THE ROLE OF SYLLABUS: THE DOCUMENTATION REQUIREMENTS OF ISO 9001:2008

Koryati,

Jurusan Bahasa Inggris, Politeknik Ne geri Sriwijaya

Abstract Syllabus is the part of curriculum that have to be designed before the teacher conduct the teaching and learning activity. The syllabus design will become the teacher's written syllabus and document needed for the teacher to analyze the whole teaching and learning activity done for the semester and become a consideration for the next syllabus design as the follow up and better teaching and learning activity. For every education institution that has been preparing their institution to demonstrate conformity with the requirements of ISO 9001:2008, for the purposes of certification, contractual, or other reasons, is important to provide evidence of the effective implementation of the quality of the management system. The example of evidence provided is a complete document. Syllabus document is one of the evidence that have to be provided by the education institution.

Keywords: curriculum, syllabus, management quality system.

INTRODUCTION

One of the important aspects of planning a language course is determining the aims and outputs of the program. This is normally part of the process of curriculum development, i.e., the range of planning and implementation processes involved in developing or renewing curriculum. These processes consist of needs analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, and evaluation.

Curriculum has two important sides, i.e.: the curriculum as a document and the curriculum as an implementation (Sanjaya, 2008:151). The curriculum as a document refers to the written curriculum, which becomes the model that should be followed by the people who develop the curriculum including teachers. The curriculum as implementation refers to the reality of the operational curriculum implementation in the field.

In a perfect planning and implementation cycle, once a department has defined its objectives, all phases of the curriculum and each individual course would almost automatically cover all the bases needed to provi de each student the opportunity to learn the essential components of those objectives.

The curriculum can be thought of as a body of knowledge codified by the academic disciplines and translated into course syllabuses, textbooks, and demonstration materials (Sergiovanni and Starratt, 2002:88). Every teacher follows a syllabus, but it may vary from being a pre-designed document to a day-to-day choice of content that the teacher regards as serving a course's particular aims (Breen, 2006:151). In this case, i t means that the syllabus unfold as lessons progress. Sometimes, even though the syllabus

has been designed, the implementation is not necessarily the same with the design itself. Moreover, Lie (2007:1) stated that the education policies, curricula and practices in the EFL classrooms do not always match consistently. In any case, not every course needs to attempt to cover all the objectives for the major. It is also pointed out by Posner (2004:4) that agreement on what students need to learn is not necessarily the same as agreement on curriculum, and even the agreement is woefully incomplete.

Despite of the issue of the difference between the syllabus design and its implementation, nevertheless, designing the syllabus is still needed and one of the important steps before the teacher conducts the teaching and learning activity. The syllabus design will become the teacher's written syllabus and document needed for the teacher to analyze the whole teaching and learning activity done for the semester and become a consideration for the next syllabus design as the follow up and better teaching and learning activity.

The written syllabus as document is not only needed by the teacher but it is also needed by every education institution as their document for the eviden ce conformity. For every education institution that has been preparing their institution to demonstrate conformity with the requirements of ISO 9001:2008, for the purposes of certification, contractual, or other reasons, is important to provide evidence of the effective implementation of the quality of the management system (ISO 9001:2008).

CONCEPTUAL FRAMEWORK

Curriculum

The rapid development of science and technology brings many effects towards the life aspects, one of thiese aspects is the change of the school function as the educational institution. The school is not just demanded to give knowledge, but also to develop interest and trace, shape the moral and personality, and to help student master skills which are needed to face the competition in finding jobs. The new demands which are burdened to the school change the meaning of curriculum. Curriculum is not considered as subjects at school anymore, but also considered as the students' experience (Sanjaya, 2008:6). This opinion is accordance with Parkay and Stanford (1998:347), as they said said that curriculum plan refers to the experiences, both planned and unplanned, that enhance (and sometimes impede) the education and growth of students. But it has different view with the concept that considers curriculum as a program or plan for studying, that is expressed by *BSNP* (2006:3), that curriculum is a set of plans and organizations of aim, content, and subject material including the way used as the implementation guide of teaching and learning activity in order to achieve a certain education goal.

As the students' experience, Parkay and Stanford (1998:347) point out that there are four curricula that all students are experienced with:

1) Explicit curriculum. It refers to what a school intends to teach the students. This curriculum is made up of several components: (1) the goals, aims, and learning objectives the school has for all students, (2) the actual courses that make up each student's course of study, and (3) the specific knowledge, skills, and attit udes that teachers want students to acquire.

