



VALIDATION REPORT OF
MAHSA INTERNATIONAL COLLEGE (PENANG)
(MICP)

UNDER THE COLLABORATIVE PROGRAMME
FRANCHISE

14th MAY 2026

INTRODUCTION

This validation report is prepared to assess and validate the readiness and capability of MAHSA International College (Penang) (MICP) (formerly known as Penang International Dental College, PIDC) to deliver the 'Bachelor of Business Administration' (BBA) programme under a collaborative arrangement (*Dasar Kerjasama*) with MAHSA University (MU).

MAHSA International College (Penang) (MICP) is a private higher education institution located in Butterworth, Penang, operating under the MAHSA Education Group. The institution has a strong foundation in academic excellence, particularly in healthcare education, and is now expanding into a multidisciplinary college aligned with the ONE MAHSA vision.

With 20 years of experience in dental education and having successfully trained more than 900 dental surgeons who are currently serving in both public and private sectors locally and internationally, the institution has established a solid reputation for quality teaching, industry-relevant training, and academic credibility.

Currently, MICP offers programmes such as:

- Doctor of Dental Surgery (DDS) – (R3/724/6/002) (MQA/FA3951)
- Diploma in Business Studies – (N/0414/4/0467) (MQA/PA18672)
- Foundation in Science – (N/0011/3/0008) (MQA/FA15858)
- Foundation in Arts – (N/0011/3/0172) (MQA/PA17614)

The transition to MAHSA International College (Penang) reflects the institution's strategic expansion into broader academic disciplines, including business and professional programmes.

This validation report evaluates key areas including:

- Financial stability
- Facilities and infrastructure
- Internal quality assurance
- Academic staff readiness
- Governance and leadership
- Student recruitment and enrolment
- Programme delivery and curriculum alignment
- Institutional collaboration with MAHSA University

This validation exercise is conducted in accordance with the Malaysian Qualifications Framework (MQF), relevant Programme Standards, and guidelines issued by the Malaysian Qualifications Agency (MQA).

2.0 FACILITIES AND INFRASTRUCTURE

2.1 Campus Facilities

MAHSA International College Penang (MICP) is strategically located in NB Tower, Butterworth, providing accessible and modern campus facilities.

The institution provides:

- Modern lecture halls and tutorial rooms
- Computer laboratories
- Library with digital and physical resources
- Student learning and collaboration spaces
- Administrative and academic offices

The campus is strategically located near major transport routes and Penang Bridge, enhancing accessibility for students.

2.2 Specialised Facilities

MICP is equipped with advanced clinical facilities, including one of the largest on-site dental clinics in a private dental college, demonstrating strong capability in practical-based education.

2.3 Technological Resources

The institution supports teaching and learning through:

- Learning Management System (LMS)
- Digital learning platforms
- Online academic databases
- High-speed internet connectivity

These facilities support the effective delivery of teaching and learning activities and are adequate to meet the requirements of the Bachelor of Business Administration (BBA) programme. Supporting evidence is provided in Appendix A.

3.0 INTERNAL QUALITY ASSURANCE

MICP maintains a structured Internal Quality Assurance (IQA) framework, aligned with the MQA and MAHSA University standards.

Key QA elements include:

- Continuous Quality Improvement (CQI)
- Programme monitoring and review
- Internal audits and compliance checks
- Student feedback and evaluation systems
- Benchmarking against industry and academic standards

The IQA system is further supported through MAHSA University's central governance structure, ensuring:

- Standardisation of academic practices
- Assessment moderation
- Continuous monitoring across collaborative programmes

This ensures academic equivalence and quality consistency across all programmes.

4.0 ACADEMIC STAFF READINESS

MICP employs qualified and experienced academic staff with:

- Relevant postgraduate qualifications (Master's / PhD)
- Teaching experience in higher education
- Industry exposure where applicable

The institution emphasises:

- Outcome-Based Education (OBE)
- Continuous professional development
- Participation in MAHSA academic training

The list of academic staff, including their qualifications and relevant experience, is provided in the **Appendix B**. The staffing is deemed sufficient and appropriate to support the delivery of the BBA programme.

5.0 GOVERNANCE AND LEADERSHIP

MICP operates under a structured governance system supported by MAHSA Education Group.

The governance structure includes:

- Senior Management
- Academic Committee
- Quality Assurance Committee

The leadership demonstrates:

- Commitment to academic excellence
- Alignment with MAHSA strategic direction
- Readiness to expand into multidisciplinary programmes

6.0 STUDENT RECRUITMENT AND ENROLMENT

MICP adopts structured recruitment strategies aligned with the institutional and regulatory requirements.

