



**UNIVERSITI MALAYA GUIDELINES ON THE
MANAGEMENT OF APPLICATION FOR
TRANSFER OF CREDIT AND COURSE
EXEMPTION
(LATEST VERSION 2022)**

1. INTRODUCTION

Universiti Malaya Guidelines on the Management of Application for Transfer of Credit and Course Exemption are provided as a reference for academic staff and administrators at RC for all levels of study in managing student applications (all levels of study) for transfer of credit and course exemption.

This guideline should be read together with the Universiti Malaya Regulations according to the level of study concern (latest version).

2. PURPOSE

The purpose of this guideline is to:

- (1) explain the management method of transfer of credit and course exemption applications submitted by students for all levels of study programme, and
- (2) create uniformity in the management of transfer of credit and course exemption applications at RC.

3. REFERENCE DOCUMENTS

- (1) Rules and Regulations of Universiti Malaya for all levels of study (latest version);
- (2) *Garis Panduan Matapelajaran Pengajian Umum*, Department of Higher Education (JPT), Ministry of Higher Education (MoHE) (latest version);
- (3) Guidelines on Credit Transfer for Massive Open Online Courses (MOOC), Malaysian Qualifications Agency (MQA);
- (4) *Kompilasi Dasar Jaminan Kualiti Pendidikan Tinggi*, MQA (latest version);
- (5) *Amalan Kualiti MOOC Malaysia*, Ministry of Education, 2018;
- (6) Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Credit Award [APEL(C)], MQA (latest version);
- (7) Guideline to Good Practices : Accreditation of Prior Experiential Learning, MQA (latest version);
- (8) *Guidelines to Good Practices: Micro-Credentials*, MQA (latest version), and
- (9) *Buku Panduan Pelajar – Permohonan Pemindahan Kredit APEL(C)*.

4. DEFINITION

(1) Formal Learning

Formal learning refers to intentional learning/a programme of study delivered in a planned and structured context (pre-school, primary school, secondary school, technical college and university) that can lead to the awarding of a formal/recognised qualification.

Credit transfer for formal learning may involve transfer of credit with or without grade.

(2) Informal Learning

Informal learning refers to continuous learning throughout life as well as work experience (also known as experiential learning). It is usually learning acquired involuntarily.

Credit transfer for informal learning involves transfer of credit without grade.

(3) Non-Formal Learning

Non-formal learning refers to learning that is parallel to the mainstream education and training system. It can be assessed but normally will not lead to formal certification.

Credit transfer for non-formal learning involves transfer of credit without grade.

(4) Massive Open Online Courses (MOOC)

The term MOOC refers to the four (4) main points which are teaching where the course offering is large in capacity, open without pre-requisite and implemented online which allows the course to be accessible anywhere without limitations.

Learning through MOOC can be synchronous and/or asynchronous between participants (instructor(s) and students) and course content.

Credit transfer through MOOC involves involve transfer of credit with or without grade.

(5) Micro-Credentials (MC)

MC refers to digital and non-digital certification obtained based on learning that has been evaluated with regards to knowledge, skills and competence in a specific field that can consist of part of an accredited programme or stand alone courses. MC course aims to support the professional, technical, academic, and personal development of students.

Credit transfer through MC involves transfer of credit without grade.

(6) Accreditation of Prior Experiential Learning for Credit Award [APEL(C)]

APEL(C) provides a mechanism to recognise learning based on an individual's prior experience that is relevant and specific to a course. Credits awarded are based on knowledge and skills acquired through informal and non-formal learning.

Awarding credit through APEL(C) involves transfer of credit without grade.

5. TRANSFER OF CREDIT

Transfer of credit may be categorised into two (2) which are transfer of credit with grade and transfer of credit without grade.

(1) Transfer of Credit with Grade

- (a) "Transfer of credit with grade" means transfer of credits together with the grade for the course(s) from the same level of qualifications (horizontal) for students who are still in the programme of study.
- (b) A course that has been approved for a transfer of credit with grade will be awarded the grade that is equivalent to the University's grading scheme and the University's approved credit for the course concerned.
- (c) The credit obtained together with the grade points for the approved course will be taken into account in the calculation of GPA and CGPA of the student. The credits for the course concerned will be taken into account for the purpose of completion requirements for graduation.
- (d) For the purpose of transfer of credit with grade, the student shall have completed the course and achieved the required competency in the course applied for.
- (e) Transfer of credit does not automatically apply to pre-requisite courses (if any) of the course applied for.

(2) Transfer of Credit without Grade

- (a) Certificate, Diploma (including Executive Diploma), Advanced Diploma, and Bachelor's Degree

"Transfer of credit without grade" means transfer of credit without carrying the previous grade obtained for the course(s):

- (i) from lower level of qualification (vertical) for a student who has completed his studies successfully;

or

- (ii) from the same level of qualification (horizontal) for a student who:
 - (A) has completed his studies successfully; or
 - (B) has not completed his studies (excluding a student who has been terminated from his programme of study) but has achieved the required competency level in the course applied for.

or

- (iii) from MOOC except for Executive Diploma programme.

Transfer of credit for MOOC is not allowed for Industrial Training/Teaching Training/Practical/Final Year Project courses.

or

- (iv) through APEL(C).

Transfer of credit through APEL(C) is allowed for all courses except Final Year Project. Industrial training that includes practicum may be considered based on the suitable field.

or

- (v) from digital and non-digital MC certification of accumulated for the relevant level of study.

(b) Postgraduate Diploma, Master's, and Doctoral Degrees

“Transfer of credits without grade” means transfer of credits without carrying the previous grade obtained for the course(s):

- (i) from lower level of qualification (vertical)

transfer of credit from Master's programme to Doctoral programme for Research Methodology course;

or

- (ii) from the same level of qualification (horizontal):

- (A) for a candidate who has successfully completed his studies; or

- (B) has not completed his studies (excluding candidate whose study has been terminated) but has achieved the required competency level in the course applied for.

or

- (iii) from MOOC for the programme of study by Mixed Mode (course component),

by Coursework and by Clinical. Transfer of MOOC credit is not allowed for Research Project Report/Dissertation/Thesis course.

or

- (iv) through APEL(C)

Transfer of credit through APEL(C) is allowed for all studies except Master's and Doctoral by Research programmes. Transfer of credit for the Research Project Report/Dissertation course is not allowed through APEL(C).

