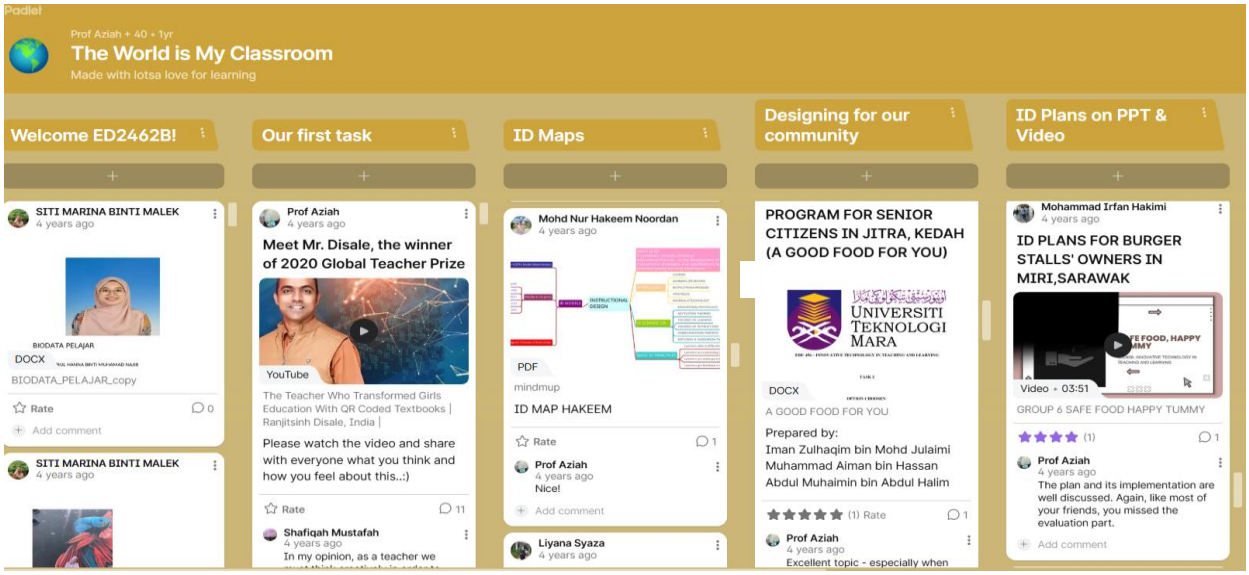
Note: These outcomes align with the MQF learning domains, such as Ethics and Professionalism.

Key Subtopics

No.	Hours	Topic	Values Embedded	Activity
1.	In-class lecture (3 hrs)	The ADDIE model (Analysis, Design, Development, Implementation and Evaluation)	Responsibility, integrity	Interactive lecture + cases: Ranjitsinh Disale (Global Teacher Award) and Stefanus Lucas (RiSE Educator Award).
2.		Technology for good human-centred design	Altruism, empathy, equity	Explore gaps and tech inequality in Malaysian classrooms + discuss digital needs.
3.	Group work (2 hrs)	Research and community mapping	Altruism, empathy, civic engagement	Students conduct needs analysis (desktop research, online engagement) of local needs for tech intervention for specific groups in local communities. List of target groups/communities: • Senior citizens in Jitra, Kedah. • Kindergarten children in Tadika Kemas, Rawang. • Adolescents in Felda Kemasul, Triang. • Stall owners at a market in Sarawak. • Women entrepreneurs in Tanah Merah. • Housewives in Subang Jaya.
4.	Group work (2 hrs)	Designing with ADDIE	Empathy, trust	Students propose a technology-based learning module using ADDIE.
5.	Independent study (2 hrs)			

Stage of learning: Online, on-site; use of technology tools or platforms for collaboration.

Learning resources: Expert or community members, web resources, and Padlet as the platform for discussion and showcasing. Guides:



Guide: Narrative Assessment Template: “The Empathy Design Story”

Students can use this as a guide to write their own reflective story. This can be provided as a scaffolded prompt or adapted for audio or video submission.

i. The Community We Chose

a. Who did we design for, and why?

b. What stood out to us when exploring their needs?

ii. Walking in Their Shoes

a. How did we experience their perspectives?

b. What emotions or insights surfaced during our research or immersion?

c. How did empathy shape our understanding of their context?

iii. Designing with Empathy and Altruism

a. How did we use the ADDIE model to respond to what we felt and learned?

b. What decisions reflect altruistic reasoning or civic responsibility?

iv. From Blueprint to Impact

a. How does our tech-based module create meaningful change?

b. Who benefits, and how do we know?

v. Teamwork with Heart

a. How did we collaborate with empathy?

b. Were there moments of listening, support or perspective-shifting?

c. What did we learn from each other through this process?

vi. Reflections and Ripples

a. What surprised us about this journey?

b. How has our thinking about technology and people evolved?

c. What will we carry forward into our future as educators?

Assessment Tools: Empathy-Driven Instructional Design Rubric

No.	Dimension	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
1.	Empathy in needs analysis	Deeply understands the target group's lived experiences; uses diverse sources; reflects cultural and contextual awareness.	Identifies key needs with some contextual nuance; sources are relevant but limited.	Basic understanding of needs; may overlook some contextual factors.	Superficial or generic description of needs; lacks understanding of context.
2.	Human-centred design thinking	Design decisions prioritise emotional, social and cognitive dimensions of learners; a clear rationale shows ethical and empathic consideration.	Design shows some human-centred elements; rationale includes empathy and usability.	Design addresses learner needs but lacks a clear empathic rationale.	Design appears tech-centred; minimal consideration of the user perspective.
3.	Altruistic reasoning in solution	Technology solution clearly benefits the community; rationale shows compassion, equity and long-term civic impact.	Solution demonstrates usefulness and fairness; altruistic reasoning is present but could be expanded.	Solution meets basic needs; altruism is mentioned but underdeveloped.	Solution lacks altruistic reasoning; unclear community benefits.

No.	Dimension	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
4.	Values in design implementation	Implementation plan incorporates integrity, equity, trust and responsibility; includes provisions for inclusive and ethical use.	Values are present in implementation, but not integrated consistently throughout.	Some values are evident but inconsistently applied.	Minimal attention to ethics or values.
5.	Collaboration and empathic teamwork	Team demonstrates strong empathic listening, inclusive decision-making and shared responsibility in the design process.	Collaborative effort shows empathy and respect; roles and contributions are mostly balanced.	Teamwork is functional but lacks empathic depth; limited shared decision-making.	Teamwork shows poor collaboration; lack of empathy is evident.

Example 3: Values-Based Education – Embed in a Course (Specific Topic and Assessment)

Title	Geotechnical Engineering (MQF Level 6 programme)
Description	This course focuses on the analysis of geotechnical problems related to building and structural foundations, as well as slope stability.
Lesson/Task	This example involves the topic of slope stability, where values are infused in learning activities (lectures and discussions) and embedded in assessments.
Target Audience	This course is offered during Semester 6 in an eight-semester programme.
Student Learning Time	Lecture: 6 hours Assessment: 12 hours
Stage of Learning/Mode (blended, community-based, industry-based, *etc.*)	Course is delivered via conventional mode – interactive on-site lecture.

Course Outcome (before)	**Lesson Outcome (before)**	**Lesson Outcome (after – with values embedded)**
Course Learning Outcomes Students will be able to: i. Analyse and design foundations for engineering structures. ii. Analyse and design solutions for slope stability problems. iii. Provide costings for geotechnical engineering solutions.	**Lesson Learning Outcomes** Students will be able to: i. Analyse slope failures and propose different solutions to re-stabilise slopes. ii. Estimate costs associated with the different solutions.	**Assessment Learning Outcomes** Students will be able to: i. Analyse slope failures and propose different solutions to re-stabilise slopes. ii. Estimate costs associated with the different solutions. iii. Make decisions with integrity.

Lesson/Course Plan

Hours/ Week	**Topic/Subtopic**	**Values Embedded**	**Pedagogical Tool/Learning Activity**
Week 6 and Week 7	Slope stability. Analysis of slope failures. Design for slope re-stabilisation.	Integrity is to be infused through lectures and discussions.	Interactive lectures. Use of digital tools for slope stability analysis.

Learning Resources (including experts and community)

Alumni in consulting or construction practices serve as sources of authentic problems to be used for learning activities and assessments.

Assessments (list, %, *etc.*)

One assessment with values embedded in the tasks given.

New (VBE) Approach: Values Embedded in Assessment of a Course

Assignment No. 1

Learning Outcomes: Students will be able to:

i. Analyse slope failures and propose different solutions to re-stabilise slopes.

ii. Estimate costs associated with the different solutions.

iii. Make decisions with integrity.

