

Integrated Cummulative Grade Point Average

I C G P A

Purata Nilai Gred Kumulatif Bersepadu



The Challenges

who are holistic, have entrepreneurial characteristics and well balanced. This is what we hope to create through iCGPA,"

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"The purpose of iCGPA reporting is to assist in identifying the strength of students as well as improvement needed by them. It would also assist potential employers in determining the suitability of graduates in meeting employment requirements."



YB Dato' Seri Idris Jusoh Minister of Higher Education

YB Datuk Mary Yap Kain Ching Deputy Minister of Higher Education "Besides the subjects taken and results achieved, the students' final reports will also show whether a student is holistic. Through the spider web, we will be able to clearly see the areas which a student has excelled in."

"We always hear comments wanting graduates



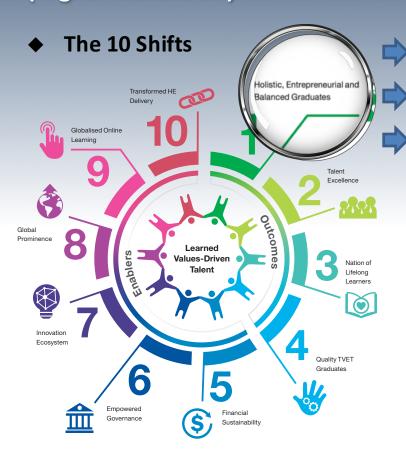
YBhg Dato' Seri Ir. Dr. Zaini Ujang Secretary General of Higher Education



"Using iCGPA, some first-year students at five public universities will be a part of the new iCGPA pilot programme where they will graduate with a complete "report card", detailing not just their subjects and performance but the skills that they have picked up along the way."

YBhg Dato' Prof. Dr. Asma Ismail Director General of Higher Education

Malaysia Education Blueprint 2015-2025 (Higher Education)



This Shift aims to develop holistic, entrepreneurial, and balanced graduates in line with the National Education Philosophy. Such graduates would have relevant disciplinary knowledge and skills (ilmu), ethics and morality (akhlak), along with the appropriate mindsets, behaviors, cultural and civilisational literacy (beradab) to advance them to a high level of personal well-being, and enable them to contribute to the harmony and betterment of the family, society, nation, and global community.

These qualities are reflected by six primary attributes: ethics and spirituality, leadership skills, national identity, language proficiency, thinking skills, and knowledge. The development of students' and graduates' attributes within the six domains is a continuum of their educational process starting from their basic education.

iCGPA: Integrated Assessment and Reporting Mechanism on Student's Performance

iCGPA is an integrated mechanism for assessing and reporting of students' development and performance as well as learning gains of their ethics, knowledge and abilities. The reporting illustrates attainment of attributes outlined in the six student aspirations stipulated in the MEB (HE) as well as the eight domains of learning outcomes listed in the Malaysian Qualifications Framework. It is an integrated assessment mechanism that is aimed to assist various stakeholders in making decisions or planning for improvement. The purpose of this mechanism is to drive development and alignment in curriculum design, delivery and assessment at programme level and at course level focussing on student's learning experience towards development of a holistic and balanced human being.









Student and graduate attributes



Ethics & **Spirituality**



Leadership Skills



National Identity



Language **Proficiency**



Thinking **Skills**



Knowledge

Higher Education

Ethically and morally upright. spiritually grounded, compassionate and caring; appreciates sustainable development and a healthy lifestyle.

Is an effective communicator. competitive, resilient, and confident.

emotionally intelligent and able to work across cultures: is socially responsible,

Has pride in Malaysia and an understanding of Malaysia in relation to the world.

Proficient in Bahasa Melayu and English, and encouraged to learn one additional global language.

Appreciates diverse views. is able to think critically and be innovative, has problem solving initiative, and an entrepreneurial mindset.

Has mastery of own disciplines, is able to harness, connect and apply knowledge learnt, and has an appreciation of culture, arts and Science, Technology, Engineering and Mathematics (STEM)

Preschool To Post-Secondary Education

Possesses solid moral foundation and courage to make right decisions

Has strong communication skills. is entrepreneurial, resilient can lead and work in teams.

Proudly identifies as Malaysian and embraces diversity.

Operationally proficient in at least Bahasa Melayu and English.

Is inquisitive and innovative, can apply and create knowledge and connect to provide solutions

Has mastery of core subjects and general knowledge about the world

AKHLAK (Ethics and Morality)



ILMU (Knowledge and Skills)

Initiative Implementation Roadmap

Strategy A Developing holistic and integrated curriculum

Wave 1 (2015)

- Introduce High Impact Educational Practices (HIEPs) and lessons on experiential learning and entrepreneurial immersion to public and private HLIs
- Initiate development of integrated assessment methodology led by pilot HLIs

Wave 2 (2016-2020)

- Introduce undergraduate 3+1 or 2+2 programmes with off-campus or industry-based learning
- Launch and implement integrated assessment system by HLIs
- Support HLIs in intensifying and community gement efforts
 - Facilitate HLIs in enhancing MPU framework by including generic cross-curricula and liberal arts courses: and
- Encourage enhancements in entrepreneurship programmes, especially practical components

Wave 3 (2021-2025)

- Refine and improve integrated assessment framework across all public and private HLIs
- Review and revise policies and courage and or or ation of 21st guidelines facilitate in skills into HLI curriculum
- Support HLIs in developing integrated curricula

Who Should Benefit from iCGPA?



- Continual monitoring on the effectiveness of institutional ecosystem's contributions towards students' holistic development.
- Holistic improvement of institutional ecosystem in developing holistic students and employable graduates.