- (v) from digital and non-digital MC certification accumulated for the relevant level of study.
- (c) A course approved for transfer of credit without grade will be given a grade K or CT(APEL) and is not required to be replaced by another course. The credit will not be taken into account in the calculation of the student's GPA and CGPA but will be taken into account for the purpose of completion requirements for graduation.
- (d) A student is not allowed to transfer the credit without grade for the following courses:
 - (i) University Course from a lower level of qualification; and
 - (ii) A course from a higher level of qualification.
- (e) Transfer of credit does not automatically apply to pre-requisite courses (if any) of the course applied for.

6. COURSE EXEMPTION

- (1) "Course Exemption" means exemption from registering and pursuing a course offered to a student based on the equivalency of the course content that is applied for with proof of knowledge and skills of the student.
- (2) Course exemption will not result in a student obtaining credit for the course which is exempted. If the course exemption results in insufficient graduating credits for the programme of study, the exempted course shall be replaced with another course from the same level of study.
- (3) The course which has been approved for exemption will be given a grade K1.

7. CONDITIONS FOR TRANSFER OF CREDIT AND COURSE EXEMPTION

(1) Transfer of Credit

- (a) Permission to transfer credit is subject to the following conditions:
 - (i) mark or grade or grade point obtained for the course concerned after being made equivalent with the University's grading scheme shall not

be less than:

- (A) 50 marks or grade C or grade point 2.00 for Certificate, Diploma, Advanced Diploma, and Bachelor's programmes; or
 - (B) 65 marks or grade B or grade point 3.00 for Postgraduate Diploma, Master's and Doctoral programmes.
- (ii) course or combination of courses taken previously has the same credit value or notional hours or more after it is made equivalent with the credit value of the course offered at the University;
 - (iii) course taken previously has at least eighty percent (80%) overlap with the course offered at the University;
 - (iv) for APEL(C) application, achievement of each course learning outcome shall be at least 50%;
 - (v) course taken previously shall be from a programme that has been accredited or recognised by an authoritative body in the country concerned, and
 - (vi) maximum number of credits that may be transferred are as follows:
 - (A) Certificate, Diploma, Advanced Diploma, and Bachelor's Degree

Category	Explanation	Credit Limit
Horizontal credit transfer	(a) Transfer of credit with grade for student who changed his programme of study in the University.	No limit
	(b) Transfer of credit without grade for student who has qualification from the equivalent level of study and intends to pursue his studies for a second time at the University.	
	(c) Transfer of credit with grade for student undergoing the Mobility Programme.	Not exceeding 1/3 of the overall total credit for the programme of study.
	(d) Transfer of credit without grade for courses from equivalent level of qualification from another institution or university.	

Vertical credit transfer	(a) Transfer of credit without grade for qualification of Professional Certificate.	Not exceeding 1/3 of the overall total credit for the programme of study.
	(b) Transfer of credit without grade for qualification of Diploma ¹ .	Maximum of 50% of the total programme credits that have been taken with the following provisions: <ul style="list-style-type: none"> • 1%-30% (Minimum course Grade is C) • 31%-50% (Minimum course Grade is B)
	(c) Transfer of credit without grade for qualification of Advanced Diploma (who also holds a Diploma).	Can be considered for credit transfer exceeding 1/3 subject to the Senate's approval
Transfer of credit through APEL(C) ²	Transfer of credit without grade through APEL(C) is based on the student's previous experience and skills.	Not exceeding 1/3 of the overall total credit for the programme of study. This amount of credits does not include transfer of credit that can be made for formal learning.

Note:

- (1) Maximum credit transfer of 60% at Diploma level is maintained for a combination of credit transfers involving academic qualifications, MOOC, MC and APEL(C). Academic qualification, MOOC and MC refer to formal learning while APEL(C) refers to informal and non-formal learning.

- (2) For Executive Diploma programme, the provision of transfer of credit subject to 30 credits from the total number of graduated credits must be assessed using the APEL (C) instruments.

(B) Postgraduate Diploma and Master's Degree

Category	Explanation	Credit Limit
Horizontal credit transfer	(a) Transfer of credit with grade for student undergoing the Mobility Programme.	Not exceeding 1/3 of the overall total credit for the programme of study.
	(b) Transfer of credit without grade for courses from equivalent level of qualification from another or same institution/university.	
Vertical credit transfer	Transfer of credit with grade from Master's programme to Doctoral programme for Research Methodology course.	Allowed
Transfer of credit through APEL(C)	Transfer of credit without grade through APEL(C) is based on the student's previous experience and skills.	Not exceeding 1/3 of the overall total credit for the programme of study. This amount of credits does not include transfer of credit that can be made for formal learning.

(C) Doctoral Degree

Category	Explanation	Credit Limit
Horizontal credit transfer	(a) Transfer of credit without grade for courses from equivalent level of qualification from another or same institution/university. (b) Transfer of credit with grade for student undergoing the Mobility Programme.	Not exceeding 1/3 of the overall total credit for the programme of study
Vertical credit transfer	(a) Transfer of credit from Doctoral programme to Master's programme except Research Methodology course.	Not allowed
Transfer of credit through APEL(C)	Transfer of credit without grade through APEL(C) is based on the student's previous experience and skills.	Not exceeding 1/3 of the overall total credit for the programme of study. This amount of credits does not include transfer of credit that can be made for formal learning.

- (b) Transfer of credit with grade for courses from collaborative programmes with other universities or institutions that exceed the credit limit set by the University is subject to the Senate's approval
- (c) Course taken during the Mobility Programme which is not listed in the Degree Programme Structure (SPI) may be considered for transfer of credit with grade, subject to the course being recommended by the Dean of the Faculty whether the course:
 - (i) replaces the External Faculty Elective Course/ Student Holistic Empowerment course and/or any of the Elective Courses. Grade and grade points will be taken into calculation of the GPA and CGPA and the course credit concerned will be taken into account for the purpose of completion requirements for graduation.

For the purpose of this paragraph, the course shall fulfil the conditions specified in subparagraph (1)(a)(i), (ii), (v) and (vi) above; or

- (ii) does not replace any course which has been prescribed in his SPI. The course concerned will be recorded on the academic transcript of the student. Grade and grade points of the course will be taken into

account in the calculation of GPA and CGPA but the course credits will not be taken into account for the purpose of completion requirements for graduation.