- 2) Hidden curriculum. It refers to the behaviors, attitudes, and knowledge the culture of the school unintentionally teaches students.
- 3) Null curriculum. We can consider it as the curriculum that we do not find in the schools.
- 4) Extracurricular/Cocurricular Programs. It includes school -sponsored activities such as music, drama, special interest clubs, sports, student government, etc

According to the writer, curriculum is not only about plan but also the implementation of the plan. Therefore, between curriculum as a plan and curriculum as an experience cannot be seperated. Since there are many defferent views about curriculum, Sergiovanni and Starrat (2002:88), points out four ways of thinking about curriculum:

- 1) Curriculum-as-planned. In curriculum-as-planned, the curriculum can be thought of as a body of knowledge codified by the academic disciplines and translated into course syllabuses, texbooks, and demonstration materials.
- Curriculum-as-taught. In Curriculum-as-taught, the teacher may have developed clever ways to teach certain parts of the curriculum; other parts they teach with less creativity and verve.
- 3) Curriculum-as-learned. In curriculum-as-learned, some students find the material interesting, while others find it boring but tolerable in the short run. Still others have not learned the previous material well enough to build bridges to the new material.
- 4) Curriculum-as-tested. In curriculum-as-tested, the students are then tested on what they have learned and the tests cover only selected parts of curiculum thought to be representative of the material that should have been learned.

Syllabus

The syllabus involves an understood agreement between the students and instructor about what the students will be expected to learn, the processes utilized to help the students learn, and how the students will be evaluated. By reading the syllabus, the students know what to expect and where to concentrate their efforts to gain the most from the course. This opinion is accordance with Breen (2006:151) that defines a syllabus as a plan of what is to be achieved through teaching and learning. The syllabus identifies what will be worked upon by the teacher and students in terms of content selected to be appropriate to overal aims.

Having more specific definition, *Departemen Pendidikan Nasional* (*Depdiknas*, National Educational Department) (2003:23) defines that syllabus is the focus in arranging the instructional design, conducting the learning process and as the evaluation development. In order to make the definition from *Depdiknas* much more specific, since *BSNP* is as a guideline for teachers, then *BSNP* (2006:14) defines the term syllabus as a lesson plan for a/a group of a certain lesson(s)/theme including the standardized of competency, basic competency, subject material, teaching and learning activity, indicator, scoring, time allocation, source/material/studying equipment.

A well-written syllabus provides you with important information about a course including learning objectives, benefits to the student, contents to be covered, important dates, and the basis for determining your grade. We can find many approaches applied in syllabus design, which push them more closely to the reality of foreign language communication and consequently to more realistic teaching/learning programmes.

According to Jureckov (1998:43), there are three main types of syllabuses, i.e.: structural, functional-notional, and procedural and task-based syllabus. According to Breen (2006:151), there are two main types of syllabuses, i.e.: task-based and process syllabus. According to Hutchinson and Waters (1989:85), there are eight types of syllabuses, i.e.: topic, structural/situational, functional/notional, skill, situational, functional/task-based, discourse/skills, and skills and strategies syllabus. The definition of the syllabuses above are listed below:

- 1) Structural syllabus. It represented a model of foreign language teaching at its beginning. It was selected and graded according to grammatical notions of simplicity and complexity, focusing only on one aspect of language -formal grammar.
- 2) Functional-notional syllabus. The content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express.
- 3) Situational Syllabus. The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a specific setting.
- 4) Skill-Based Syllabus. The content of the language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur.
- 5) **Procedural and task-based syllabus.** The content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning.
- 6) *Content-Based-Syllabus*. The primary purpose of instruction is to teach some content or information using the language that the students are also learning.

According to Breen (2006:151), any syllabus ideally should provide:

A clear framework of knowledge and capabilities selected to be appropriate to overall aims

Continuity and a sense of direction in classroom work for teacher and students

A record for other teachers of what has been covered in the course

A basis for evaluating student's progress

A basis for evaluating the appropriateness of the course in relation to overall aims and students needs identified both before and during the course

Content appropriate to the broader language curriculum, the particular c lass of learners, and the educational situation and wider society in which the course is located

To meet these requirements, syllabus designers including teachers who develop their own syllabuses apply principles to the organization of the content which they intend the syllabus to cover. Breen (2001:152) states that these principles can be expressed as questions as follows:

1) What knowledge and capabilities should be focused upon? A syllabus may give priority to linguistic or broader communicative knowledge and focus upon one or all four skills (reading, speaking, writing and listening) or, more broadly, problem solving or negotiation.

- 2) What should be selected as appropriate content? Given a linguistic focus which particular structures and vocabulary should be covered or, given a communicative focus, which particular uses of language or types of tasks should be selected?
- 3) How should the content be subdivided so that it can be dealt with in manageable units? In other words, what is selected as content may be broken down to contributory or constituent parts for ease of teaching and learning in real time.
- 4) How should the content be sequenced along a path of development? A syllabus may adopt a step-by-step progression from less to lore complex knowledge and capabilities, or it may be cyclic where earlier knowledge and capabilities are revisited and refined at later points.

