

INTRODUCTION TO THE USE OF THE GRADING SCALE FOR ASSESSING COMPLIANCE TO ACADEMIC STANDARDS

INTRODUCTION TO ACADEMIC STANDARDS

The Malaysian Qualifications Agency (MQA) has developed guidelines for programme accreditation (Code of Practice Programme Accreditation, COPPA) and for Institutional Audit (Code of Practice for Institutional Audit, COPIA) as well as for discipline-specific standards. These guidelines set out good practices in nine areas of evaluation relating to the structure and processes of Malaysia's higher education system. Each of the nine areas in the codes of practice has guiding principles that good programmes and institutions should meet. These criteria and standards, as instruments of quality assurance, are applicable at institutional and departmental levels and should be utilised appropriately in different contexts.

This "Evaluation Instrument for Institutional Audit" is specifically directed for purposes of institutional audit. The instrument is designed to measure the level of quality in such a flexible way that it can incorporate various types of quality audit.

The nine areas of evaluation in the code of practice for institutional audit are:

1. Vision, Mission, Educational Goals and Learning Outcomes;
2. Curriculum Design and Delivery ;
3. Assessment of Students;
4. Student Selection and Support Services;
5. Academic Staff;
6. Educational Resources;
7. Programme Monitoring and Review;
8. Leadership, Governance and Administration;
9. Continual Quality Improvement.

USES OF THE SCALE

The above scaling can be utilised for the purpose of accreditation and the audits related to it. The grading scale can also be used to monitor the performance trends and to suggest continuous improvement activities. The grading scale may also be used to compare performance on all or some of the areas in the codes of practice, and indeed for purposes of rating of institutions.

Achieving **Level 1** (Unsatisfactory) indicates that there are substantial areas that warrant serious and immediate attention of the institution. **Level 2** (Satisfactory) indicates that the institution should take immediate remedial action to address the identified shortcomings in order to improve areas of concerns.

An institution that scores a **Level 3** (Good) has fulfilled the necessary requirements of an institutional audit. However it may want to strive to achieve **Level 4** (Very Good) during the subsequent audit exercise. So does Level 4 to **Level 5** (Excellent).

The range of score for each attainment level is as follows:

LEVEL	SCORE
1	0–3.9
2	4.0–4.9
3	5.0–6.9
4	7.0–8.9
5	9.0–10.00

The scoring scale can assist the external assessors in the following ways:

- a) To determine whether an institution or components of it merits accreditation or the maintenance of an accredited status;
- b) To identify areas of strengths of an institution;
- c) To identify the areas of concerns that need further attention of the institution; and
- d) To achieve greater objectivity in their collective judgment in an audit exercise.

AREA 1 : VISION, MISSION, EDUCATIONAL GOALS & LEARNING OUTCOMES

1.1 Statement of Vision, Mission and Educational Goals

Benchmarked Standards

AL 5 (9-10)	AL 4 (7-8.9)	AL 3 (5-6.9)	AL 2 (4-4.9)	AL 1 (0-3.9)
<input type="checkbox"/> The HEP has formulated educational goals highly consistent with its vision and mission.	<input type="checkbox"/>	<input type="checkbox"/> The HEP has formulated educational goals consistent with its vision and mission.	<input type="checkbox"/>	<input type="checkbox"/> The HEP does not formulate educational goals consistent with its vision and mission.
<input type="checkbox"/> The mission statement and educational goals very well reflect the crucial elements of the processes and outcomes of higher education that is in line with national and global contemporary developments.	<input type="checkbox"/>	<input type="checkbox"/> The mission statement and educational goals reflect the crucial elements of the processes and outcomes of higher education that is in line with national and global contemporary developments.	<input type="checkbox"/>	<input type="checkbox"/> The mission statement and educational goals do not reflect the crucial elements of the processes and outcomes of higher education that is in line with national and global contemporary developments.
<input type="checkbox"/> The vision, mission, and educational goals are approved by a governing board or other appropriate body whose membership is made up of those highly competent to discharge such duties and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/> The vision, mission, and educational goals are approved by a governing board or other appropriate body whose membership is made up of those competent to discharge such duties and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/> The vision, mission, and educational goals are not approved by a governing board or other appropriate body whose membership is made up of those competent to discharge such duties and responsibilities.
<input type="checkbox"/> The HEP widely disseminates its vision, mission and educational goals to its internal and external stakeholders.	<input type="checkbox"/>	<input type="checkbox"/> The HEP disseminates its vision, mission and educational goals to its internal and external stakeholders.	<input type="checkbox"/>	<input type="checkbox"/> The HEP does not disseminate its vision, mission and educational goals to its internal and external stakeholders.