For the purpose of this paragraph, course(s) shall fulfil the conditions specified in subparagraph (1)(a)(i) and (v) above and will be given the value of the credit that has been made equivalent with the calculation of notional hours of the University.

- (d) Course(s) taken during the short-term Mobility Programme (examples: SummerCamp, Study Abroad etc) may be considered for transfer of credit to replace any course at the University or be recorded on the academic transcript subject to course(s) taken which fulfils the conditions as follows:
 - (i) course(s) taken from an academic programme of the same level of qualification(horizontal).
 - (ii) The course meets the requirements of Course Learning Outcomes (CLO) and course content and is assessed and graded.
 - (iii) Student learning time for the course taken has the same or more notional hours after being made equivalent with the notional hours set for the course at the University.
- (e) Course(s) that is given credit transfer may only be used once.
- (f) Transfer of credit for professional programmes are subject to the regulations as determined by the respective professional bodies.
- (g) Transfer of credit without grade for the course concerned shall not exceed a period of five (5) years from the date of the student's admission to the University except for certain fields approved by the Senate.

(2) Course Exemption

- (a) Application for course exemption shall only be allowed for the following course categories:
 - (i) University Course and Elective Course for Certificate, Diploma, Advanced Diploma, and Bachelor's programmes.
 - (ii) Elective Course for Postgraduate Diploma, Master's and Doctoral programmes.
- (b) Student's knowledge and skills meet at least 80% equivalence with the course content/CLO applied for.
- (c) Exempted course shall be replaced with another course from the same level of study

8. APPLICATION PROCEDURE

- (1) Applications for transfer of credit (with and without grade) and course exemption shall be made by the student using a form that can be downloaded from the student portal at <https://umsitsguide.um.edu.my>.
 - Application Form for Transfer of Credit With/Without Grade and Course Exemption are provided in Appendix A and B.
 - Application Form for Transfer of Credit Without Grade through APEL(C) can be referred to in the *Buku Panduan Pelajar – Permohonan Pemindahan Kredit APEL(C)* as in Appendix C.
- (2) The application shall be submitted to the Dean of the Faculty not later than fourth lecture week in the following Normal Semester together with:
 - (a) proof of processing fees payment at a prescribed rate. This fee is nonrefundable;

and
 - (b) compulsory supporting documents including certificate(s), examination result(s), learning and assessment activities, CLO, syllabus/course content and grading scheme of the course from another institution/university for transfer of credit application; or
 - (c) proof document(s) of previous experience and skills for transfer of credit and course exemption application through APEL(C); or
 - (d) proof document(s) from the MOOC Provider to ensure that the student who registers and completes the MOOC course is the same student.
- (3) For transfer of credit without grade, the application shall be made in the first two (2) semesters of study. The application shall be submitted together with:
 - (a) if the application is based on a qualification(s) that has been successfully obtained, the student must submit a copy of the certificate that has been obtained; or
 - (b) if the student has not successfully completed his study, he must at least have taken the relevant course successfully and submit an examination result slip or a partial academic transcript for the previous study programme.
- (4) Application received after the fourth week of the Normal Semester will be considered in the subsequent semester.

9. PROCESS OF APPLICATION FOR TRANSFER OF CREDIT AND COURSE EXEMPTION AT RC LEVEL

(1) Application for Consideration by the Committee at RC Level

- (a) Application for transfer of credit and course exemption shall be examined and considered by a committee at RC level before being submitted for consideration by the *Jawatankuasa Induk Kurikulum (JKIK)*.
- (b) The review and recommendation process at the RC level needs to take into account the following matters:
 - (i) administrative staff review student application.
 - (ii) The student has made the prescribed payment by submitting proof of payment.
 - (iii) The course applied for meets the requirements set out in the Regulations of Universiti Malaya according to the level of study concerned and/or the *Buku Panduan Pelajar – Permohonan Pindahan Kredit APEL(C)*, UM.
 - (iv) The recommendation by the RC for a course that does not meet the set equivalency method must have a strong justification and take into account the details of the course mapping for the course which has been made equivalent.
 - (v) The recommendation by the RC for a course that has less than the credit value offered by the University must have a strong justification and take into account the details of the notional hours that have been made equivalent for the course.
- (c) Course Equivalency Method for Formal Learning
 - (i) Transfer of credit shall be based on the mapping of course(s) that has been taken previously with the course(s) offered at the University (*subject to subject mapping*).
 - (ii) Course mapping process may be based on one (1) course or a combination of several courses that have been taken previously. However, a course(s) that has been taken previously may only be used once for the purpose of transferring course credits at the University.
 - (iii) The method of course mapping shall take into account the overlapping of the following aspects (in order of priority):
 - (A) Course content (70%)
 - (B) CLO/Course Objective (30%)
 - (C) Level of Difficulty (if any)
 - (D) Currency of knowledge for a programme is five (5) years.
 - (iv) Template for course mapping and rubrics mapping are as provided in Appendix D.

(d) Grade Equivalency Method for Formal Learning

Marks or grade or grade point obtained by student will be made equivalent with the University's grading scheme.

Failed course(s) based on external IPT grading scheme will not be considered for transfer of credit.

(e) Transfer of credit through APEL(C) shall be based on the following process:

- (i) Deputy Dean (TD) shall identify and appoint an Advisor to consider APEL(C) application at RC.

Note: The Guide for Advisors for transfer of credit without grade through APEL(C) is as in Annex 1.

- (ii) Advisor and student discuss APEL(C) process and procedure. The following form must be completed by the student:

- Advisor-Student Meeting
- Self-Assessment for Accreditation of Prior Experiential Learning for Credit Award.

- (iii) TD shall identify and the Head of RC appoints a Panel of Assessors [Subject Matter Expert (SME)] and Assessors to assess the student's application recommended by the Advisor. The date, type and criteria of evaluation must be determined in advance.

- Application Form for Accreditation of Prior Experiential Learning for Credit Award.

Note: The Guide for Panel of Assessors for transfer of credit without grade through APEL(C) is as in Annex 2.

- (iv) Panel of Assessors shall perform the assessment based on the date, type and assessment criteria identified.

- (v) TD shall identify and the Head of RC appoints a Moderator to facilitate the assessment instrument so that it is appropriate to the level of study and learning outcomes of the course and ensure the scoring process made by the Panel of Assessors is consistent and fair.

Note: The Guide for Moderators for transfer of credit without grade through APEL(C) is as in Annex 3.