Syllabus Components

In the syllabus, the terms goal and aim are used interchangeably to refer to a description of the general purposes of a syllabus and objective to refer to a more specific and concrete description of purposes. As cited in Richards (2002:17), aims and objectives are used as the terms of the syllabus outcomes.

Aims

An aim refers to a statement of a general change that a program seeks to bring about in learners. The purposes of aim statements are to provide a clear definition of the purposes of the program, guidelines for teachers, learners, and materials writers, a focus for instruction, and to describe important and realizable changes in learning.

In developing aim statements, it is important to describe more than simply the activities that students will take part. For example: Students will learn how to write effective business letters for use in the hotel and tourism i ndustries.

Objectives

In order to give a more precise focus to program goals, aims are often accompanied by statements of more specific purposes. These are known as objectives, they are also sometimes referred to as *instructional objectives* or *teaching objectives*.

Syllabus Design

Syllabus design is concerned with the selection, sequencing and justification of the content of the curriculum. In general, there are four main trends in current syllabus design (Breen, 2001:158): (1) Outcomes-based or Competency-based planning; (2) The organization of the syllabus presented through tasks and subdivided and sequenced as tasks; (3) Shared decision-making through negotiation between teacher and learners; (4) The recent identification of different syllabuses which may serve a range of appropriate language-learning aims. This implies a weakening of the distinctions between the types of syllabus that typified the end of the twentieth century.

These trends suggest that plans for what is to be achieved through teaching and learning which genuinely integrate form, function, task and process in different ways will multiply. In addition to ongoing extensions and refinements to these four terms, one feature of this evolution may be the closer integration of syllabus design w ithin the whole language curriculum (it aims, content, methodology and evaluation) and within broader educational curriculums. This would locate design of the syllabus within language pedagogy rather than it being identified as a separable undertaking.

The Function of the Syllabus

A well-designed syllabus performs many functions for the instructor and for the student: it outlines course expectations, organizes information, sets the tone for class interactions, and guides student learning. A carefully const ructed syllabus helps prevent misunderstandings as to course goals and objectives, assessment and evaluation standards, grading policies, and student or faculty behavior.

According to Casella (2003:1) the syllabus functions: (1) as a road map to guide the teaching and learning process; (2) as an organizational tool to help manage the teaching and learning processes; (3) as a contract to ensure that all parties are clear on the expectations and responsibilities associated with the course

ISO 9001:2008

ISO (the International Organization for standardization) is a worldwide federation of national standards bodies. The work of preparing International Standards is normally carried out through ISO technical committees. ISO 9001 was prepared by Technical Committee ISO/TC 176, *Quality management and quality assurance*, Subcommittee SC 2, *Quality systems*.

ISO 9001:2008 Documentation Requirements

ISO 9001:2008 clause 4.1 *General requirements* requires an organization to "establish, *document*, implement, and maintain a quality management system and continually improve its effectiveness in accordance with the requirements of this International Standard"

Clause 4.2.1 *General* explains that the quality management system documentation shall include:

- documented statements of a quality policy and quality objectives;
- a quality manual
- documented procedures required by this International Standard
- documents needed by the organization to ensure the effective planning, operation and control of its processes, and
- records required by this International Standard;

The notes after Clause 4.2 make it clear that where the standard specifically requires a "documented procedure", the procedure has to be established, documented, implemented and maintained. It also emphasizes that the extent of the Quality Management System (QMS) documentation may differ from one organization to another due to:

- the size of organization and type of activities;
- the complexity of processes and their interactions, and
- the competence of personnel.

All the documents that form part of the QMS have to be controlled in accordance with clause 4.2.3 of ISO 9001:2008, or, for the particular case of records, according to clause 4.2.4.

Guidance on Clause 4.2 of ISO 9001:2008

The following comments are intended to assist users of ISO 9001:2008 in understanding the intent of the general documentation requirements of the International Standard.

a) Documented statements of a quality policy and objectives:

- Requirements for the quality policy are defined in clause 5.3 of I SO 9001:2008. The documented quality policy has to be controlled according to the requirements of clause 4.2.3.
 - Note: Organizations that are revising their quality policy for the first time, or in order to meet the amended requirements in ISO 9001:2008, should pay particular attention to clause 4.2.3 (c), (d) and (g).
- Requirements for quality objectives are defined in clause 5.4.1 of ISO 9001:2008. These documented quality objectives are also subject to the document control requirements of clause 4.2.3.

b) Quality Manual:

- Clause 4.2.2 of ISO 9001:2008 specifies the minimum content for a quality manual. The format and structure of the manual is a decision for each organization, and will depend on the organization's size, culture and complexity. Some organizations may choose to use the quality manual for other purposes besides that of simply documenting the QMS
- A small organization may find it appropriate to include the description of its entire QMS within a single manual, including all the documented pro cedures required by the standard.
- Large, multi-national organizations may need several manuals at the global, national or regional level, and a more complex hierarchy of documentation.
- The quality manual is a document that has to be controlled in accordance with the requirements of clause 4.2.3.