Tasks:

Your group is to study and analyse the pictures, slope geometry and soil properties provided in Attachment 1. You are required to complete the following tasks:

i. Analyse the slope, determine the cause of failure and propose two different solutions — retaining wall and soil nailing — to re-stabilise the slope. [40 marks]

ii. Provide cost estimates for the two solutions using the JKR Schedule of Rates provided in Attachment 2. [40 marks]

iii. The cost of the retaining wall solution is considerably lower than that of soil nailing. Based on the Engineering Code of Ethics provided in Attachment 3, which solution would you recommend to your client? Provide justification for your decision. [6 marks]

iv. Your company is facing financial difficulties. Recommending the soil nailing solution would resolve the financial problem, while recommending the retaining wall solution would require you to terminate four of your employees (all of whom are the sole breadwinners for their families). Which solution would you recommend to your client? Provide justification for your decision. [14 marks]

Assessment Tool (rubrics, checklists, *etc.*)

Performance criteria for analysis and design related to slope stability:

Attainment Level 1	Attainment Level 2	Attainment Level 3	Attainment Level 4	Attainment Level 5
Identify relevant information and data needed for slope analysis.	Apply relevant methods of slope stability analysis.	Analyse slope failure to propose sound solutions for re-stabilisation.	Select and recommend the best solution for the client.	Provide technical justification for the recommended solution.

Performance criteria for ethical decision-making:

Attainment Level 1	Attainment Level 2	Attainment Level 3
Provide a recommendation without justification.	Provide a recommendation with justification.	Provide a recommendation with justification grounded in moral and ethical reasoning.

Example 4: Values-Based Education – Embed in a Course (Specific Topic and Assessment)

Title	Multiliteracy Development in Language Learning
Description	The course explores the concept of multiliteracy as the ability to understand and communicate using multiple modes of communication, including print, digital, visual and audio-visual media across multicultural and multilingual settings. Through a combination of theoretical insights and practical activities, learners will develop the necessary skills to become multi-literate individuals capable of engaging critically with diverse texts and contexts in today's globalised world, congruent with the Islamic worldview.
MQF Level	6
Target Audience	Semester 3 of an eight-semester Bachelor of Education in TESL
Student Learning Time (SLT)	1 week (8 SLT hours)
Stage of Learning/Mode (blended, community-based, industry-based, *etc.*)	Conventional (interactive lecture and collaborative reflection)

Topic/Lesson Outcome (before)	**Topic/Lesson Outcome (after– with values embedded)**
By the end of the lesson, students will be able to: i. Apply multiliteracy frameworks to evaluate English Language Teaching (ELT) materials. ii. Critically analyse how texts reflect and reproduce power and ideology.	By the end of the lesson, students will be able to: i. Apply multiliteracy frameworks to evaluate ELT materials with **ethical** and **inclusive** awareness. ii. Critically analyse how texts reflect and reproduce power and ideology, while demonstrating values of **fairness, respect for diversity**, and **responsibility** in language use.

Lesson/Topic Plan

No.	Hours/ Week	Topic/Subtopic	Values Embedded	Pedagogical Tool/ Learning Activity
1.	1 hr	Critical Literacy – reading between the lines: power, ideology and language in texts.	Curiosity, openness, fairness	Mini-lecture and guided discussion on real-world examples (news headlines, advertisements).

No.	Hours/ Week	Topic/Subtopic	Values Embedded	Pedagogical Tool/ Learning Activity
2.	1 hr	Critical Literacy in ELT materials – identifying bias and representation using multiliteracy frameworks.	Critical thinking, respect for diversity	Hands-on and discussion: analyse textbook passages/images for bias and cultural representation.
3.	1 hr	Collaborative Reflection – redesigning/reframing materials for inclusivity.	Responsibility, empathy, ethical reasoning	Group activity: propose modifications to ELT texts to reflect inclusivity and fairness.
4.	5 hrs (Independent)	Task: Evaluate one ELT material (textbook, online lesson, multimedia resource) using a multiliteracy framework, focusing on representation, ideology and inclusivity. Write a short reflective report (1,000 words).	Accountability, independent inquiry, social responsibility	Independent analysis, reflection paper submission.

Learning Resources (including experts and community)

i. Selected ELT textbooks, advertisements and online language-learning platforms.

ii. Reading: Huh, K. & Tseng, C. (2022). A study on the multiliteracy experiences of college students through an intercultural exchange project. *English Teaching*, 77(S1), 79–102. https://doi.org/10.15858/engtea.77.S1.202209.79.

iii. Digital resources (*e.g.*, iTaleem, Padlet) for collaborative sharing.

Assessments (list, %, *etc.*)

Summative: Individual reflective report on ELT material evaluation (20%).

Assessment Tool (rubrics, checklists, *etc.*)

Formative Assessment

Task Description:

In groups, analyse a short ELT material (*e.g.*, textbook excerpt, advertisement or digital text) to identify how the text positions readers and represents power, ideology and culture. In your

discussion and presentation, highlight issues of inclusivity by asking: Whose voices are represented, silenced or missing? Present your group's findings in class (5–7 minutes).

No.	Criteria	Excellent	Good	Satisfactory	Needs Improvement
1.	Engagement and contribution	Fully engaged and proactive in group discussion and presentation.	Generally engaged and contributes ideas.	Limited engagement; occasional input.	Minimal or no engagement.
No.	**Criteria**	**Excellent**	**Good**	**Basic**	
1.	Critical insight	Identifies and explains ideologies or power in text with depth.	Identifies main elements of power or ideology.	Basic recognition of issues; limited depth.	
2.	Integration of values (fairness, inclusivity, ethics)	Strong integration of values with thoughtful alternatives.	Some integration of values.	Limited evidence of values.	

Summative Assessment (20 marks)

Task Description:

Individually, choose an ELT material (*e.g.*, textbook, online lesson or multimedia resource). Write a reflective report (1,000 words) that applies a multiliteracy framework to evaluate the material. Discuss how power, ideology and representation are constructed in the text, and consider how values such as fairness, inclusivity and ethics could be better reflected in the material.

No.	Criteria	Excellent	Good	Satisfactory	Needs Improvement	Marks
1.	Application of the multiliteracy framework	Accurate, insightful application; strong connections.	Mostly accurate; relevant application.	Partial or limited application.	Minimal or inaccurate application.	/6
2.	Critical analysis of power or ideology	Deep, nuanced analysis of power, bias and representation.	Clear analysis of main elements.	Basic analysis; lacks depth.	Superficial or no analysis.	/6
3.	Integration of values (fairness, inclusivity, ethics)	Strong integration of values with thoughtful alternatives.	Some integration of values.	Limited evidence of values.	No evidence of values.	/4

No.	Criteria	Excellent	Good	Satisfactory	Needs Improvement	Marks
4.	Clarity and organisation	Well structured, coherent and reflective.	Clear organisation; minor errors.	Adequate but weak in parts.	Disorganised and unclear.	/4

Example 5: Values-Based Education – Embed in a Course (Specific Topic and Assessment)

Title	Sociology and Social Anthropology
Description	This course covers sociological and anthropological perspectives in understanding the dialectic between the self (individual) and society. It focuses on the history of the major paradigms and prominent scholars with their concepts in sociology and anthropology, their applications in interpreting social phenomena, methodological issues, and the significance of these perspectives in understanding society and culture.
MQF Level	6
Target Audience	Semester 1 of an eight-semester programme
Student Learning Time	24 hours
Stage of Learning/Mode (blended, community-based, industry-based, *etc.*)	Course is delivered via conventional mode

Lesson Outcome (before)	**Lesson Outcome (after – with values embedded)**
By the end of the lesson, students will be able to: i. Explore the history, paradigms, theories and methodologies of the fields of Sociology and Anthropology. ii. Argue sociological and anthropological theories in discussing social and cultural phenomena. iii. Explain patterns of social relations in social groups and communities.	By the end of the lesson, students will be able to: i. Explore the history, paradigms, theories and methodologies of the fields of Sociology and Anthropology within the framework of intellectual honesty. ii. Argue sociological and anthropological theories in discussing social and cultural phenomena that embrace diversity and respect. iii. Explain patterns of social relations in social groups and communities that emphasise humanity and humility.

Lesson/Course Plan

No.	Hours /Week	Topic/Subtopic	Values Embedded	Pedagogical Tool/Learning Activity
1.	3 hrs	Social structure and socialisation: • Institutions, agencies and social groups • Family crises • Modernisation and changes in family structures	Equality, tolerance, respect, relationship management	Interactive lecture, dialogue, guided discussion
2.	3 hrs	Family institutions and marriage: • Concepts, functions and types • Family crises • Modernisation and changes in family structures	Honesty, respect, humility, non-violence, trustworthiness	Interactive lecture, scenario, reflective journal
3.	3 hrs	Society and culture: • Concepts and types of society • Concepts, theories and types of culture • Globalisation and related issues	Diversity, dignity, multicultural awareness, social cohesion, communal spirit	Interactive lecture, reflective exercise.
4.	3 hrs	Religious institution: • The concept, identity and roles of religion • Religious conformity • Issues of religious radicalism	Respect, harmony, diversity, justice, courage	Interactive lecture, reflective journal, group discussion

Learning Resources (including experts and community)

i. Selected textbooks and journal articles.

ii. Online platforms offering cultural diversity databases and digital resources.

iii. Sample debate recordings (to model respectful argumentations).