- (vi) Panel of Assessors submits the results of the assessment session that has been conducted to the TD's office through the following form:

- Result of APEL(C) Assessment by Portfolio, and/or
 - Result of APEL(C) Assessment Challenge Test.
- (vii) TD presents the result of the Panel of Assessors for consideration by the committee at RC level.
- (viii) TD submits the RC committee's recommendation to the Academic Strategic Planning Centre (ASP Centre) for JKIK's consideration.

Summary of the application process through APEL(C) is as in Appendix E.

- (f) Applications for transfer of credit and course exemption recommended by RC's special committee shall be submitted to the Academic Planning and Monitoring Unit (UPPA), ASP Centre for consideration by JKIK and the Senate. The application shall be submitted together with the following documents:
- (i) one (1) hardcopy and softcopy of the paperwork for JKIK meeting. The paperwork shall contain the following:
- (A) List of recommended courses to be recognised for the purpose of credit transfer or course exemption to replace courses at the University;
- (B) Conversion table that shows the comparison of scores and grades between UA or external IPT and the University. The conversion table must be included with the proposed grade transfer for recommended courses;
- (C) Application form for transfer of credit.
- (aa) For transfer of credit with grade application and application to record a course in the academic transcript, RC needs to recommend the grade for each course.
- For transfer of credit without grade application, grade K or CT(APEL) will be given; and/or
- (bb) Application form for course exemption.
- For this application, RC does not need to recommend any grade. Student will be given K1.
- (D) Details of equivalent notional hours if RC recommends a course where the credit value is less than the credit value offered by the University.
- (ii) Copies of relevant course academic transcripts for transfer of credit or course exemption application or documents proving prior experience

and skills for transfer of credit application through APEL(C).

- (iii) A copy of the certificate that has been obtained for credit transfer application of the student who has completed his studies.
- (iv) A copy of the exam result or partial transcript for credit transfer application of the student who has not completed his studies.
- (v) A copy of the course syllabus, grading scheme and other relevant documents.

The format of the paperwork for the JKIK meeting is as in Appendix F.

(2) Application Managed at RC Administratively

Application for transfer of credit for formal learning may be administratively managed for the following cases:

- (a) Courses that have been approved by the Senate for the purpose of credit transfer and/or course exemption within five (5) years of Senate approval (based on 'year').

Example: Courses approved by the Senate on 26.10.2017 may be managed at RC administratively until 31 December 2022.

Note: For courses that have been approved transfer of credit and course exemption by the Senate before Semester I, Session 2017/2018, only courses with an overlap of 80% and above may be managed by RC administratively.

- (b) Courses that have the same code, title and credit for the case of changing programme of study. These courses include KELF/SHE and University Courses.

For application from student who changes programme of study from one RC to another RC, transfer of credit application for University Courses or Core Courses must be managed by the RC that accepts the student.

10. PROCESS OF APPLICATION FOR TRANSFER OF CREDIT AND COURSE EXEMPTION AT CENTRAL LEVEL

Applications for transfer of credit and course exemption submitted by RC will be processed as follows:

(1) Academic Planning and Monitoring Unit, ASP Centre

- (a) To review the RC's recommendation and notify any improvements/corrections (if necessary).
- (b) To manage JKIK meetings.
- (c) To submit an application that is considered by JKIK for Senate's decision

- (d) To enter course information that uses external university codes into online system. A UM code will be created if the course code exceeds eight (8) characters.
- (e) To submit student applications that have been approved by the Senate to the Academic Services and Administration Centre (AASC) for online system update.
- (f) To notify the application results to student and Head of RC. Courses that have been approved for transfer of credit cannot be withdrawn or re-registered by the student for the purpose of improving CGPA.

(2) Division of Admission and Registration (SKP), AASC

- (a) To enter credit transfer approved course offered information and/or course exemption in the Course Offered and Timetable screen.
- (b) To enter course in the student Registration screen. The status of courses approved for transfer of credit without grade will be recorded as K or CT(APEL) and the status of courses approved for course exemption will be recorded as K1.

(3) Division of Examination and Graduation (SPP), AASC

- (a) To enter course grades that have been approved by the Senate.
- (b) To generate examination results for student of the programme concerned which would be brought into the Examination Committee meeting by RC.

11. NOTIFICATION OF RESULTS TO STUDENTS

(1) Application Managed For Senate's Approval

Notification letter to students will be issued by UPPA, ASP Centre and copied to:

- (a) AASC for updating of student records in the online system; and
- (b) Head of RC for record in student file

(2) Application Managed at RC Administratively

Notification letter to students will be issued by Head of RC and copied to the AASC Director:

12. APPENDICES

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|-----|--|------------|
| (1) | Application Form for Transfer of Credit With/Without Grade | Appendix A |
| (2) | Application Form for Course Exemption | Appendix B |
| (3) | <i>Buku Panduan Pelajar – Permohonan Pemindahan Kredit APEL(C)</i> | Appendix C |
| (4) | Template for Course Mapping and Rubrics Mapping | Appendix D |
| (5) | Summary of the application process through APEL(C) | Appendix E |
| (6) | Format of Paperwork for JKIK Meeting | Appendix F |

Amendments approved by the Senate on: 24.02.2022



UNIVERSITI MALAYA GUIDE FOR ADVISORS FOR TRANSFER OF CREDIT WITHOUT GRADE THROUGH APEL(C)

1. INTRODUCTION

This Universiti Malaya Guide for Advisors for Transfer of Credit Without Grade Through Accreditation of Prior Experiential Learning for Credit Award [APEL(C)] is provided as a reference to the Advisors appointed by RC in the management of student applications for APEL(C).

2. PURPOSE

The purpose of this guide is to guide the Advisors in managing the student's initial application for APEL(C).

3. DEFINITION

Advisors are Heads of Department or Programme Coordinators or academic staff who are responsible for advising students who apply for credit transfer without grade through APEL(C) of a certain field/discipline. Advisors who assess a student's APEL(C) application are not allowed to act as a assessment panel member at the same time for the same student.

4. REFERENCE DOCUMENTS

- (1) Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Credit Award [APEL(C)], MQA (latest version);
- (2) Rules and Regulations of Universiti Malaya for all levels of study (latest version);

5. ABBREVIATIONS

APEL(C)	Accreditation Prior Experiential Learning For Credit Award
RC	Responsibility Centre
SME	Subject Matter Expert
TD	Deputy Dean (Postgraduate / Undergraduate)

6. RESPONSIBILITIES

- (1) To support the principle(s) and benefit(s) of APEL(C).
- (2) To demonstrate an open attitude towards alternative assessments to

traditional and behavioral assessments.