Lecturers

Programme Management

- Continual monitoring on the effectiveness and impact of curriculum design and delivery.
- > Intervention programme for students to achieve optimal performance.



Students

- Continual monitoring on development of students' knowledge and skills (ilmu) and ethics and morality (akhlak).
- > Continual improvement on instructional approaches.
- Monitoring development of knowledge and skills (ilmu) and ethics and morality (akhlak), throughout the learning journey.
- Continual improvement through academic and co-curricular activities.
- Assessment of prospective students' competencies at entry level.
- Evaluation to consider potential credit transfers or exemptions.

Education Institutions



- Monitoring the performance of sponsored students and graduates applying for sponsorship.
- Assessment of students' competencies to match job positions offered.

Sponsors



- Holistic screening and assessment for job applications.
- Evaluation of graduates quality for further improvement of academic programmes.

Employers and Industry



- Assessment of prospective students' capabilities for postgraduate programmes by research mode.
- Matching research topics based on students' competencies.
- Assessment of students and achievement of graduates in meeting the nation's educational aspirations.
- Information for future designing of policies and plans of actions.

Supervisors



Policy Makers



Spider Web of Student's Achievement for Report on Competency Development

STATEMENT OF STUDENT ASSESSMENT RESULTS

Note: 1. The student assessment results are governed by the approval from the Senate.

2. In the event of any amendments made to this statement, the Dean's office has to be noticed within fifteen (15) days after release of the student assessment results.

MI	ADIE DANIIAI CITITIONAL
Name:	ARIF DANIAL SHUKRAN

Student Number: A123456 Faculty: FACULTY OF INFORMATION TECHNOLOGY Identity Card Number: 950101-10-3455 Programme: BACHELOR OF COMPUTER SCIENCE (HONS.)

Academic Year: 2015/2016 Semester: 1

NO.	CODE	NAME OF COURSE		CREDIT	GRADE*	GRADE POINT	RESULTS
1	LMA2173	ETHNIC RELATIONS		3	В	3.00	PASS
2	LMB1022	WORKPLACE COMMUNICATION		2	B-	2.67	PASS
3	LMC1621	CO-CURRICULUM 1		1	C+	2.33	PASS
4	LMC2811	CO-CURRICULUM 2		1)	B-	2.67	PASS
5	LMD2253	EMOTION MANAGEMENT		/ 3 /	В	3.00	PASS
6	TTU2983	ADVANCED DATABASES	(3/	B+	3.33	PASS
7	TTK2933	OBJECT-ORIENTED PROGRAMMING		3	/A-/	3.67	PASS
8	TTC2013	HUMAN AND MACHINE RELATIONS		3	B	3.00	PASS

TOTAL GRADE POINT TOTAL CREDIT

CURRENT SEMESTER	58.34	19
SEMESTER IN TOTAL	189/70	58

STUDENT ASSESSMENT RESULTS PASS

OVERALL			PLO-1	0.0-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8
iGPA	3.07	GPA	3.25	3.24	2.77	2.73	2.57	3.14	3.33	-
iCGPA	3.11	CGPA	3.57	3.30	2.48	2.31	2.45	3.04	3.13	2.00

MOF LOD*

PROGRAMME LEARNING OUTCOMES (PLO)

PLO-1 Apply fundamental knowledge based on facts, MQF1 concepts, principles and theories related to

Computer Science.

PLO-2 Demonstrate psychomotor and practical skills in MQF2 solving Computer Science problems.

PLO-3 Demonstrate interpersonal skills and social MQF3 responsibility in applying principles and theories depending on situations.

PLO-4 Demonstrate ethics and professionalism in mQF4 practice that requires compliance to ethics principle and legal aspects.

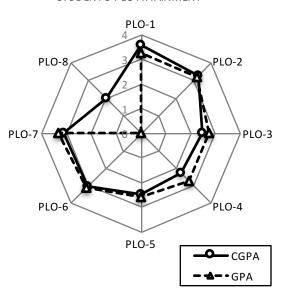
PLO-5 Demonstrate ability to communicate effective and leadership skill among co-workers, clients, employers and general public.

PLO-6 Demonstrate analytical and critical thinking skills MQF6 and use appropriate techniques in solving Computer Science problems.

PLO-7 Possess awareness on the importance of lifelong MQF7 learning and information management skills for academic and career development.

PLO-8 Demonstrate management skills and MQF8 entrepreneurial characteristics in broad perspectives within real business environment.

STUDENT'S PLO ATTAINMENT



^{*}Malaysian Qualifications Framework Learning Outcome Domains (MQF, clause 15, page 4)

Six Steps for Generation of an iCGPA Spider Web

1

Outcome Based Curriculum

•A curriculum comprising of programme learning outcomes and course learning outcomes mapped clearly in a curriculum plan/matrix.

2

Course Assessment Plan

•Development of a course assessment plan that conforms to constructive alignment.

3

Appropriate Assessment Methods

 Measurement of attainment of course learning outcomes using appropriate assessment attributes and rubrics.

4

Grades for Course Learning Outcomes

•Grades are derived from the calculation of assessment marks, assessment weightage and the course credit unit.

5

Grade Point Averages for Programme Learning Outcomes

 Accumulation of grade points for course learning outcomes based on dimensions of programme learning outcomes or the MQF domains.

6

Spider Web for Grade Point Averages of Learning Outcomes

•Generation of spider web for a specific semester based on grade point averages and the cumulative values according to programme learning outcomes or the MQF domain.

For further information, please contact:

Academic Development Management Division
Department of Higher Education
Ministry of Higher Education
Level 4, No.2, Tower 2, Street P5/6, Precinct 5,
62200 W.P. Putrajaya
Tel: 03-88706000

Fax: 03-88706850