Assessments (30% of the course total assessment)

Critical Assignment and Group discussion (30%)

Task Title: Social Change among Urban Communities and Reflection Assignment

Description:

Students will be given several themes aligned with the course content. They are required to:

i. Write an assignment of approximately 5,000 words using sociological and anthropological perspectives.

ii. Ensure that the critical essay reflects core values that all students should embrace, such as wisdom, humility, integrity, courage and justice.

Assessment Tool (rubrics, checklists, *etc.*)

No.	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1.	Wisdom and intellectual honesty	Provides a critical evaluation of sociological and anthropological perspectives on social change, supported by relevant and insightful examples of current applications.	Mostly clear and appropriate; shows some evidence of wisdom.	Basic attempt with limited depth; abstract understanding.	Inaccurate, unclear or unsuitable.
2.	Tolerance and respect	Strong emphasis on tolerance and respect for diversity and plurality within social change discourse.	Some degree of tolerance and respect can be observed.	Limited demonstration of tolerance and respect.	Does not demonstrate tolerance or respect.
3.	Humility and dignity	Demonstrates a strong understanding of the authentic meaning of humility and dignity within real-life contexts.	Generally respectful; shows some humility and dignity.	Displays minimal sensitivity to the responsibility of upholding humility and dignity.	Lacks awareness of the importance of humility and dignity.
4.	Reflection on values	Deep personal reflection; clear linkage between values and own learning.	Reflection shows some linkage to values.	Basic reflection; vague mention of values.	No meaningful reflection or values integration.

Task Title: Social Change among Urban Communities and Reflection Assignment (30%)

Mark Allocation:

Sociological and anthropological perspective-based arguments = 20%

Reflection = 10%

Total = 30%

Example 6: Values-Based Education – Embed in a Course (Specific Topic and Assessment)

Course Title	Consumer Behaviour
Description	This course focuses on social psychology as applied to consumption situations, including buying, selling, using and disposing of consumer goods and services. At the end of the course, students should possess knowledge of attitude, perception, the consumer decision-making process, and external factors that influence consumer behaviour.
MQF Level	MQF Level 4
Target Audience	This course is offered during Semester 4 of a six-semester programme.
Student Learning Time	20 hours
Stage of Learning/Mode (blended, community-based, industry-based, *etc.*)	Course is delivered via conventional mode.

Course Learning Outcome (CLO)	**Lesson Outcome (before)**	**Assessment Outcome (after – with values embedded)**
CLO 3: Students will be able to: **demonstrate positive values and ethics in consumer practices in Malaysia.**	Lesson Learning Outcomes Students will be able to: demonstrate positive values when discussing consumerism issues and proposing ethical solutions through role-play activities.	Assessment Learning Outcomes Students will be able to: i. Demonstrate **respect** by communicating politely, acknowledging consumer rights and treating all stakeholders fairly in consumer dispute situations. ii. Apply **wisdom** in making sound judgments when resolving consumerism issues by referring to consumer rights, laws and ethical marketing practices in Malaysia. iii. Show **empathy** by recognising and responding sensitively to consumer concerns and challenges, especially in cases of product harm or misleading practices. iv. Practise **tolerance** when managing conflicts and differences of opinion among consumers, marketers, regulators and non-governmental organisations, while maintaining professionalism at all times. v. Uphold **integrity** by acting honestly, transparently and ethically when representing

		marketers, institutions or agencies in the resolution of consumer disputes. vi. **Collaborate** effectively in groups to role-play realistic consumerism cases, displaying teamwork and shared responsibility in defending consumer rights and ethical practices.

Lesson/Course Plan

Hours/Week	Topic/Subtopic	Values Embedded	Pedagogical Tool/ Learning Activity
Week 13 and Week 14 Lecture: 7 hours Assessment: 9 hours	**Consumerism** i. Explain the importance of consumerism in marketing. ii. Describe the current issues related to consumerism in Malaysia.	i. Integrity is to be infused during lectures and discussions. ii. Issues of integrity will be highlighted during interactive learning and student group activity.	The lecturer designs various scenarios that allow students to act out conflicts and resolutions, demonstrating the targeted values through role-play activities.

Learning Resources (including experts and community)
i. Laws and regulations such as the Consumer Protection Act 1999 and the Personal Data Protection Act 2010. ii. Government agency websites. iii. Kementerian Perdagangan Dalam Negeri dan Kos Sara Hidup (KPDN), Tribunal for Consumer Claims Malaysia (TTPM), Malaysian Communications and Multimedia Commission (MCMC), and National Consumer Complaint Centre (NCCC) – consumer complaint-handling platforms. iv. Non-governmental organisations. v. Federation of Malaysian Consumers Associations (FOMCA) and Consumers' Association of Penang (CAP) – focus on consumer awareness, health and product safety.

Assessments

One assessment with values embedded in the tasks given.

New (VBE) Approach: Values Embedded in Assessment of a Course

Assignment No. 1

Learning Outcomes: See Assessment Learning Outcomes

Tasks:

Step 1: Group Formation and Role Assignment (10 minutes)

i. Share the role-play objectives:

   a. Apply knowledge of consumerism in real-life scenarios.

   b. Demonstrate professionalism and ethics in problem-solving.

   c. Highlight the values to be practised: respect, wisdom, empathy, tolerance, integrity, teamwork/role fulfilment, creativity/realism.

ii. Divide students into groups of 4–6.

iii. Assign or let them choose roles depending on the scenario:

   a. Consumer;

   b. Marketer/company representative;

   c. Government agency officer (*e.g.*, KPDN, MCMC);

   d. Non-governmental organisation representative (*e.g.*, FOMCA, CAP); or

   e. Moderator/mediator (optional).

Step 2: Scenario Distribution (5 minutes)

i. Give each group one consumer scenario (*e.g.*, faulty product, misleading advertisement, refund delay, missing product information, unresponsive institution).

ii. Provide the learning resources, materials or websites so that students know the relevant laws, agencies and consumer rights.

Step 3: Group Preparation (non-face-to-face)

i. Each group discusses its assigned scenario:

   a. Identify the main consumer problem.

   b. Plan how each role will respond.

c. Decide how to resolve the conflict ethically.

d. Integrate value-based attributes (respect, wisdom, empathy, tolerance, integrity, teamwork/role fulfilment, creativity/realism) into their dialogue.

Step 4: Role-Play Performance (30 minutes)

i. Each group performs a 5–7-minute role-play.

ii. The class observes and notes examples of values and ethics demonstrated.

Step 5: Debrief and Reflection (15 minutes)

i. After each presentation, conduct a short Q&A:

a. Which consumer rights were protected or violated?

b. How did the group show values (respect, wisdom, empathy, tolerance, integrity, teamwork/role fulfilment, creativity/realism)?

c. What could be done differently to improve professionalism and ethics?

d. Provide feedback using the rubric (linked to values-based attributes).

Step 6: Individual Reflection (5 minutes)

i. Students write a short reflection:

a. What value did I demonstrate in my role?

b. How can I apply these values in real consumer or marketing practices in Malaysia?

Assessment Tool (rubrics, checklists, *etc.*)

Role-Play Assessment Rubric – Consumerism in Malaysia

No.	Attribute	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very Poor (1)
1.	Respect	Consistently polite, fair and acknowledges consumer rights; listens actively.	Mostly respectful; minor lapses.	Shows some respect, but is inconsistent.	Rarely respectful; dismissive tone.	Disrespectful and unfair.
2.	Wisdom	Applies strong knowledge of laws/rights; sound judgment in resolving issues.	Applies knowledge with mostly accurate judgment.	Some applications; limited accuracy.	Weak reasoning; minimal application.	No application; poor judgment.

No.	Attribute	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very Poor (1)
3.	Empathy	Shows deep understanding of consumer needs; responds compassionately.	Shows empathy with minor gaps.	Some empathy shown, inconsistent.	Little empathy displayed.	No empathy; indifferent.
4.	Tolerance	Highly tolerant; handles conflict constructively; open to diverse views.	Generally tolerant; manages conflict fairly.	Some tolerance, but occasionally defensive.	Low tolerance; often rejects views.	Intolerant; creates hostility.
5.	Integrity	Demonstrates honesty, ethics and professionalism at all times.	Mostly honest and ethical; minor lapses.	Integrity shown inconsistently.	Questionable honesty; weak ethics.	Lacks integrity; unethical behaviour.
6.	Teamwork and Role Fulfilment	Excellent collaboration; all roles played effectively.	Good collaboration; roles mostly clear.	Moderate collaboration; some roles are weak.	Poor collaboration; unclear roles.	No collaboration; roles abandoned.
7.	Creativity and Realism	Scenario is highly realistic and creative.	Mostly realistic and creative.	Some realism and creativity.	Minimal realism/ creativity.	Unrealistic; no creativity.