- (3) To encourage variety of assessments of APEL(C).
- (4) To provide students with clear, consistent and accurate advice on APEL(C) application and assessment procedures.
- (5) To identify courses from the relevant programme of study that can be applied for credit transfer by students.
- (6) To help students identify their knowledge, experience and skills.
- (7) To assist students in providing sufficient supporting documentation or evidence for credit transfer application through APEL(C).
- (8) To give students an understanding that the APEL(C) application is not an easy choice and it requires high confidence and effort of the individual. If the student has been fully informed of the APEL(C) process and requirements, the student will be able to assess whether they should take the course through regular course registration or apply for credit transfer without grade through APEL(C).
- (9) To determine the APEL(C) assessment that best suits the nature and learning outcomes of the course with the type of student learning experience.

7. WORK PROCESS

The advisor shall carry out as follows:

- (1) Informs the TD's office of the appropriate date to hold the meeting (not exceeding 5 days from the date of receipt of the student application form). This meeting is to discuss informal and non-formal learning experiences of the student with regards to the related courses.
- (2) Once the discussion with the student is over, complete the Advisor-Student Meeting form.
- (3) If the application is justified, the student is advised to carry out a self-assessment and complete the Self-Assessment Form for the Accreditation Prior Experiential Learning For Credit Award. Helps the student provide supporting evidence, the implementation of self-assessment as well as methods to identify the level of achievement of course learning outcomes.
- (4) Examines the Self-Assessment Form for the Accreditation Prior Experiential Learning For Credit Award by the student.
- (5) Considers whether the student's application is eligible to be recommended or otherwise. Completes the second part (for office use) of the student self-assessment form and return the form to the TD's office within the specified duration. Official notification to the student will be managed by the TD's office.

 UNIVERSITI MALAYA	UNIVERSITI MALAYA GUIDE FOR PANEL OF ASSESSORS FOR TRANSFER OF CREDIT WITHOUT GRADE THROUGH APEL(C)
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1. INTRODUCTION

This Universiti Malaya Guide For Panel of Assessors For Transfer of Credit Without Grade Through Accreditation of Prior Experiential Learning for Credit Award [APEL(C)] is provided as a reference to the Panel of Assessors appointed by the Head of RC in managing the application submitted by students.

2. PURPOSE

This purpose of this guide is to:

- (1) explain the duties and responsibilities of the Panel of Assessors when considering student's applications for APEL(C). The process of Assessment for APEL(C) applications involves determining whether the applicant has achieved the minimum course learning outcome (CLO) criteria for the course applied for. This determination is carried out with a careful assessment of the evidence and documents as well as the student's performance in the given assignment, and
- (2) create uniformity in the implementation of the assessment process in all Academic RCs.

3. REFERENCE DOCUMENTS

- (1) Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Credit Award [APEL(C)], MQA (latest version);
- (2) Rules and Regulations of Universiti Malaya for all levels of study (latest version);

4. DEFINITION

The Panel of Assessors appointed by the Head of RC consists of at least two (2) academic staff members of which one of the panel members is a Subject Matter Expert. The Head of Academic RC is responsible for appointing a Panel of Assessors to assess applications for transfer of credit without grade through APEL(C) received in a particular semester.

(1) **Subject Matter Experts (SMEs)**

Staff whose field of expertise is the same as the course applied for. The relevant course lecturers or other lecturers/experts whether from within or outside of RC/University/Industry can be appointed as SMEs.

(2) **Assessors**

Staff whose field of expertise is the same or almost the same as the course applied for by the student—to assist SMEs in assessment.

5. ABBREVIATIONS

APEL (C)	Accreditation Prior Experiential Learning For Credit Award
RC	Responsibility Centre
SME	Subject Matter Expert
TD	Deputy Dean/Deputy Director of Undergraduate/Postgraduate
GGP	Guideline to Good Practices: Accreditation of Prior Experiential Learning for Credit Award [APEL (C)], Malaysian Qualifications Agency (latest version)
CLO	Course Learning Outcome

6. DUTIES AND RESPONSIBILITIES OF PANEL OF ASSESSORS

- (1) Deals with the APEL(C) Advisors at RC regarding student's application and determines the type and criteria of student assessment within a maximum duration of ten (10) working days from the date the student's application is received.
- (2) Provides assessment instruments, scoring schemes and rubrics that are appropriate and consistent with the level, content and learning outcomes of the course. Examples of CLO mapping with evaluation types and evaluation criteria are as in References A, B, C, D, E and F.
- (3) For portfolio assessment, decisions shall be made based on authentic evidence/official documents of student learning that are compatible with course learning outcomes.
- (4) The process of assessment must be carried authentically, transparently, and fairly.

7. ASSESSMENT PROCESS

- (1) The student is required to sit for either the Challenge Test or Portfolio or any other form of assessment determined depending on the requirements of the course and on the advice of the APEL(C) Advisor at RC. The Panel of Assessors may, for reasonable reasons, suggest a mode of assessment that may differ from those recommended by the Advisor.

(Senate's Approval 24.06.2021)

(a) Challenge Test

The Challenge Test assessment mode can be set in various forms such as written tests, oral tests, product production, software, manuscripts, assignments, musical performances/scores and so on.

The Panel of Assessors needs to prepare a grading scheme and/or assessment rubrics to ensure that the process of assessment is fair and comprehensive.

(b) Portfolio

This assessment mode incorporates documents that contain evidence of the student's prior experiential learning.

A compilation of relevant documents must be prepared by the student to prove that the knowledge and skills available can meet the learning outcomes of the course.

The Panel of Assessors needs to prepare a grading scheme and/or assessment rubrics (example as in Reference E) to ensure that the process of assessment is fair and comprehensive

Templates for portfolio can be prepared by RC based on examples in GGP: APEL(C).

- (2) The condition of approval of the evaluation mode of assessment for student credit transfer is the achievement of at least **50%** of **each** of the learning outcomes of the course or the conditions set by the evaluation panel of assessors for the course.

(Senate's Approval 24.06.2021)

8. WORK PROCESS

The Panel of Assessors shall carry out as follows:

- (1) The Evaluation Panel of Assessors determines the type of assessment taking into account the recommendations from the Advisor and informs the type of assessment that will be carried out to the RC's TD.