Enhanced Standards

AL 5 (9-10)	AL 4 (7-8.9)	AL 3 (5-6.9)	AL 2 (4-4.9)	AL 1 (0-3.9)
<p><input type="checkbox"/> The mission and educational goals highly encompass leadership qualities in the areas of social responsibility, research and scholarly attainment, community engagement, ethical values, professionalism, and knowledge creation.</p> <p><input type="checkbox"/> The HEP's planning and evaluation processes, educational support services, financial and physical resources, and administrative processes are more than adequate and highly appropriate to fulfil its stated goals.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/> The mission and educational goals encompass leadership qualities in the areas of social responsibility, research and scholarly attainment, community engagement, ethical values, professionalism, and knowledge creation.</p> <p><input type="checkbox"/> The HEP's planning and evaluation processes, educational programmes, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfil its stated goals.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>The mission and educational goals do not encompass leadership qualities in the areas of social responsibility, research and scholarly attainment, community engagement, ethical values, professionalism, and knowledge creation.</p> <p><input type="checkbox"/> The HEP's planning and evaluation processes, educational programmes, educational support services, financial and physical resources, and administrative processes are not adequate and not appropriate to fulfil its stated goals.</p>

1.2 Participation in the Formulation of Vision, Mission and Educational Goals

Benchmarked Standards

AL 5 (9-10)	AL 4 (7-8.9)	AL 3 (5-6.9)	AL 2 (4-4.9)	AL 1 (0-3.9)
<p><input type="checkbox"/> The vision, mission and goals are developed in extensive consultation with principal stakeholders which include departments, research centres, governing boards, academic and administrative staff, and student organisations.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> The vision, mission and goals are developed in consultation with principal stakeholders which include departments, research centres, governing boards, academic and administrative staff, and student organisations.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> The vision, mission and goals are not developed in consultation with principal stakeholders which include departments, research centres, governing boards, academic and administrative staff, and student organisations.</p>

Enhanced Standards

AL 5 (9-10)	AL 4 (7-8.9)	AL 3 (5-6.9)	AL 2 (4-4.9)	AL 1 (0-3.9)
<p><input type="checkbox"/> The vision, mission and goals are periodically reviewed in extensive consultation with a wider range of stakeholders that may include the community, civil society, international peers, alumni, industry, professional bodies, funding agencies, and the government.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> The vision, mission and goals are periodically reviewed in consultation with a wider range of stakeholders that may include the community, civil society, international peers, alumni, industry, professional bodies, funding agencies, and the government.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> The vision, mission and goals are periodically reviewed without consultation with a wider range of stakeholders that may include the community, civil society, international peers, alumni, industry, professional bodies, funding agencies, and the government.</p>