Key strengths include:

- Strong institutional reputation
- Established alumni network
- Competitive fee structure

Admission processes ensure:

- Compliance with MQA entry requirements
- Transparent selection criteria
- Academic advisory support

The admission of students complies with the MQA Programme Standards, including academic qualifications and English language requirements.

7.0 PROGRAMME DELIVERY AND CURRICULUM ALIGNMENT

Programme delivery at MICP follows the MAHSA University Standards, including:

- Outcome-Based Education (OBE)
- CLO–PLO alignment
- Standardised curriculum and assessment
- Blended learning approaches

The programme incorporates structured Teaching and Learning approaches, including lectures, tutorials, and self-directed learning, supported by the appropriate Student Learning Time (SLT) distribution.

8.0 COLLABORATION BETWEEN MICP AND MAHSA UNIVERSITY

The collaboration is supported through:

- Academic governance alignment
- Joint QA monitoring
- Regular academic coordination
- Shared curriculum and assessment standards

This ensures:

- Consistency in programme delivery
- Compliance with accreditation requirements
- Continuous improvement

EXECUTIVE SUMMARY

This validation report confirms that MAHSA International College Penang (MICP) possesses the necessary academic, operational, and institutional capacity to deliver the Dasar Kerjasama 'Bachelor of Business Administration (BBA)' MAHSA University's programme.

The institution demonstrates:

- Strong academic foundation
- Adequate facilities
- Robust QA system
- Qualified academic staff
- Effective governance

FINAL RECOMMENDATION

Based on the evaluation conducted, MICP is recommended for an approval without major conditions as a collaborative partner under the *Dasar Kerjasama* framework.

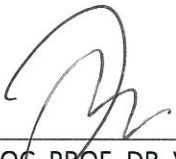
The Validation Report has been reviewed and approved by the undersigned of MAHSA University and acknowledged and agreed by MAHSA International College (Penang).

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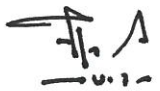
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APPENDICES

Appendix A: Facilities

Appendix B: Academic Staff List

Appendix C: Quality Assurance and Continuing Professional Development (CPD) Policies

APPENDIX A: FACILITIES

MAHSA International College Penang (MICP) operates at NB Tower, Butterworth, Pulau Pinang, occupying Levels 3, 17, 18, 19, 20, and 21, with a total of 108 registered rooms approved by the Ministry of Higher Education (MOHE).

The facilities are systematically organised to support teaching and learning, academic administration, student services, and practical training, ensuring adequacy for programme delivery.

1. Teaching and Learning Facilities

Lecture & Classroom Facilities



MICP provides:

- Lecture halls (capacity up to 100 students)
- Lecture rooms (40–50 students' capacity)
- Seminar/tutorial rooms (30–40 students' capacity)
- PBL and discussion rooms

These facilities support structured teaching delivery, group learning, and interactive academic activities.

Laboratory Facilities



Facilities include:

- Simulation laboratories
- Multidisciplinary laboratories (capacity up to 36 students)
- Computer laboratories

2. Specialised and Practical Facilities

Clinical & Laboratory Facilities

MICP is equipped with:

- Dental clinics:
 - 25 chairs (75 students' capacity)
 - 26 chairs (78 students' capacity)
 - 23 chairs (69 students' capacity)
- Oral Pathology Laboratory
- Prosthetic Laboratories (wet lab)
- Radiology rooms
- Sterilisation rooms

These facilities demonstrate strong capability in delivering hands-on, industry-relevant training.

3. Academic and Administrative Facilities



Facilities include:

- Faculty rooms and staff offices
- Dean, Deputy Dean, and CEO offices
- Examination unit
- Student Affairs Office
- International Student Unit
- Meeting rooms

4. Learning Resources and IT Facilities

Library & Reading Rooms



Facilities include:

- Library (capacity up to 70 users)
- Reading rooms (capacity up to 40 users)
- Information counter

Computer Laboratories



Facilities include:

- Multiple computer labs
- Internet connectivity
- Learning software

5. Student Support and Welfare Facilities

Student Amenities



Facilities include:

- Cafeteria (capacity up to 100 students)
- Recreational and leisure rooms
- Indoor sports room
- Waiting areas
- Counselling rooms