- (2) The Panel of Assessors provides assessment instruments, grading schemes and rubrics that are appropriate and consistent with the level, content and learning outcomes of the course.
- (3) The Panel of Assessors submits assessment instruments, grading schemes and rubrics to the TD's Office to be moderated by the Moderator.
- (4) The Panel of Assessors receives the Moderator's feedback from the TD's Office for follow-up.
- (5) The RC's TD informs the student of the date, type and criteria of assessment.
- (6) The Panel of Assessors carries out the assessment based on the assessment criteria.
- (7) The Panel of Assessors submits the student assessment results to the Moderator and takes follow-up action if necessary.
- (8) The Panel of Assessors completes the assessment in the Application Form for Accreditation Prior Experiential Learning For Credit Award and submits to the TD RC's TD within a duration of not more than ten (10) working days from the date the student's application is received.

 UNIVERSITI MALAYA	UNIVERSITI MALAYA GUIDE FOR MODERATORS FOR TRANSFER OF CREDIT WITHOUT GRADE THROUGH APEL(C)
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1. INTRODUCTION

This Universiti Malaya Guide For Moderators For Transfer of Credit Without Grade Through Accreditation of Prior Experiential Learning for Credit Award [APEL(C)] is provided as a reference to the Moderators appointed by the Head of RC.

2. PURPOSE

The purpose of this guide is to explain the Moderator's duties and responsibilities in the checking of assessment instruments, as well as ensuring consistency and accuracy in the process of assessment.

3. REFERENCE DOCUMENT

- (1) Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Credit Award [APEL(C)], MQA (latest version)

4. DEFINITION

A Moderator is an academic staff member with expertise in the related field of study.

5. ABBREVIATIONS

APEL(C)	Accreditation Prior Experiential Learning For Credit Award
RC	Responsibility Centre
TD	Deputy Dean/Deputy Director of Undergraduate/Postgraduate
GGP	Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Credit Award [APEL (C)], Malaysian Qualifications Agency (latest version)
CLO	Course Learning Outcome

6. DUTIES AND RESPONSIBILITIES OF MODERATOR

- (1) Deals with TD and the APEL(C) Panel of Assessors of the students concerned to ensure that the assessment instruments, scoring schemes and rubrics developed are in line with the level of study and the content and learning outcomes of the course (CLO).
- (2) Feedback regarding the assessment instruments, grading schemes and rubrics developed must be submitted to the Panel of Assessors through the TD's Office within three (3) working days from the date of receipt of the information.
- (3) Ensures the student assessment scoring process by the Panel of Assessors is consistent and accurate.

7. WORK PROCESS

The Moderator shall carry out as follows:

- (1) Assesses the assessment instruments, grading schemes and rubrics so that they are appropriate and consistent with the level, content and learning outcomes of the course.
- (2) If the assessment instruments, grading schemes and rubrics are appropriate, inform the TD's Office.
- (3) Once the student's assessment is completed by the Panel of Assessors, check to ensure the assessment is consistent and accurate. Provide feedback to the Panel of Assessors.

Proposed types of Assessment/Validation

Types of Assessment/Validation	Description	Advantages	Constraints
I. WRITTEN TEST			
Multiple Choice	Learners select the appropriate answer from several possible responses.	Efficient and reliable. Allows a wide content sampling. Many items can be administered during a limited time period.	Question construction can be difficult and time consuming. May encourage guessing.
True or False	Learners state whether statements are true or false.	Easy to administer and score.	A multiple choice question requires recognition of a pre-constructed response. A true or false question has a 50% chance score unless adjusted. Moreover, facts may not be categorically true or false.
Matching	Learners select a second statement that best complements each presented statement.	Scoring is objective. Measures knowledge keyed to specific learning outcomes and competencies.	Not appropriate for higher level thinking, performance or attitudinal outcomes.
Fill-in-the-blanks	Learners complete phrases or sentences by filling in the blanks.	Can be written to test all levels of the cognitive taxonomy.	
Short Answer	Learners provide short answers to questions or complete the given sentences.	Requires recollection of correct answer. Relatively easy to construct. Guessing is minimised. Allows wide sampling of content. Tests learners' ability to organise, compose and write rather than merely recognise or recall.	Difficult to score. Tends to emphasise factual knowledge, rather than higher thinking skills, performance or attitudes.
Essay	Learners respond to questions or directions by organising and writing an answer.	Easy to prepare. Learners use their own words.	Testing is limited to a narrow sampling or content. May encourage 'padding'.

Types of Assessment/ Validation	Description	Advantages	Constraints
		<p>Measures complex cognitive learning.</p> <p>Eliminates guessing.</p>	<p>Difficult to evaluate objectively or achieve reliability in scoring and requires good scoring guides, model answers and clear criteria.</p> <p>Favours learners with high level language skills.</p>
Situation-based problem solving	Learners organise and write responses to problems usually presented in a real-life context.	<p>Able to measure complex, cognitive learning.</p> <p>Learners use their own words.</p> <p>Relates learning to real world situations.</p> <p>May test several competencies at once.</p>	<p>Time-consuming and difficult to construct.</p> <p>Difficult to score reliably and requires good scoring guides.</p> <p>May reduce the range of content that can be sampled.</p>
II. ORAL EXAMINATION			
Structured oral test	<p>Learners respond to pre-set questions (and answers).</p> <p>Notes are kept on responses.</p>	<p>Tends to be more reliable than an unstructured oral test.</p> <p>Provides direct assessment of specific knowledge and skills.</p>	<p>Less personal.</p> <p>Requires training in interviewing skills and rating scales.</p> <p>May cause learner anxiety.</p> <p>May favour learners with strong speaking skills.</p>
One-to-one interview	A face-to-face interview during which questions may flow from learners' responses.	<p>Allows for a more complete assessment than pre-set questions.</p> <p>Useful in combination with portfolio assessment.</p>	Requires training in interviewing skills and rating scales.
Panel interview	Learners are interviewed by several examiners.	Moderate subjectivity.	<p>Costly to construct.</p> <p>Group process must be planned.</p>