1.3 Academic Autonomy

Benchmarked Standards

AL 5 (9-10)	AL 4 (7-8.9)	AL 3 (5-6.9)	AL 2 (4-4.9)	AL 1 (0-3.9)
<input type="checkbox"/> The HEP has a very high degree of autonomy to design the curriculum of the qualifications that it is conferring and to allocate the resources necessary for their implementation to ensure the achievement of their learning outcomes. (Where applicable, this provision must also cover programmes and activities conducted in collaboration with others within or outside the country in accordance with national interest and international best practices.)	<input type="checkbox"/>	<input type="checkbox"/> The HEP has sufficient autonomy to design the curriculum of the qualifications that it is conferring and to allocate the resources necessary for their implementation to ensure the achievement of their learning outcomes. (Where applicable, this provision must also cover programmes and activities conducted in collaboration with others within or outside the country in accordance with national interest and international best practices.)	<input type="checkbox"/>	<input type="checkbox"/> The HEP does not have autonomy to design the curriculum of the qualifications that it is conferring and to allocate the resources necessary for their implementation to ensure the achievement of their learning outcomes. (Where applicable, this provision must also cover programmes and activities conducted in collaboration with others within or outside the country in accordance with national interest and international best practices.)
<input type="checkbox"/> The academic staff have a high degree of autonomy to focus on areas of his expertise, such as curriculum development and implementation, academic supervision of students, research and writing, scholarly activities, academically-related administrative duties, and community engagement.	<input type="checkbox"/>	<input type="checkbox"/> The academic staff have sufficient autonomy to focus on areas of his expertise, such as curriculum development and implementation, academic supervision of students, research and writing, scholarly activities, academically-related administrative duties, and community engagement.	<input type="checkbox"/>	<input type="checkbox"/> The academic staff does not have autonomy to focus on areas of his expertise, such as curriculum development and implementation, academic supervision of students, research and writing, scholarly activities, academically-related administrative duties, and community engagement.

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Enhanced Standards

AL 5 (9-10)	AL 4 (7-8.9)	AL 3 (5-6.9)	AL 2 (4-4.9)	AL 1 (0-3.9)
<input type="checkbox"/> The HEP has diligently strived to expand the boundaries of academic autonomy to reflect the progression of its intellectual maturity.	<input type="checkbox"/>	<input type="checkbox"/> The HEP has strived to expand the boundaries of academic autonomy to reflect the progression of its intellectual maturity.	<input type="checkbox"/>	<input type="checkbox"/> The HEP does not strive to expand the boundaries of academic autonomy to reflect the progression of its intellectual maturity.

1.4 Learning Outcomes

Benchmarked Standards

AL 5 (9-10)	AL 4 (7-8.9)	AL 3 (5-6.9)	AL 2 (4-4.9)	AL 1 (0-3.9)
<input type="checkbox"/> The HEP has formulated learning outcomes and educational goals very highly consistent with its vision and mission.	<input type="checkbox"/>	<input type="checkbox"/> The HEP has formulated learning outcomes and educational goals consistent with its vision and mission.	<input type="checkbox"/>	<input type="checkbox"/> The HEP's learning outcomes and educational goals are totally Inconsistent with its vision and mission.
<input type="checkbox"/> The HEP very clearly defines the specific competencies that the student should demonstrate upon completion of the period of study. The competencies include mastery of body of knowledge, practical skills; social skills and responsibilities; ethics and professionalism; scientific method; critical thinking and problem solving; communication skills and team work; information management and lifelong learning; and entrepreneurship and management.	<input type="checkbox"/>	<input type="checkbox"/> The HEP defines the specific competencies that the student should demonstrate upon completion of the period of study. The competencies include mastery of body of knowledge, practical skills; social skills and responsibilities; ethics and professionalism; scientific method; critical thinking and problem solving; communication skills and team work; information management and lifelong learning; and entrepreneurship and management.	<input type="checkbox"/>	<input type="checkbox"/> The HEP does not define the specific competencies that the student should demonstrate upon completion of the period of study. The competencies include mastery of body of knowledge, practical skills; social skills and responsibilities; ethics and professionalism; scientific method; critical thinking and problem solving; communication skills and team work; information management and lifelong learning; and entrepreneurship and management.

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Enhanced Standards

AL 5 (9-10)	AL 4 (7-8.9)	AL 3 (5-6.9)	AL 2 (4-4.9)	AL 1 (0-3.9)
<input type="checkbox"/> The HEP very clearly specifies the link between competencies expected at completion of studies and those required for career undertakings, further studies and good citizenship.	<input type="checkbox"/>	<input type="checkbox"/> The HEP specifies the link between competencies expected at completion of studies and those required for career undertakings, further studies and good citizenship.	<input type="checkbox"/>	<input type="checkbox"/> The HEP does not specify the link between competencies expected at completion of studies and those required for career undertakings, further studies and good citizenship.