c) Documented procedures:

- ISO 9001:2008 specifically requires the organization to have "documented procedures" for the following six activities:
 - 4.2.3 Control of documents
 - 4.2.4 Control of records
 - 8.2.2 Internal audit
 - 8.3 Control of nonconforming product
 - 8.5.2 Corrective action
 - 8.5.3 Preventive action
- These documented procedures have to be controlled in accordance with the requirements of clause 4.2.3
- Some organizations may find it convenient to combine the proc edure for several activities into a single documented procedure (for example, corrective action and preventive action). Others may choose to document a given activity by using more than one documented procedure (for example, internal audits). Both are acceptable.
- Some organizations (particularly larger organizations, or those with more complex processes) may require additional documented procedures (particularly those relating to product realization processes) to implement an effective QMS.
- Other organizations may require additional procedures, but the size and/or culture
 of the organization could enable these to be effectively implemented without
 necessarily being documented. However, in order to demonstrate compliance with

ISO 9001:2008, the organization has to be able to provide objective evidence (not necessarily documented) that its QMS has been effectively implemented.

d) Documents needed by the organization to ensure the effective planning, operation and control of its processes:

- In order for an organization to demonstrate the effective implementation of its QMS, it may be necessary to develop documents other than documented procedures. However, the only documents specifically mentioned in ISO 9001:2008 are:
 - Quality policy (clause 4.2.1.a)
 - Quality objectives (clause 4.2.1.a)
 - Quality manual (clause 4.2.1.b)
- There are several requirements of ISO 9001:2008 where an organization could add value to its QMS and demonstrate conformity by the preparation of other documents, even though the standard does not specifically require them. Examples may include:
 - Process maps, process flow charts and/or process descriptions
 - Organization charts
 - Specifications
 - Work and/or test instructions
 - Documents containing internal communications
 - Production schedules
 - Approved supplier lists
 - Test and inspection plans
 - Quality plans
- All such documents have to be controlled in accordance with the requirements of clause 4.2.3 and/or 4.2.4, as applicable

DISCUSSION

It is stressed that ISO 9001 requires a "Documented quality management system", and not a "system of documents". Syllabus is considered as one of many important documents needed for the education institutions that are in the process of implementing a Quality Management System and wish to meet the requirements of ISO 9001:2008. While the teaching and learning is in its on going process, syllabus will become an active document and be needed to control the teaching and learning activity. In the other hand, while the teaching and learning for the semester is finish, the syllabus will become a record document and an evaluation for the next syllabus design. The role of syllabus as documentation required by ISO 9001:2008 and the clauses used for the reference are shown in the table below:

Clause	Record required
5.6.1	Management reviews
6.2.2 e)	Education, training, skills and experience
7.1 d)	Evidence that the realization processes and resulting product fulfil requirements
7.2.2	Results of the review of requirements related to the product and

	actions arising from the review
7.3.2	Design and development inputs relating to product requirements
7.3.4	Results of design and development reviews and any necessary
	actions
7.3.5	Results of design and development verification and any necessary
	actions
7.3.6	Results of design and development validation and any necessary
	actions
7.3.7	Results of the review of design and development changes and any
	necessary actions
7.4.1	Results of supplier evaluations and any necessary actions arising
	from the evaluations
7.5.2 d)	As required by the organization to demonstrate the validation of
	processes where the resulting output cannot be verified by
	subsequent monitoring or measurement
7.5.3	The unique identification of the product, where traceability is a
	requirement
7.5.4	Customer property that is lost, damaged or otherwise found to be
	unsuitable for use
7.6 a)	Basis used for calibration or verification of measuring equipment
-	where no international or national measurement standards exist
7.6	Validity of the previous measuring results when the measuring
	equipment is found not to conform to requirements.
0.2.2	Results of calibration and verification of measuring equipment
8.2.2	Internal audit results and follow-up actions
8.2.4	Indication of the person(s) authorizing release of product.
8.3	Nature of the product nonconformities and any subsequent actions
0.7.2	taken, including concessions obtained
8.5.2 e)	Results of corrective action
8.5.3 d)	Results of preventive action

CONCLUSION

Syllabus as the document requirement for ISO 9001:2008 holds the important role for education institution. Since the management quality system always ask a complete document as the evidence. Therefore, syllabus documentation process should be observed and controlled by the person who is in charge for this process, i.e. the head or the secretary of each department. It is important to identify the process necessary for the effective implementation of the quality management system, understanding the interactions between this process and document the process to the extent necessary to assure the effective operation and control.

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