Types of Assessment/ Validation	Description	Advantages	Constraints
III. PERFORMANCE ASSESSMENTS			
Simulation (Objective structured clinical examination, OSCE)	Learners perform in a real life situation.	Provides 'controlled' sample of real life and work activity. Allows for testing of complex integrated skills.	Requires clear criteria and standardised test conditions. May be costly.
Presentation	Learners verbally present learning.	Provides learner control over demonstration.	Depends on learners' confidence.
Skills demonstration	Learners physically present learning.	Clear demonstration of skills level and problem-solving ability in relevant contexts. Excellent for measuring application and synthesis levels of the taxonomy.	Can be costly and time consuming.
Role play	Learners take on roles to simulate a problem.	Practical – replicating 'real world' skills as much as possible.	Group work may not be a fair assessment of individual ability. Can create performance pressure unrelated to skills being assessed.
Observation	Observer assesses learners' behaviour in a natural setting. Assessment criteria are set in advance.	Opportunity to observe the real practice context. Often more comfortable for learners rather than simulation. Allows for collaboration with other peers/employees.	Complicated to set up. Can be time consuming and costly. A rating sheet is critical to prevent unfair test conditions. Can involve unplanned, uncontrolled events.
IV. PRODUCT ASSESSMENTS			
Work sample	Work samples are provided by learners.	Provides a real life context. Direct, practical and learner-centered. Useful when knowledge and skills are difficult to observe during product creation.	A rating sheet is critical to prevent unfair test conditions. Does not allow for process observation.

Types of Assessment/ Validation	Description	Advantages	Constraints
Portfolio or evidence collection	An organised collection of materials that present and verify skills and knowledge acquired experientially.	Enables reflection on learning. May demonstrate cross-cutting knowledge and skills.	May require supplementary interviews. Requires advising services. May favour learners with strong writing skills. Requires assessor training.
Self-evaluation	Learners respond in writing to criteria set for evaluating their learning.	Uses critical reflection. Can be used in conjunction with other methods. Congruent with adult education philosophy.	May not be appropriate for use as the only assessment method. May favour learners with strong writing skills.
External training programme review	Assessment of workplace and occupational training programmes or academic equivalency and credits.	Eliminates assessment of individual achievements based on successful programme completion. Essentially credit transfer.	Can be costly. Training programmes often do not have sufficient structure to justify academic credits.

Example of Mapping of CLOs with Type of Assessment and Marking Criteria

Course Learning Outcome (CLO)	Type of Assessment & Question	Assessment Criteria
<p>CLO 1 Evaluate past studies related to use of technology in science education</p> <p>Taxonomy Level: [C5, A4]</p>	<p>Assessment: <i>Written Test & Oral Test</i></p> <p>Question: Based on the given scenario, how do you think it has influenced the learning of science at school level?</p>	<p>1. Marking Scheme 2. Rubric on Communication Skill and knowledge acquisition</p>
<p>CLO 2 Apply knowledge and skills in adopting resources, process, and systems based on new and emerging innovations in computer and information technology for science teaching</p> <p>Taxonomy Level: [C4, P3, A4]</p>	<p>Assessment: Portfolio</p> <p>Example: Collection of sample projects / work assignments related to the use of ICT in science education.</p>	<p>1. Rubric for assessment:</p>
<p>CLO 3 Apply learning theories and instructional design theories /models in designing effective science instructional materials</p> <p>Taxonomy Level: [C6, P4, A4]</p>	<p>Assessment: Product Assessment</p> <p>Example: Product can be in the form of reports, as well as artefacts such as apps, courseware, and electronic database.</p>	<p>1. Rubric for assessment:</p>

Keputusan Penilaian APEL(C) secara *Challenge Test*
Result of APEL (C) Assessment by Challenge Test

Akademi/Fakulti/Institut/Pusat :
 (Academy/Faculty/Institute/Centre)
 Nama Program :
 (Name of Programme)
 Tajuk Kursus (Course Title) :
 Kod Kursus (Course Code) :
 Nama Calon :
 (Name of candidate)
 No. Matrik (Matric No.) :

Hasil Pembelajaran Kursus (CLO)# Course Learning Outcome (CLO)#	Kaedah Penilaian dan Soalan* Type of Assessment and Question*	Markah yang diperuntukkan Allocated Marks	Markah yang diperolehi Marks obtained
CLO 1			
CLO 2			
CLO 3			
CLO 4			

Nama Penilai:
 Name of Assesor: _____

Tarikh Penilaian dilaksanakan:
 Date of Assessment: _____

Tempat Penilaian (jika berkenaan):
 Venue of Assessment (if applicable): _____

Tanda Tangan:
 Signature: _____

Tarikh:
 Date: _____

CLO perlu sama dengan yang tertera dalam Proforma Kursus

* Skema pemarkahan / rubrik perlu disertakan.

**BORANG PENYERAHAN PORTFOLIO UNTUK PERMOHONAN APEL(C)
PORTFOLIO SUBMISSION FORM FOR APEL (C) APPLICATION**

BUTIRAN PERIBADI (PERSONAL PARTICULARS)

Nama (Name) :

No. Matrik (Matric No.) :

Akademi/Fakulti/Institut/Pusat
(Academy/Faculty/Institute/Centre) :

Nama Program (Name of Programme) :

MAKLUMAT KURSUS (COURSE DETAILS)

Tajuk Kursus (Course Title)			
Kod Kursus (Course Code)			
Sinopsis Kursus (Course Synopsis)			
Hasil Pembelajaran Kursus [Course Learning Outcome (CLO)]	Pernyataan Pembelajaran (Learning Statements)	Asal/Sumber Pembelajaran (Origin/Source of Learning)	Dokumen Sokongan* (Supporting Documentation*)
1. CLO 1			
2. CLO 2			
3. CLO 3			

Saya mengesahkan bahawa semua maklumat/dokumen* yang dikemukakan untuk menyokong permohonan ini adalah sahih, benar dan tepat. Saya memahami sepenuhnya bahawa Universiti Malaya mempunyai hak untuk menolak permohonan saya sekiranya terbukti sebaliknya. (*I hereby declare that all the information/documents* provided to support this application are authentic, true and accurate. I fully understand that University of Malaya reserves the right to reject this application if proven otherwise.*)

Nama (Name):

Tarikh (Date):

*Senarai dokumen sokongan yang boleh diterima (*List of accepted supporting documents*):

Sijil dan Diploma yang disahkan benar, rakaman video, surat sokongan dan kenyataan dari badan yang berkaitan, bahan akhbar, gambar, artifak yang berkaitan, akuan berkanun, penerbitan akademik, skor muzik, hak cipta dan paten. (*Certified true copies of Certificates, Diplomas, video recordings, referral letters, and statements from relevant bodies, press material, pictures, relevant artefacts, statutory declaration, academic publication, music scores, copyright and patents.*)