6. Religious and Basic Amenities

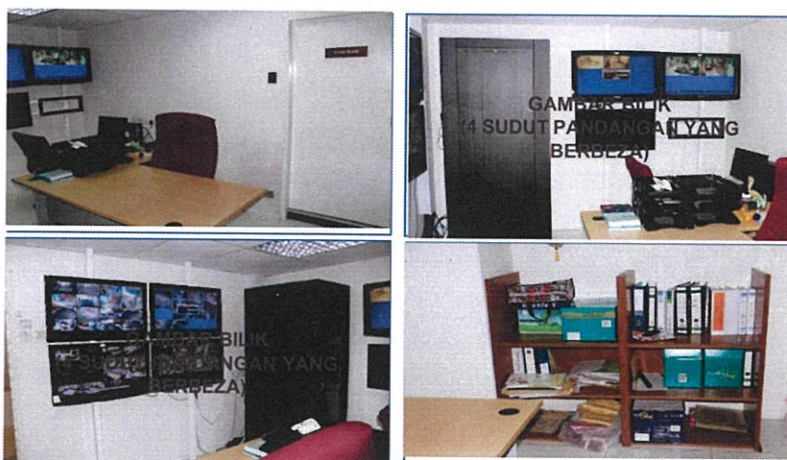
Surau Facilities



Facilities include:

- Surau (male and female)
- Ablution area

7. Safety and Operational Facilities



Facilities include:

- Storage rooms
- Server rooms
- Asset management rooms
- Maintenance and janitor rooms
- Toilets (male & female on all levels)

8. Capacity and Compliance

- Total registered rooms: 108 rooms
- Approved by: Ministry of Higher Education (MOHE)
- Approval date: 13 March 2026

The facilities are adequate in number, capacity, and functionality to support student enrolment and programme delivery.

Conclusion

Based on the evaluation, MAHSA International College Penang is equipped with comprehensive, well-structured, and purpose-built facilities that are:

- ✓ Sufficient in capacity
- ✓ Relevant to programme delivery
- ✓ Supported with photographic evidence
- ✓ Compliant with MQA requirements

The facilities are deemed fit for purpose to support the implementation of the Bachelor of Business Administration (BBA) programme under the collaborative arrangement.

APPENDIX B: ACADEMIC STAFF LIST

List of lecturers for the BBA programme, including academic qualifications and relevant experience.

The list of lecturers involved in the delivery of the programme under the collaborative arrangement is as follows:

No.	Name of Lecturer	Academic Qualification
1	ONG CHENG HOON	MBA in Human Resource Management, SEGi University (2025)
2	ABHINESHWARY A/P BHALRAJ	Master of Science in Mathematics, Universiti Sains Malaysia (2019)
3	CHANDRA KANTHEN A/L JUMBULINGAM	BSc. Computer Science (Software Engineering), Universiti Putra Malaysia (2002)
4	GUNALAN A/L NACHIAPPAN	MBA Management, Universiti Utara Malaysia (2002)
5	MUHAMMAD MU'ADZ BIN MOHD SAUFEE	Master in Social Sciences (Islamic Development Management), Universiti Sains Malaysia (2015)
6	PRAVEENA A/P UTHAYAKUMAR	Master of Business Administration, Asia e University (2023)
7	RASAYA A/L MARIMUTHU	M.Ed. (Educational Technology), Universiti Sains Malaysia (1988)
8	ROS FARAHWANI BINTI ROSALI	Master of Science (Management), Universiti Utara Malaysia (2021)
9	SUBA PARAMASIVAM	Bachelor of Accountancy, Universiti Malaysia Terengganu (2007)
10	TAN WENG KEAN	Professional Degree in Finance/Accountancy/Banking (ACCA), Institut Perkim-Goon (2001)
11	YAP KOK KHEONG	Bachelor of Laws, University of London (1998)

Summary Statement (IMPORTANT for MQA / Validation Report)

The academic staff listed above possess relevant academic qualifications and diverse disciplinary backgrounds, including business administration, management, accounting, mathematics, and law. The combination of academic credentials and professional qualifications (e.g., ACCA) demonstrates the capacity of the institution to support the delivery of the Bachelor of Business Administration (BBA) programme.

The staffing composition is considered adequate and appropriate in terms of:

- Academic qualification
- Subject matter relevance
- Programme delivery support

QA Remarks:

The list of academic staff will be further reviewed to ensure alignment with the programme requirements and MQA Standards.

APPENDIX C: QUALITY ASSURANCE AND CONTINUING PROFESSIONAL DEVELOPMENT (CPD) POLICIES

C.1 Introduction

MAHSA International College Penang (MICP) has established internal Quality Assurance (QA) and Continuing Professional Development (CPD) policies to support the effective implementation and continuous improvement of academic programmes, including the Bachelor of Business Administration (BBA) programme under the collaborative arrangement with MAHSA University.

These policies are designed to ensure compliance with the Malaysian Qualifications Framework (MQF), Programme Standards, and guidelines issued by the Malaysian Qualifications Agency (MQA).