Example 7: Values-Based Education – Embed in a Course (Specific Topic and Assessment)

Title	Human Personality
Description	This course examines key theories and research on personality, exploring how individual differences develop and influence behaviour. Students will gain insights into personality assessment, cultural factors and practical applications in personal and professional contexts.
MQF Level	6
Target Audience	Undergraduate students (Semester 2)
Topic	Personality Development
Student Learning Time	1 week (18 SLT hours)
Stage of Learning/Mode (blended, community-based, industry-based, *etc.*)	Lecture, practical, project-based, problem-based

Lesson Outcome (before)	**Lesson Outcome (after – with values embedded)**
By the end of the lesson, students will be able to: i. Describe theoretical frameworks of human personality. ii. Demonstrate the ability to distinguish the theoretical frameworks of human personality. iii. Apply theories of personality to the real world. iv. Deliver content with consideration of audience, purpose and context surrounding the task.	By the end of the lesson, students will be able to: i. Describe theoretical frameworks of human personality with integrity and respect for diverse cultural and philosophical perspectives. ii. Distinguish between the theoretical frameworks of human personality by applying critical thinking with fairness, humility and justice. iii. Apply theories of personality to real-world contexts with social responsibility and empathy to promote dignity, inclusivity and well-being. iv. Deliver content with honesty, clarity and respect, considering the audience, purpose and context in a professional and ethical manner.

Topic Plan

No.	Class Hours/ Week	Topic/Subtopic	Values Embedded	Pedagogical Tool/ Learning Activity
1.	2 hrs	Introduction to personality: definition, scope and relevance.	Respect, empathy	Interactive lecture, reflective journal
2.	2 hrs	Humanistic theories: Maslow, Rogers.	Respect, empathy, altruism	Role-play, guided discussion
3.	2 hrs	Cultural perspectives on personality.	Respect, justice	Cross-cultural case analysis, group presentation
4.	2 hrs	Structured debate: comparing personality theories.	Respect, justice, humility	Group debate, peer feedback

Learning Resources (including experts and community)

Sample debate recordings (to model respectful argumentation and rebuttal).

Assessments (list, %, *etc.*)

Task Title: Structured Debate (Group Assessment, 20%)

Objective:

The objective of this assessment is to enable students to critically distinguish between major theories of human personality by constructing and defending arguments, engaging in respectful dialogue and evaluating diverse perspectives. Through the debate, students will develop analytical thinking, communication skills, and values-based dispositions such as respect, humility and justice in academic and professional discourse.

Task Description:

Students are divided into groups, with each group assigned a specific personality theory (*e.g.*, Psychodynamic, Trait, Humanistic, Social-Cognitive, Biological). Each group must:

i. Present arguments supporting their assigned theory, highlighting its assumptions, strengths and applications.

ii. Respond to counterarguments raised by peers, demonstrating the ability to distinguish theoretical frameworks and evaluate their relevance.

Assessment Rationale:

This assessment is designed to strengthen students' ability to critically analyse, compare and defend different frameworks of human personality. The debate setting develops intellectual rigour, teamwork and effective communication skills. Students are required to substantiate arguments with scholarly sources and real-world examples.

VBE Integration:

i. Respect: Listening attentively and valuing opposing views.

ii. Justice: Representing theories fairly and without bias.

iii. Humility: Acknowledging the limitations of their assigned theory and the contributions of others.

Assessment Tool (rubrics, checklists, *etc.*)

No.	Criteria	Outstanding (80–100)	Mastering (70–79)	Developing (60–69)	Beginning (≤59)
1.	Knowledge of assigned theory	Demonstrates a comprehensive and accurate understanding of the theory, with strong use of scholarly evidence and real-world applications.	Demonstrates a clear and mostly accurate understanding of the theory with some supporting evidence.	Shows partial or limited understanding; explanations lack depth or sufficient support.	Demonstrates minimal understanding; explanations are inaccurate or unsupported.
2.	Ability to distinguish frameworks	Provides insightful, critical distinctions between theories, highlighting strengths, limitations and cultural relevance.	Identifies clear differences and similarities between theories with reasonable accuracy.	Provides limited comparisons with gaps in accuracy or depth.	Fails to distinguish frameworks; provides only superficial or incorrect comparisons.
3.	Argumentation and evidence	Constructs persuasive, well-structured arguments with excellent integration of credible sources;	Constructs clear arguments with moderate use of evidence; rebuttals are mostly relevant.	Provides weak arguments with minimal or generic evidence; rebuttals lack clarity.	Arguments are poorly developed, unsupported or irrelevant; rebuttals are

No.	Criteria	Outstanding (80–100)	Mastering (70–79)	Developing (60–69)	Beginning (≤59)
		rebuttals are logical and respectful.			absent or inappropriate.
4.	Values-based engagement (Respect, Justice, Humility)	Engages respectfully at all times; acknowledges opposing views fairly; demonstrates humility and justice in presenting arguments.	Shows respect and fairness with minor lapses; acknowledges opposing views with some humility.	Shows occasional respect but limited fairness; engagement may appear dismissive.	Shows little to no respect for peers' views; disregards fairness and humility in discussion.
5.	Presentation and delivery	Highly confident, engaging and professional delivery tailored to the audience and context; clear structure and strong teamwork.	Clear and mostly confident delivery; organisation is logical; teamwork is evident.	Delivery lacks confidence or clarity; structure is weak; teamwork is inconsistent.	Delivery is unclear or disorganised; minimal teamwork or preparation.

Mark Allocation: 30%

Example 8: Values-Based Education – Embed in a Course (Specific Topic and Assessment)

Course Title	Philosophy and Current Issues (Online Distance Learning)
Description	Explores philosophical concepts and interfaith understanding in Malaysian society, emphasising respectful communication and tolerance across diverse worldviews.
MQF Level	6
Target Audience	First-semester undergraduate students
Student Learning Time	1 week (15 hours)
Stage of Learning/Mode (blended, community-based, industry-based, *etc.*)	Fully online distance learning (synchronous and asynchronous lectures, digital community engagement and reflective forum).

Lesson Outcome (before)	**Lesson Outcome (after – with values embedded)**
By the end of the lesson, students will be able to: i. Describe the principles of interfaith dialogue. ii. Discuss issues of religious pluralism in Malaysian society. iii. Analyse philosophical and metaphysical themes such as death and the afterlife across traditions.	By the end of the lesson, students will be able to: i. Apply respect and tolerance in analysing interfaith metaphysical perspectives. ii. Demonstrate respectful responses to metaphysical themes of death and afterlife across traditions. iii. Reflect on wisdom and humility through comparative metaphysical analysis to build community harmony.

Lesson/Course Plan

No.	**Hours/ Week Guided Learning Session (Synchronous/ Asynchronous)**	**Topic/Subtopic**	**Values Embedded**	**Pedagogical Tool/ Learning Activity**
1.	2 hrs (1 hr – Synchronous, 1 hr – Asynchronous)	Foundations of interfaith understanding – Comparative	Respect, wisdom	Watch the lecture video + short quiz on the Learning Management System.

No.	Hours/ Week Guided Learning Session (Synchronous/ Asynchronous)	Topic/Subtopic	Values Embedded	Pedagogical Tool/ Learning Activity
		perspectives on death and afterlife.		
2.	2 hrs (Asynchronous)	Respectful communication – Avoiding stereotypes, active listening skills.	Tolerance, empathy	Online forum: students discuss diverse beliefs on death and afterlife across faiths, guided by empathy and respect.
3.	2 hrs (Asynchronous)	Bridge-building across differences – Finding common ground.	Respect, civic responsibility	Small-group online activity: co-create "Shared Values" infographic using Canva/Padlet.
4.	2 hrs (Asynchronous)	Personal reflection on dialogue experience – Connecting to values.	Humility, integrity	Write a 250–300-word reflection OR produce a 2-minute audio journal on lessons learned from interfaith exchange.

Learning Resources (including experts and community)
Experts in comparative religion, religious leaders and multicultural organisations: authentic case studies on death rituals and the afterlife.

Assessments (List, %, *etc.*)
Task Title: Interfaith Understanding and Reflection Assignment **Description:** Students are provided with visual images depicting death rituals, funeral practices and beliefs about the afterlife across multiple religions (Islam, Christianity, Hinduism and Buddhism).