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List of Records Obtained and Verified During the Institutional Audit Visit

No.	Name of Item	Source of information	Checked by	Remarks

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SUMMARY OF FINDINGS AREA 1

Area	I
Aspect	Vision, Mission, Educational Goals & Learning Outcomes
Level	
Strengths	
Commendations	
Opportunities for Improvement (Identified by HEP)	
Affirmations	
Areas of Concern	
Recommendations	

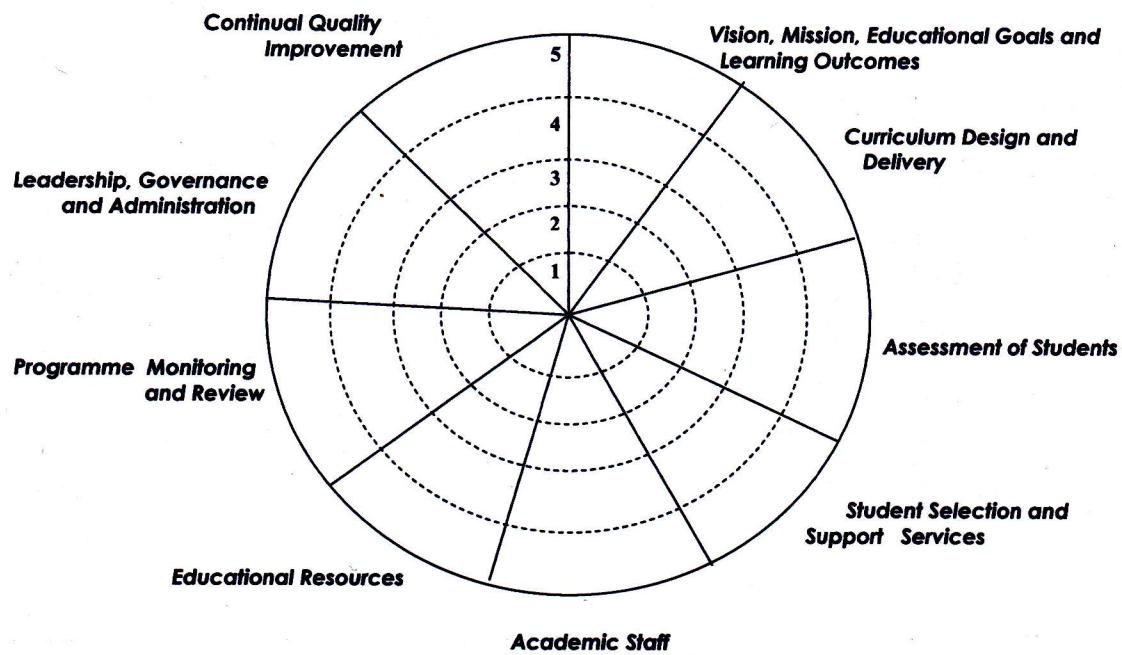
SUMMARY OF FINDINGS

Area	Aspect	Attachment Level	Strengths Recommendations	Opportunities for Improvement Affirmations	Areas of Concern Recommendations
1	Vision, Mission, Educational Goals & Learning Outcomes				
2	Curriculum Design and Delivery				
3	Assessment of Students				
4	Student Selection and Student Support Services				
5	Academic Staff				

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Area	Aspect	Attachment Level	Strengths Recommendations	Opportunities for Improvement Affirmations	Areas of Concern Recommendations
6	Educational Resources				
7	Programme Monitoring and Review				
8	Leadership, Governance and Administration				
9	Continual Quality Improvement				