Keputusan Penilaian APEL(C) secara Portfolio
Result of APEL (C) Assessmet by Portfolio

Akademi/Fakulti/Institut/Pusat :
 (Academy/Faculty/Institute/Centre)
 Nama Program (Name of Programme) :
 Tajuk Kursus (Course Title) :
 Kod Kursus (Course Code) :
 Nama Calon (Name of Candidate) :
 No. Matrik (Matric No.) :

	Pernyataan Pembelajaran Learning Statements	Punca / Sumber Pembelajaran Origin / Source of Learning	Dokumen Sokongan Supporting Documentation	Pencapaian Hasil Pembelajaran Kursus (CLO) Achievement of Course Learning Outcome (CLO)
Rubrik Penilaian Assessment Rubric	<p><50% - Pernyataan calon tidak menggambarkan kefahaman kepada CLO dan tidak mencukupi bagi menunjukkan pencapaian CLO. <50% - <i>The candidate statements do not communicate his/her understanding of the CLO and inadequate to reflect achievement of CLO.</i></p>	<p><50% - Sumber pembelajaran daripada organisasi atau pakar yang disenaraikan tidak ternama atau tidak dipercayai dalam bidang berkenaan. Dokumentasi yang diberi tidak menunjukkan kerja asli calon. <50% - <i>Non reputable or reliable listed sources of learning organizations or experts in the relevant field. Documentation provided does not reflect his/her original work.</i></p>	<p><50% Dokumen yang diberi tidak mencukupi atau tidak disahkan atau tidak berkenaan. Tiada dokumen sokongan asal diberi (jika diperlukan). <50% - <i>Insufficient or non-certified or invalid or not relevant documents. Absence of original supporting documents (if needed).</i></p>	<p><50% Secara keseluruhan, portfolio tidak mencukupi/ tidak menunjukkan kefahaman atau penguasaan bagi CLO ini. <50% <i>Overall, the portfolio does not show/inadequate understanding or mastery of the CLO.</i></p>
	<p>≥50% - Pernyataan calon menggambarkan kefahaman kepada CLO dan mencukupi bagi menunjukkan pencapaian CLO. ≥50% - <i>The candidate statements communicate his/her understanding of the CLO and sufficiently reflect the achievement of CLO.</i></p>	<p><50% - Sumber pembelajaran daripada organisasi atau pakar yang disenaraikan adalah ternama atau dipercayai dalam bidang berkenaan. Dokumentasi yang diberi menunjukkan kerja asli calon. ≥50% - <i>Listed of sources are from reputable or reliable learning organizations or experts in the relevant field. Documentation provided reflect his/her original work</i></p>	<p>≥50% - Dokumen yang diberi mencukupi, sah dan relevan. Dokumen asal dikemukakan (jika diperlukan). ≥50% - <i>Sufficient, valid and relevant documents were included. Availability of original documents (if needed).</i></p>	<p>≥50% Portfolio menunjukkan penguasaan dan kefahaman mendalam bagi CLO ini. ≥50% <i>Overall, the portfolio show a deep mastery and understanding of the CLO.</i></p>

	Pernyataan Pembelajaran Learning Statements	Punca / Sumber Pembelajaran Origin / Source of Learning	Dokumen Sokongan Supporting Documentation	Pencapaian Hasil Pembelajaran Kursus (CLO) Achievement of Course Learning Outcome (CLO)
CLO 1 <pernyataan CLO 1> <statement of CLO 1>	Komen Penilai: Assessor Comment:	Komen Penilai: Assessor Comment:	Komen Penilai: Assessor Comment:	Keputusan: Result:
CLO 2 <pernyataan CLO 2> <statement of CLO 2>	Komen Penilai: Assessor Comment:	Komen Penilai: Assessor Comment:	Komen Penilai: Assessor Comment:	Keputusan: Result:
CLO 3 <pernyataan CLO 3> <statement of CLO 3>	Komen Penilai: Assessor Comment:	Komen Penilai: Assessor Comment:	Komen Penilai: Assessor Comment:	Keputusan: Result:
Ulasan Keseluruhan Overall Comment				Keputusan Akhir: Final Result:

Nama Penilai:
Name of Assesor: _____

Tarikh Penilaian dilaksanakan:
Date of Assessment: _____

Tempat Penilaian (jika berkenaan):
Venue of Assessment (if applicable): _____

Tanda Tangan:
Signature: _____

Tarikh:
Date: _____

ASSESSMENT RUBRIC FOR PORTFOLIO

Course Name:						
Sample of Course Learning Outcomes (CLO)	Scale					
	0 None	1 Poor	2 Fair	3 Average	4 Good	5 Excellent
CLO1:						
CLO1: (Score)						
CLO5:						
CLO5: (Score)						

Note: Learners must achieve at least 50% of each course learning outcome and not as an aggregate of all the course learning outcomes taken together. Each scale in the table carries 20% i.e. Scale 1 (20), Scale 2 (40), Scale 3 (60), Scale 4 (80) and Scale 5 (100).

SAMPLE OF ASSESSMENT RUBRIC FOR PORTFOLIO

Course Name: Business Communication						
Sample of Course Learning Outcomes (CLO)	Scale					
	0 None	1 Poor	2 Fair	3 Average	4 Good	5 Excellent
CLO1: Apply future technology of business communication.	Not shown	Lacks awareness of some available technologies for business communication	Demonstrates awareness of some available technologies for business communication	Demonstrates awareness of the use of available technologies for business communication	Demonstrates the ability to show examples of technology usage in business communication	Demonstrates the ability to compare and propose the best set of technology to be used in business communication
CLO1: (Score)				√		
CLO5: Produce proposals for business reports and various purposes.	Not shown	Unable to describe some elements in a business report	Shows some elements in an acceptable sample of business report	Prepare an acceptable sample of business report	Prepare a good and genuine sample of business report	Prepare a comprehensive sample of business report
CLO5: (Score)				√		

Note: Learners must achieve at least 50% of each course learning outcome and not as an aggregate of all the course learning outcomes taken together. Each scale in the table carries 20% i.e. Scale 1 (20), Scale 2 (40), Scale 3 (60), Scale 4 (80) and Scale 5 (100).