Using these images as a starting point, students must complete TWO components:

PART A: Written Assignment (800–1,000 words)

Students must:

i. Analyse and discuss metaphysical perspectives on death and the afterlife from at least THREE different religious traditions shown in the images.

ii. Compare and contrast these perspectives, highlighting similarities and differences.

iii. Reflect on and connect one of these perspectives to their own religious or philosophical worldview.

iv. Demonstrate respect, tolerance and cultural sensitivity throughout the discussion.

PART B: Reflection (250–300 words)

Students must:

i. Write a personal reflection on how VBE values (respect, tolerance, humility, wisdom) shaped their understanding and approach to this comparative analysis.

ii. Discuss what they learned about interfaith dialogue and community harmony.

Submission Mode: Learning Management System (upload written assignment + reflection – as separate documents or combined)

Flexibility: 2-week submission window; asynchronous submission suitable for working adult learners.

Assessment Tool

Rubric A: Written Assignment (20%)

No.	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1.	Analysis and discussion of metaphysical perspectives	Demonstrates deep, accurate analysis of death/afterlife	Shows good analysis and discussion of concepts across	Basic analysis; some inaccuracies or superficial	Limited or inaccurate analysis; fails to address

No.	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
		concepts across three or more traditions; insightful analysis.	traditions; mostly accurate analysis.	treatment of concepts.	multiple perspectives.
2.	Comparative analysis	Excellent comparison with clear identification of similarities and differences; demonstrates critical thinking.	Good comparison; identifies key similarities and differences with some depth.	Basic comparison; identifies obvious points but lacks depth.	Weak or absent comparison; fails to meaningfully connect perspectives.
3.	Connection to own worldview	Thoughtful, genuine connection to personal beliefs; demonstrates self-awareness and openness with **humility.**	Makes a clear connection to one's own worldview with some reflection and **openness.**	Makes basic connection but lacks depth or authenticity.	Fails to connect to own worldview, or the connection is superficial.
4.	Respect and tolerance	Consistently demonstrates deep **respect** and **tolerance** for all traditions; avoids stereotypes; honours diversity throughout.	Mostly **respectful** and **tolerant**; minor lapses in sensitivity, but generally appropriate.	Some **respect** shown; occasional generalisations or insensitive language.	Disrespectful, judgmental or dismissive; lacks **respect** and **tolerance.**
5.	Cultural sensitivity and wisdom	Shows **wisdom, humility** and strong cultural awareness; sophisticated understanding of diverse beliefs.	Generally **wise** and culturally sensitive; shows some **humility** and awareness of complexity.	Limited cultural awareness; responses somewhat simplistic; minimal **wisdom.**	No cultural awareness or **wisdom**; insensitive approach; lacks **humility.**

Rubric B: Reflection on Values (10%)

No.	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1.	Integration of values	Deep reflection; clear integration of **respect, tolerance, humility** and	Reflection present; discusses some **values** (*e.g.*, respect, tolerance,	Basic reflection; vague mention of **values.**	No reflection on **values** or integration.

No.	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
		wisdom into personal learning.	wisdom) with reasonable depth.		
2.	Personal insight and growth	Demonstrates significant personal insight, showing **humility and wisdom** in self-awareness.	Shows good personal insight with some evidence of **humility.**	Shows limited insight; minimal **wisdom** or self-awareness.	Little to no personal insight; lacks **humility.**
3.	Empathy and community harmony	Makes strong connections, showing **empathy** and **civic responsibility** towards building harmony.	Shows **empathy** and makes clear connections to community harmony.	Limited **empathy**; basic connection to harmony.	No **empathy**; fails to connect to community harmony.
4.	Quality of reflection	Well written, genuine, demonstrates **integrity** in reflection; meets requirements.	Good writing; genuine reflection showing **integrity.**	Adequate writing; somewhat genuine; partial **integrity.**	Poor quality; lacks **integrity** or authenticity.

Mark Allocation:

Written Assignment = 20%

Reflection = 10%

Total = 30%

Example 9: Values-Based Education – Integrate in a Course

Title	E-Maritime Community Management		
Description	This course equips undergraduate students with a holistic understanding of how information and communication technology (ICT) can support community governance, disaster preparedness and sustainable coastal development. It highlights the interconnectedness between digital innovation, environmental adaptation and social governance within maritime spaces. As nations increasingly invest in smart and sustainable maritime infrastructure, this course provides students with a relevant foundation to contribute to future solutions.		
MQF Level	6	Target Audience	Semester 6
Student Learning Time	120 hours		
Stage of Learning/Mode	Blended – online and on-site; community-based		

Course Outcome (before)	**Course Outcome (after – with values integrated)**
By the end of the course, students will be able to:	By the end of the course, students will be able to:
i. Apply basic theories, principles and concepts in e-maritime communities.	i. Apply basic theories, principles and concepts in e-maritime communities.
ii. Analyse the relationship between the history of maritime communities, their structures, impacts and the sustainability of e-maritime community development by evaluating its technological, social and ethical implications in a digital environment.	ii. Analyse the relationship between the history of maritime communities, their structures, impacts and the sustainability of e-maritime community development by evaluating its technological, social and ethical implications in a digital environment.
iii. Demonstrate critical skills in problem-solving between the community, management and governance in teamwork.	iii. Apply ethical and empathetic problem-solving skills to navigate complex challenges involving community, management and governance, demonstrating respect for diverse perspectives and commitment to collaborative teamwork.
iv. Elaborate on theories and current issues related to e-maritime communities through a literature review.	iv. Critically examine and synthesise theories and current issues related to e-maritime communities through literature review, with attention to social justice,

Course Outcome (before)	Course Outcome (after – with values integrated)
	digital equity and the dignity of affected populations.

Course Plan

No.	Student Learning Time (F2F and NF2F)*	Topic/Subtopic	Values Integrated	Pedagogical Tool/ Learning Activity
1.	14 hrs	Introduction to e-maritime community: • Definition • History of maritime communities • Functions and processes of e-maritime community management • Impact of information technology and climate change on the e-maritime community	Dignity	• Interactive lecture and discussion. • Timeline mapping: students co-create a visual timeline of maritime history, overlaying technological and climate milestones.
2.	18 hrs	Introduction to integrated coastal management development and ICT: • The importance of integrated coastal management to the e-maritime community • Implications of ICT for integrated coastal management	Justice, stewardship	• Interactive lecture and scenario. • Guided discussion – ICT vulnerabilities during a coastal emergency.
3.	18 hrs	The impact of ICT and climate change on the e-maritime community: • Definition and importance of ICT in the economic, social and environmental development of e-maritime communities • Current issues in examining the role of ICT in the development of e-maritime communities	Justice, dignity, courage, empathy	• Interactive lecture. • Case study analysis: real-world examples (*e.g.*, post-tsunami ICT responses) with values reflection prompts.

No.	Student Learning Time (F2F and NF2F)*	Topic/Subtopic	Values Integrated	Pedagogical Tool/ Learning Activity
4.	15 hrs	Resilient e-maritime communities: • The concept of a resilient e-maritime community • Weaknesses and opportunities in coastal areas • Disaster experience: impact on e-maritime communities and humanitarian assistance/aid • Disaster experience: recovery of e-maritime communities after trauma • Response to ICT and climate change • E-maritime community collaboration for resilience	Justice, dignity, courage, empathy	• Interactive lecture. • Simulation game: "Rebuild the Coast" – students make decisions post-disaster with limited resources. • Discussion.
5.	15 hrs	Impact of e-maritime community actions and ICT on marine ecosystems: • Impact on economic, social and environmental development	Justice, dignity, courage, empathy	• Interactive lecture. • Ethical inquiry circle: "Is economic growth worth ecosystem loss? • Discussion.
6.	20 hrs	Maritime community sustainability and local community development: • ICT awareness among e-maritime communities • The use of ICT in the daily life of e-maritime communities • The impact and response of ICT on the sustainability of maritime communities	Justice, dignity, courage, empathy	• Interactive lecture. • Discussion. • Community-based project initiated – Community ICT Diaries: Students document ICT use in local maritime life.

No.	Student Learning Time (F2F and NF2F)*	Topic/Subtopic	Values Integrated	Pedagogical Tool/ Learning Activity
7.	20 hrs	Community-based project	Justice, dignity, courage, empathy	Refer to the description below.

Note: F2F – Face-to-Face; NF2F – Non-Face-to-Face.

Assessments (list, %, *etc.*)
Test, Final Exam = 30% Presentation = 10% Project (ICT Solution) = 60%

Main Project: Community-Based Project Plan

To empower students to engage with real maritime communities, digital governance challenges and ethical dilemmas. They are to apply values like empathy, justice, dignity and courage through collaborative, interdisciplinary action.