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Area		Benchmarked Standards	Enhanced Standards
Area 1	Vision, Mission, Educational Goals and Learning Outcomes	9	5
Area 2	Curriculum Design and Delivery	17	8
Area 3	Assessment of Student	12	5
Area 4	Student Selection and Support Services	24	16
Area 5	Academic Staff	12	4
Area 6	Educational Resources	14	10
Area 7	Programme Monitoring and Review	6	3
Area 8	Leadership, Governance and Administration	16	11
Area 9	Continual Quality Improvement	4	3
Total		114	65

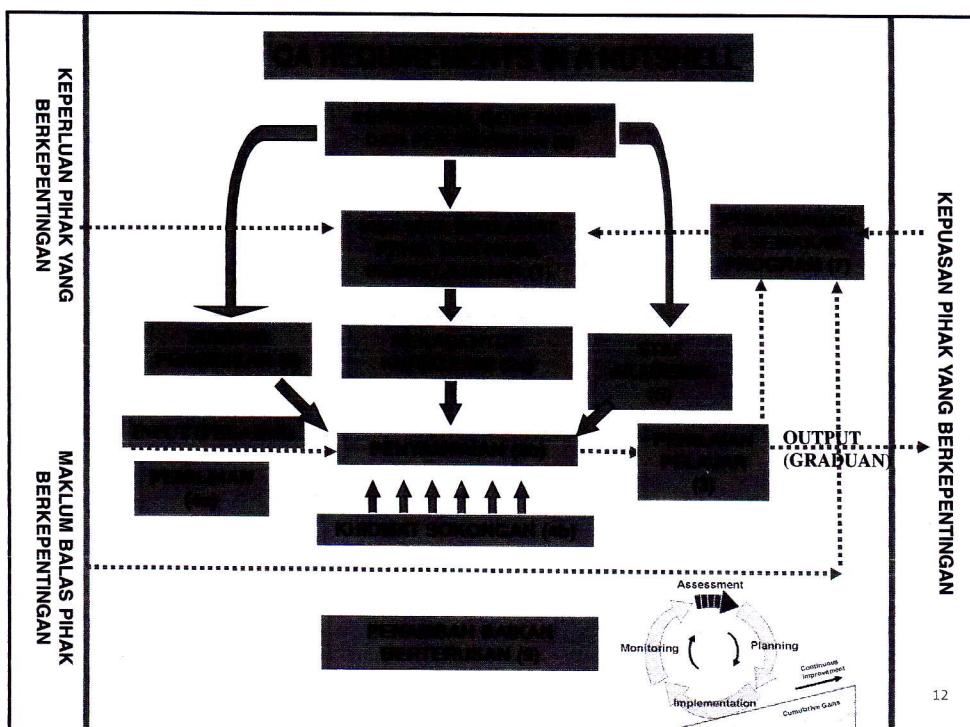
Grading System

- The grading system uses a five-point scale with a score of 0 to 10 to indicate the degree of achievement by the institution of the standards in the nine areas of evaluation
- Two approaches:
 - UniKL's current approach
 - Other approach

OVERALL GRADING -LEVELS OF ACHIEVEMENT

LEVEL	CATEGORY	PERCENTAGE OF SCORE	
		Benchmarked Standards	Enhanced Standards
Level 5	Excellent	90-100	60-100
Level 4	Very Good	70-89	30-59
Level 3	Good	50-69	-
Level 2	Satisfactory	30-49	-
Level 1	Less Than Satisfactory	0-29	-

Institutions with an average score of less than 5 in any of the nine areas of the Benchmark Standards, will not be categorised in Level 4 or 5 , irrespective of their total score.



Suggestions

- Use integer/whole numbers only. Avoid 4.5, 7.2, etc
- Before marking, read contents of AL 3 (5/6 marks) first then decide:
 - If better/more than adequate, assign AL 4 (7/8 marks) or AL 5 (9/10 marks)
 - If worse/less adequate, assign AL 2 (4 marks) or AL 1 (0/1/2/3 marks)
- Strength>Commendable: AL 5
- Opportunity>Affirmation: AL 3/4
- Area of concern>Recommendation: AL 1/2