C.2.1 Purpose and Scope C.2 Quality Assurance Policy (BBA Programme)

The QA Policy aims to:

- Ensure effective implementation of the BBA programme
- Monitor and enhance teaching and learning quality
- Identify strengths and areas for improvement
- Support continuous quality improvement (CQI)
- Ensure alignment with MQA requirements and standards

The policy applies to all academic staff and stakeholders involved in the delivery of the programme.

C.2.2 QA Governance Structure

The Quality Assurance system is governed through a structured committee:

- Chairman: Programme Director / QA Lead
- Coordinator(s): Programme Coordinator(s)
- Members: Academic staff representatives

The QA Committee is responsible for monitoring programme quality and ensuring compliance with institutional and regulatory requirements.

The QA framework is also aligned with MAHSA University's central governance, ensuring standardisation across collaborative programmes.

C.2.3 Components of Quality Assurance

The QA system incorporates the following key components:

a) Student Evaluation of Teaching and Learning

- Conducted at the end of each semester
- Evaluates teaching effectiveness and student satisfaction
- Results analysed and discussed with academic staff
- Findings used for performance appraisal and improvement planning

b) Internal and External Moderation

- Assessment instruments (final exam questions, marking schemes, and scripts) are reviewed
- Moderation includes:
 - Internal Moderators
 - External Moderators
- Feedback is documented and used for improvement

c) Alumni Feedback

- Alumni surveys are conducted periodically
- Feedback is used to evaluate programme relevance and effectiveness
- Inputs are reviewed by the QA Committee for curriculum enhancement

d) Industry Advisory Input

- Industry advisors provide feedback during curriculum review
- Ensures programme relevance to industry needs
- Supports continuous improvement (CQI)

e) Monitoring Student Performance

- Analysis of:
 - Academic performance
 - Progression rates
 - Attrition rates
- Used to identify trends and implement improvements

f) Outcome-Based Education (OBE) Alignment

- Ensures alignment between:
 - Course Learning Outcomes (CLO)
 - Programme Learning Outcomes (PLO)
 - Teaching methods
 - Assessment strategies

This supports compliance with MQA's Outcome-Based Education (OBE) requirements.

g) Continuous Quality Improvement (CQI)

- All QA findings are analysed and translated into improvement actions
- CQI actions are:
 - Documented
 - Reviewed periodically
 - Monitored for effectiveness

h) Documentation and Evidence Management

- All QA activities are supported with:
 - Reports
 - Meeting minutes
 - Data analysis
 - Action plans
- Documentation is maintained for audit and accreditation purposes

i) Benchmarking

- Periodic benchmarking with other institutions
- Ensures programme remains competitive and aligned with best practices

C.2.4 Policy Review

The QA Policy is reviewed periodically and updated to reflect changes in:

- Programme standards
- Regulatory requirements
- Institutional priorities

C.3 Continuing Professional Development (CPD) Policy

C.3.1 Purpose

The CPD Policy ensures that academic staff:

- Maintain up-to-date knowledge and skills
- Enhance teaching effectiveness
- Support programme quality and delivery

C.3.2 Scope

This policy applies to:

- All academic staff (full-time, part-time, contract)
- All programmes offered by MICP

C.3.3 CPD Requirements

- Minimum 40 hours of CPD annually
- Activities must be relevant to:
 - Teaching and learning
 - Research and scholarship
 - Industry engagement

C.3.4 Types of CPD Activities

a) Teaching & Pedagogy

- Outcome-Based Education (OBE) training
- Curriculum design workshops
- Digital learning tools

b) Industry & Professional Engagement

- Industry certifications
- Consultancy and collaboration
- Guest lectures

c) Academic Leadership & QA

- QA workshops and training
- MQA-related activities
- Curriculum review involvement

C.3.5 Monitoring and Documentation

- Academic staff maintain CPD logbooks
- Records verified by Head of Programme
- QA and HR compile annual reports
- CPD integrated into performance appraisal

All CPD activities must be supported with:

- Certificates
- Attendance records
- Reports

C.3.6 QA Integration

CPD outcomes are integrated into:

- Quality Assurance processes
- Continuous Quality Improvement (CQI)
- Programme evaluation and enhancement

C.3.7 Policy Review

The CPD Policy is reviewed periodically to ensure relevance and compliance with MQA requirements.

C.4 Validation Summary

Based on the evaluation conducted, the QA and CPD policies of MAHSA International College Penang are:

- ✓ Comprehensive and structured
- ✓ Aligned with MQA requirements
- ✓ Supportive of continuous improvement
- ✓ Adequate to support programme delivery

The policies are deemed fit for purpose to ensure the quality and sustainability of the 'Bachelor of Business Administration' (BBA) programme under the collaborative arrangement.