No.	Outcome	Community Project Link
1.	Problem-solving in community, management and governance.	Students co-design solutions with local maritime stakeholders (*e.g.*, fishermen, port authorities, non-governmental organisations).
2.	Literature review of e-maritime issues.	Students conduct contextual research on digital access, policy gaps and lived experiences in maritime communities.
3.	Ethical leadership and values-based decision-making.	Students reflect on dilemmas (*e.g.,* surveillance vs safety, tech equity vs tradition) and propose courageous, inclusive solutions.

Project Components

No.	Phase	Activity	Values Focus
1.	Inquiry and immersion	Field visits, interviews and empathy mapping.	Empathy, dignity
2.	Literature and policy review	Analyse SDGs, HEP Core Values and digital governance frameworks.	Justice, reflection

No.	Phase	Activity	Values Focus
3.	Problem framing	Identify wicked problems (*e.g.*, digital exclusion, environmental risk).	Interconnectedness, courage
4.	Co-design solutions	Propose tech-based or policy-based interventions with community input.	Collaboration, creativity
5.	Reflection and advocacy	Present findings via report, policy brief or visual metaphor.	Ethical reasoning, leadership

Deliverables

i. Project report:

   a. Community profile and empathy map.

   b. Annotated literature review with values lens.

   c. Co-designed solution proposal (tech, policy or education).

ii. Reflective journal

Learning Resources (including experts and community)
Community experts/leaders and recent literature (journal articles, *etc.*)

Assessment Tool (rubrics, checklists, *etc.*)
Rubric for Reflective Journal

Assessment Rubric (Values-Based)

No.	Criterion	Indicator
1.	Empathy	Depth of community understanding and respectful engagement.
2.	Justice	Equity-focused analysis and inclusion of marginalised voices.
3.	Dignity	Ethical framing of issues and honouring lived experience.
4.	Courage	Willingness to challenge norms and propose bold ideas.
5.	Collaboration	Evidence of co-creation, teamwork and shared leadership.

Example 10: Values-Based Education – Integrate in a Course

COURSE AND LESSON DETAIL
Course: Integrated Design Project **Target Audience:** Third-year undergraduate students – Bachelor of Mechatronics Engineering **Module:** Design for X: Consideration of Risk, Reliability and Safety **Learning Outcomes:** i. Design solutions by synthesising mechatronics engineering knowledge to solve complex mechatronics engineering problems. ii. Apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues, and the consequent responsibilities relevant to professional engineering practice and solutions to mechatronics engineering problems. **Duration:** 2 semesters (14+3 weeks) + (14+3 weeks) **Student Learning Time:** 120 hours **Delivery:** Project-Oriented Problem-Based Learning **Context:** Students work in groups to design a mechatronics system that addresses real-world problems. As part of the design task, students need to consider the risk, reliability and safety aspects.

Instruction:

The Registration of Engineers Regulations 1990 states the following:

i. 23. “Every registered Person shall conduct himself honourably, responsibly, ethically and lawfully.”

ii. 24. “A registered Person shall **–**

(a) discharge his professional duties with due skill, care, diligence and good faith;

(b) at all times hold paramount the safety, health and interest of the public; and

(c) take reasonable steps to reduce foreseeable adverse effects of professional engineering services on the environment.”

Also, in your textbook, ‘risk’ is defined as the likelihood, expressed either as a probability or as a frequency, of a hazard’s potential for harm being realised. ‘Reliability’ is a measure of the capability of a part or a system to operate without failure in the service environment for a given period of time. ‘Safety’ refers to the relative protection from exposure to hazards.

Student Prompt: Reflect on your design. How can we balance customer requirements (such as cost) with reliability and safety? (Justice)

Delivery:

Student reflects on the meaning and requirements of the Board of Engineers Malaysia’s (BEM) Registration of Engineers Regulation 1990 Code of Conduct – Regulations 23 and 24. They then take action by identifying potential problems with their design using the Failure Modes and Effects Analysis (FMEA) method as taught in the textbook. Students develop an appreciation for the right attitudes, thinking and feelings towards reliability and safety through examples of negligence relating to societal, health, safety and legal issues.

Assessment:

Title: Design Reflection on Risk, Reliability and Safety

Type: Individual reflective report within group project

Weight: 10–15% of total course marks

Mode: Written reflection + short oral defence (optional)

Timing: Weeks 11–13 of the project phase

Purpose: To evaluate students’ ability to:

i. Integrate mechatronics engineering knowledge to design solutions that balance cost, reliability and safety (Course Learning Outcome 1).

ii. Demonstrate ethical and professional reasoning aligned with the Registration of Engineers Regulations 1990, particularly Regulations 23 and 24 (Course Learning Outcome 2).

Task: Each student prepares a concise reflection (≈ 800–1,000 words) explaining how their team’s mechatronic system design addresses risk, reliability and safety considerations.

i. Apply FMEA to identify critical risks.

ii. Discuss how design choices uphold Regulation 23 (honourable, responsible, ethical) and Regulation 24 (safety, diligence, environmental care).

iii. Reflect on the justice dimension: How can cost be balanced with reliability and safety?

Assessment Criteria and Rubric:

No.	Criterion	Excellent (4) *(C5–C6/A5)*	Proficient (3) *(C4–C5/A4)*	Developing (2) *(C3–C4/A3)*	Beginning (1) *(C2–C3/ A2)*	Linked Course Learning Outcome (CLO)
1.	Technical and analytical integration of risk, reliability and safety in design	Insightful and complete FMEA; identifies critical failure modes; proposes balanced, cost-effective design improvements; shows strong link between theory and practical solution.	Adequate FMEA with clear identification of main risks; suggests reasonable design improvements; minor gaps in justification.	Basic identification of risks; limited quantification or justification; design recommendations are weak or generic.	Minimal or incorrect risk analysis; lacks a link between reliability, safety and design.	**CLO 1**
2.	Ethical and professional reasoning (BEM Regulations 23 and 24)	Deep reflection linking actions to Regulations 23 and 24; shows internalised attitude towards integrity, justice and responsibility; provides real or researched examples of negligence prevention. Note: See Student Self-Assessment Checklist below.	Reasonable explanation of ethical responsibilities; references BEM Code and societal issues; reflection is mostly descriptive.	Limited mention of ethics or regulations; understanding is superficial; weak link to personal design.	No reference to Code of Conduct or ethical reasoning; purely technical answer.	**CLO 2**

Domain Mapping:

No.	CLO	Domain	Level	Weight Suggestion
1.	CLO 1	Cognitive (C5–C6)	Evaluate/Create	50%
2.	CLO 2	Affective (A4–A5)	Organise/Internalise Values	50%

Deliverables:

i. Individual reflection report.

ii. One-page FMEA summary table.

iii. Two-page discussion on balancing cost, reliability and safety (Justice).

iv. One-page ethical reflection (BEM Regulations 23 and 24).

v. Optional oral defence (5 min).

vi. Verification of authorship, clarification of reasoning and promotion of integrity.

Learning Integration:

No.	Element	Learning Outcome/Value
1.	Engineering Knowledge and Design	Synthesising mechatronic systems with a reliability focus (Integrity)
2.	Societal and Ethical Awareness	Recognising duty to safety, health and environment (Justice, Dignity)
3.	Attitude Formation	Internalising honourable and responsible conduct (VBE alignment to BEM Regulations 23 and 24).

Example of Student Reflections on the BEM Regulations:

23. **Every registered Person shall conduct himself <u>honourably</u>, <u>responsibly</u>, <u>ethically</u> and <u>lawfully</u>.**

i. **Honourably**: deserving honour – *e.g.,* a professional refuses to engage in deceitful practices or take undue credit for others' work.

ii. **Responsibly**: relates to responsibility – *e.g.,* ensuring a project meets safety standards and addressing issues promptly if they arise.

iii. **Ethically**: is morally right – *e.g.,* avoiding favouritism in awarding contracts and ensuring equitable treatment for all stakeholders.

iv. **Lawfully**: is permitted by law – *e.g.,* following regulations when designing a project to avoid legal penalties and harm to the environment.

24. A registered Person shall –

(a) discharge his professional duties with due skill, care, diligence and good faith.

i. **Skill**: Knowledge and expertise applied effectively – *e.g.,* ensuring calculations align with established engineering principles and standards.

ii. **Care**: Avoiding harm through caution and responsibility – *e.g.,* double-checking designs to ensure they can safely withstand maximum loads.

iii. **Diligence**: Consistent effort and attention to detail – *e.g.*, monitors progress, identifies risks early and implements corrective actions promptly.

iv. **Good Faith**: Honesty/integrity with morally right behaviour in all actions – *e.g.*, transparently disclosing potential conflicts of interest or limitations in expertise when undertaking a project.

(b) at all times hold paramount the safety, health and interest of the public.

Paramount: By stating that a specific principle is "paramount," it signals that this principle must guide decision-making, actions and behaviours in all circumstances, even when there are competing priorities.

(c) take reasonable steps to reduce foreseeable adverse effects of professional engineering services on the environment.

Reasonable: Actions that are practical, feasible and within the scope of the engineer's expertise and resources.

Example of a Scaffolded Student Self-Assessment Checklist

(To demonstrate ethical and professional growth in engineering design)

***Usage Notes:**

i. Students complete this checklist individually after the FMEA reflection assessment.

ii. Encourage them to highlight one value most strengthened during the project.

iii. Instructors may use this as a reflective appendix or formative feedback tool to evidence affective domain attainment (A4–A5).

Responsible Designer

Focus: Foundations of Mechatronic Design and Professional Ethics

☐ I identified real-world problems that can be solved ethically using mechatronic systems.

☐ I referred to **BEM Regulation 23** when deciding how to act honourably, responsibly and lawfully.

☐ I considered how human dignity and safety guide my design objectives.

☐ I documented design assumptions transparently and avoided overstating results.

☐ I reflected on how my design decisions affect users' well-being and societal trust.

☐ Values activated: Integrity, dignity, responsibility.

Risk-Aware Engineer

Focus: Risk, Reliability and Safety (FMEA Application)

☐ I applied **FMEA** to identify and rank potential failure modes in my design.

☐ I balanced **cost, reliability, and safety** to achieve just and responsible solutions.

☐ I considered both technical and human factors in risk evaluation.

☐ I took proactive steps to reduce hazards and ensure system reliability.

☐ I documented mitigation strategies that reflect professional care and diligence.

☐ Values activated: Justice, integrity, accountability.

Ethical Decision-Maker

Focus: Societal, Health, Safety, Legal and Environmental Contexts

☐ I analysed how my design might impact public health, safety and the environment (Regulation 24 b–c).

☐ I evaluated the legal and ethical responsibilities of engineers in preventing negligence.

☐ I integrated sustainability and lifecycle thinking into my design choices.

☐ I recognised ethical dilemmas where competing interests (cost vs safety) required moral judgment.

☐ I practised humility by acknowledging the limits of my knowledge and seeking guidance when uncertain.

☐ Values activated: Justice, responsibility, integrity.

Collaborative Professional

Focus: Teamwork, Communication and Reflective Practice

☐ I contributed respectfully and reliably to my design team.

☐ I listened actively to peers and valued different perspectives when resolving design issues.

☐ I communicated risk and safety findings clearly and truthfully.

☐ I encouraged my teammates to act ethically and uphold professional standards.

☐ I provided and received feedback constructively, linking it to personal growth.

☐ Values activated: Respect, trust, cooperation.

Values-Based Innovator

Focus: Leadership, Reflection and Lifelong Learning

- ☐ I led or co-led design discussions with fairness and inclusion.
- ☐ I modelled ethical conduct by demonstrating transparency and care in decision-making.
- ☐ I reflected on how I have internalised **BEM Regulations 23 and 24** in my professional identity.
- ☐ I articulated how my engineering practice contributes to societal good and environmental stewardship.
- ☐ I set future goals to enhance my integrity and ethical leadership as an engineer.
- ☐ Values activated: Integrity, dignity, courage, justice.

Example 11: Values-Based Education – Integrate in a Course

Course	Comprehensive Care and Practical Management
Target Audience	Final-year undergraduate students – Bachelor of Dental Surgery
MQF Level	6
Module	Special Care Dentistry (Module 4 of the Comprehensive Care and Practical Management Course)
Duration	1 semester (14+3 weeks)
Student Learning Time	80 hours
Stage/Learning Mode	Blended (lectures, seminars, problem-based learning, group work, community engagement/visits, specialist clinic observation, reflective exercises)

Description: Special Care Dentistry

1. The module is designed for students to acquire appropriate knowledge, skills, attitudes and judgment to meet the oral health needs of individuals and groups in society who have physical, sensory, intellectual, mental, medical, emotional or social impairments or disabilities. Special Care (or Special Needs Dentistry) is part of the Comprehensive Care Curriculum, scheduled in the latter part of the Bachelor of Dental Surgery programme. The module consists of:

    i. The concepts of health, impairment and disability.

    ii. The impact of impairment and disability on oral health, general health and quality of life.

    iii. The impact of oral health on impairment/disability, general health and quality of life.

2. The module primarily covers oral health care for persons with impairments and disabilities, as well as geriatric patients. Students are assessed continuously throughout the semester through case and seminar presentations, visit reports and an innovation project.

3. Special Care Dentistry integrates the Core Values and Sub-values, *i.e.*, Trust, Courage, Respect, Gratitude, Justice, Dignity and Altruism, into every layer: from philosophy to practice, and from learning outcomes to assessment. As this module is offered to Year 4 and above within the Comprehensive Care and Practice Management context, it is designed to complement clinical readiness, ethical depth and community engagement.

Adaptation of Core Values

Trust	Courage	Respect	Justice	Dignity	Altruism
Patient confidentiality and team trust	Speaking up in ethical dilemmas	Cultural sensitivity in care	Equitable access to treatment	Affirming patient identity	Volunteering in underserved communities

Module Aim

To cultivate empathetic, ethically grounded dental practitioners who can competently and compassionately serve patients with diverse impairments or vulnerabilities, guided by the values of Trust, Courage, Respect, Justice, Dignity and Altruism.

Course Learning Outcomes (Before Revision)

By the end of the course, students will be able to:

i. Identify patients with highly infectious diseases.

ii. Apply the oral care protocols for patients with highly infectious diseases.

iii. Demonstrate universal protection measures in managing patients with highly infectious diseases in the dental office.

iv. Describe the concept of interdisciplinary relationships in endodontics.

v. Discuss the aetiology, signs and symptoms in endo-periodontal relationships.

vi. Define the terms ‘access to care’ and ‘barrier to care’.

vii. Describe the psychological and sociological aspects of individuals’ perceptions of the utilisation of oral health care services.

viii. Briefly outline how barriers can be overcome for disadvantaged groups.

Course Learning Outcomes (Revised)

By the end of the course, students will be able to achieve the following:

No.	Learning Outcome (LO)	Description	Values Integrated
1.	LO1	Identify and classify disabilities and impairments in dental settings.	Dignity, respect
2.	LO2	Apply person-centred approaches to clinical care and communication.	Trust, altruism
3.	LO3	Critically analyse ethical dilemmas and barriers to accessing oral health services.	Justice, courage

No.	Learning Outcome (LO)	Description	Values Integrated
4.	LO4	Co-create inclusive treatment plans for patients with special needs through interprofessional collaboration.	Respect, trust
5.	LO5	Reflect on personal growth and civic responsibility in providing care to vulnerable groups.	Courage, altruism

Key Subtopics

No.	Week (Student Learning Time hours)	Topic	Values Integrated	Activity
1.	Weeks 1–2 (6 hrs)	Introduction to special needs dentistry (disabilities, impairments and legislation). • Models of care (medical vs social) - Legal and ethical frameworks: rights-based vs care-based.	Respect, integrity, justice	• Interactive lecture; dilemmas • Guided discussion • Reflective exercise
2.	Week 3 (4 hrs)	Empathic communication and behaviour management. Non-pharmacological behaviour management and communication strategies in special needs dentistry. • Trust-building: patient autonomy and informed consent.	Trust, inclusivity, dignity	• Interactive lecture • Role-play • Reflective exercise
3.	Weeks 4–5 (8 hrs)	Clinical adaptations and multidisciplinary care. • Adjustments in dental protocols, equipment and sedation. • Interdisciplinary planning with nursing, occupational therapy and mental health.	Justice, courage, respect	• Interactive lecture • Guided discussion • Clinical observation • Reflective exercise
4.	Week 6 (8 hrs)	Oral health care for patients with physical, mental, sensory and cognitive impairments.	Respect, dignity	• Interactive lecture

No.	Week (Student Learning Time hours)	Topic	Values Integrated	Activity
				Field experience: • Educational visit • Reflective exercise
5.	Weeks 7–8 (6 hrs)	Medical compromise and pharmacological complexities. • Systemic diseases and polypharmacy. • Cultural humility in pain management and dietary planning.	Respect, cultural humility, justice	• Interactive lecture • Guided discussion • Problem-based
6.	Week 9 (4 hrs)	Gerodontology	Respect, dignity, altruism	• Interactive lecture • Scenarios • Reflective exercise
7.	Weeks 10–12 (18 hrs)	Oral inhalation sedation and general anaesthesia assessment for patients with special needs.	Integrity	Interactive lecture
		Pharmacological guidelines for patients with special needs.		Interactive lecture
		Oral health care promotion for patients with special needs and caregivers.		• Interactive lecture Field experience: • Educational visit • Reflective exercise
		Referral and hospital management for patients with special needs.		Field experience: • Observation

No.	Week (Student Learning Time hours)	Topic	Values Integrated	Activity
				• Reflective exercise
8.	Week 13 (6 hrs)	Specialist clinic observation: general exposure to handling patients with disabilities in the dental office.	Integrity, respect, empathy	Field experience: • Observation • Reflective exercise
9.	Weeks 14–15 (10 hrs)	Outreach and social justice in oral health. • Case studies: community-based learning. • Creating oral health promotion plans for underserved populations.	Altruism, justice, courage	• Case-based • Community immersion • Reflective exercise
10.	Weeks 16–17 (10 hrs)	Recap and regroup: special needs dentistry innovation (Create).	Justice, inclusivity, altruism	Project-based

Teaching Methods

i. Problem-based learning with ethical triggers.

ii. Role-play simulations (*e.g.*, “silent chair” or empathy blindfold).

iii. Educational visits (*e.g.,* Sekolah Pendidikan Khas, PDK centres).

iv. Flipped classroom with case reflections and peer feedback.

v. Guided journaling aligned with each value.

Assessment

No.	Component	Weight	Method	Values Alignment
1.	Case presentation	15%	Multidisciplinary scenario with a focus on patient dignity.	Dignity, justice
2.	Reflective journal	20%	Weekly entries on student-patient experiences.	Courage, trust
3.	Problem-based	20%	Group discussion using a care ethics lens.	Trust, respect

No.	Component	Weight	Method	Values Alignment
	learning assessment			
4.	Visit report	15%	Evaluation of field visit using a VBE rubric.	Altruism, justice
5.	Team project	25%	Oral health programme design for special population. 5% allocation for peer assessment: evaluation of collegiality and contributions of group members based on criteria related to teamwork, respect and shared responsibility.	Altruism, respect, trust

Rubric for Values-Based Innovation in Special Care/Special Needs Dentistry

Task: Propose an innovative patient management or treatment plan for special needs populations (*e.g.*, elderly adults, individuals with disabilities), infused with values of empathy, respect, dignity, and integrity.

No.	Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
1.	Innovation and relevance	Proposal is highly original and feasible; clearly addresses unmet needs in special needs dentistry.	Shows creativity and relevance; addresses key needs adequately.	Some innovation is present; needs are somewhat addressed.	Lacks novelty or relevance; does not meet target population needs.
2.	Empathy in design	Deep understanding of patient experiences; designs consider emotional, psychological and physical comfort.	Good understanding; emotional aspects are generally considered.	Some empathetic elements are included; lacks a full patient perspective.	Little to no evidence of empathy; focus is technical only.
3.	Respect and dignity in approach	Demonstrates respectful communication strategies and inclusive practices honouring patient dignity and autonomy.	Respect shown in design and language; some consideration of autonomy.	Respect implied but not explicit; dignity aspects unclear.	Disrespectful or exclusionary practices; dignity compromised.

No.	Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
4.	Integrity and ethics	Ethical principles are clearly embedded; decisions reflect honesty, transparency and accountability.	Ethical considerations noted; mostly consistent with professional standards.	Minor ethical concerns or ambiguities present.	Ethical integrity lacking; decisions raise concerns.
5.	Feasibility and impact	Clearly articulated pathway for implementation; outlines measurable, positive impact.	Implementation plan present; likely beneficial with some refinement.	Feasibility unclear; impact not well defined.	Unfeasible or lacks a plan; impact is undefined or negative.

Scaffolded Student Self-Assessment Checklist (To demonstrate growth)

Empathic Observer

Focus: Foundations of Disability and Ethics

- ☐ I can identify different types of impairments and their impact on oral health.
- ☐ I used person-first and respectful language in all patient interactions.
- ☐ I reflected on how dignity and respect have shaped my clinical observations.
- ☐ I recognised barriers to care and considered how they affect patient autonomy.
- ☐ I listened actively and withheld judgment when engaging with diverse patients.

Values activated: Respect, dignity.

Compassionate Communicator

Focus: Behavioural Strategies and Communication

- ☐ I practised non-verbal and trauma-informed communication techniques.
- ☐ I built trust with patients through clear, empathetic dialogue.
- ☐ I adapted my communication style to meet individual needs.
- ☐ I reflected on moments where courage was needed to address bias or discomfort.
- ☐ I supported peers in creating inclusive, respectful learning environments.

Values activated: Trust, altruism.

Adaptive Clinician

Focus: Clinical Adaptations and Systemic Conditions

- ☐ I modified clinical protocols to accommodate patient needs.
- ☐ I considered systemic health conditions in treatment planning.
- ☐ I advocated for equitable access to care during case discussions.
- ☐ I demonstrated courage in navigating ethical dilemmas.
- ☐ I reflected on how justice and inclusion informed my clinical decisions.

Values activated: Justice, courage.

Altruistic Advocate

Focus: Outreach and Civic Responsibility

- ☐ I contributed meaningfully to community-based oral health initiatives.
- ☐ I designed or participated in programmes that addressed underserved populations.
- ☐ I reflected on how my actions promoted justice and equity.
- ☐ I practised humility and empathy in unfamiliar or challenging settings.
- ☐ I collaborated respectfully with diverse teams and community members.

Values activated: Altruism, justice, respect.

Inclusive Leader

Focus: Collaborative Practice and Reflective Leadership

- ☐ I led or co-led a team with integrity and inclusivity.
- ☐ I mentored peers or juniors with empathy and encouragement.
- ☐ I made ethical decisions that upheld patient dignity and autonomy.
- ☐ I reflected on my growth across all semesters and values.
- ☐ I articulated my professional identity as a values-based practitioner.

Values activated: Trust, courage, dignity.

Example 12: Values-Based Education – Integrate Throughout a Programme

Focus	Critical Pedagogy into a Value-Based Education Programme for Pre-Service Teachers
Description	This initiative embeds Paulo Freire's **Critical Pedagogy** throughout a Bachelor of Education (B.Ed.) programme to promote critical thinking, equity and social justice in teaching practice. It prepares future educators to be change agents who are not only competent in pedagogy but also conscious of the social, cultural and ethical responsibilities of their profession.
MQF Level	6
Target Audience	**Years 1–4** undergraduate students – Bachelor of Education
Student Learning Time	**Total Student Learning Time (Programme Component)**: ~120 hours over 4 years (distributed across relevant courses) ● Theory-based courses: 30 hours ● Practicum (with critical reflection): 50 hours ● Community engagement: 20 hours ● Workshops and seminars: 10 hours ● Independent and group projects: 10 hours
Stage of Learning/Mode (blended, community-based, industry-based, *etc.*)	**Blended + Community-Based Learning** Includes classroom learning, fieldwork, school practicum and community service-learning projects.

Programme Outcome (before)	**Programme Outcome (after – with values integrated)**
Graduates will be able to: i. Demonstrate sound knowledge of pedagogy and subject content. ii. Apply effective teaching strategies for diverse learners. iii. Conduct classroom-based research.	Graduates will be able to: i. Demonstrate pedagogical content knowledge with a critical understanding of learners' socio-cultural contexts. ii. Apply inclusive and equity-oriented teaching strategies. iii. Advocate for social justice and ethical practice in education through reflective and community-engaged teaching. iv. Engage in transformative classroom research that addresses real-world issues.

Programme Schedule

No.	Year/Semester	Course Involved	Values Integrated	Pedagogical Tool/Learning Activity
1.	Year 1, Sem 1	Philosophy of Education	Critical consciousness, equity	Socratic questioning, class debate
2.	Year 2, Sem 2	Curriculum and Instruction	Respect for diversity, inclusion	Case analysis, reflective writing
3.	Year 3, Sem 1	Educational Psychology	Empathy, cultural sensitivity	Community walk, empathy interview
4.	Year 3, Sem 2	Teaching Practicum I	Social justice, collaboration	Field observation, community dialogue
5.	Year 4, Sem 1	Action Research in Education	Empowerment, accountability	Project-based research on a local school issue
6.	Year 4, Sem 2	Capstone Seminar	Lifelong learning, agency	Teaching portfolio, critical dialogue panel

Learning Resources (including experts and community)

i. **Books**: *Pedagogy of the Oppressed* – Paulo Freire; and *Teaching to Transgress* – bell hooks.

ii. **Community**: Collaboration with local non-governmental organisations and underserved schools.

iii. **Experts**: Guest lectures by educators, activists and curriculum theorists.

iv. **Online**: Open-access critical pedagogy resources and global teaching forums.

Assessments

Assessment component (weightage varies by course)

i. Reflective journal (multiple courses)

ii. Group critical inquiry project

iii. Teaching practicum + reflective report

iv. Community engagement report

v. Capstone presentation

Example of Assessment Tools (rubrics, checklists, *etc.*)
i. Rubrics for evaluating critical reflection, value integration and social impact of student work. ii. Checklist for inclusive and equitable teaching strategies in lesson planning. iii. Peer and mentor feedback forms during practicum. iv. Portfolio review guide (for capstone).

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