How do I implement iCGPA in my class?

Sharing Session
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By:
Associate Professor Dr. Ahmad Mazli Muhammad
Head of Assessment and Evaluation
Academic Affairs Division
Public varsities to implement iCGPA system

By SANDHYA MENON
educate@thestar.com.my

SHAH ALAM: All 20 public universities will implement the Integrated Cumulative Grade Point Average (iCGPA) system for the new semester this year.

“The iCGPA is moving in a positive direction. Not only will we produce academically excellent students but we will produce students who are holistic and balanced,” Higher Education Minister Datuk Seri Idris Jusoh told reporters after launching the rebranding ceremony of PTPL Group of Colleges yesterday at the Management & Science University (MSU).

Under the iCGPA system, students will graduate with a “complete report card” that details not just their performance in tests and their scores, but also other skills and knowledge. These include leadership, communication, entrepreneurship, and social and critical thinking skills, all of which will be displayed in a “spider web” format.

Idris said only five public universities implemented the system when it was introduced last September.

Last month, the minister said all polytechnics will use the iCGPA with one programme at each polytechnic using the grading system.

He added that some private universities had also implemented iCGPA.

Idris, who congratulated PTPL on its rebranding, said it was a step forward for the institution and promised a better future for MSU.

MSU president Prof Tan Sri Dr Mohd Shukri Ab Yajid said the PTPL Group of Colleges would be known as MSU College after its rebranding.

“We intend to make sure PTPL will be part of our internationalisation process.

“We want to refocus our programmes to ensure that MSU College will become a technical and vocational education and training (TVET) component of MSU,” he said.

On another matter, Idris said there had been no reports of students being infected with the Zika virus. He, however, advised them to be careful.

Idris was commenting on Malaysia’s first Zika case after a 58-year-old woman in Bandar Botanic, Klang was suspected to have been infected on Wednesday.
Semua IPTA laksana iCGPA

Sah Alam 1 Sept. - Sistem purata nilai gred keseluruhan berintegrasi (iCGPA) yang diperkenalkan di lima universiti awam pada tahun lalu akan dipraktikkan di kesemua 20 universiti awam seluruh negara, bermula bulan ini.

Menteri Pendidikan Tinggi, Datuk Seri Idris Jusoh berkata, kefasaman yang meningkat berhubung iCGPA dan keberkesanannya dalam melahirkan graduan yang holistik mendorong semua universiti awam menggunakan sistem penilaian itu.

"Kita mahu melahirkan pelajar yang bukan sahaja bagus dari segi akademik tetapi holistik, mempunyai ciri keusahawanan dan seimbang serta mampu berkomunikasi dalam bahasa Inggeris dengan baik.

"Dengan 20 universiti awam melaksanakan iCGPA, kita yakin sistem ini mampu dalam memas
A sentence that can aptly describe iCGPA:

It has taken OBE to the next level
An Overview: The Implementation of iCGPA

1. **Why is it implemented?**
   To produce graduates who are holistic, entrepreneurial and well-balanced and subsequently address GE in MEB 2015-2025 (HE)

2. **How is it implemented?**
   By fine-tuning the constructive alignment of the current OBE curriculum (design, teaching, learning and assessing)

3. **What is the outcome?**
   The reporting of PLO attainment according to the 8 MQF LOD in a radar graph also known as a spider web
Teaching, Learning and Assessing in iCGPA

How different can and will it be?
Cooperative relationship between curriculum designers, managers and implementers (lecturers and academic advisors)
– a conscious and concerted effort

Shared features or qualities of courses
– validating the strengths and weaknesses, vertically and horizontally in the curriculum matrix

Drawing favourable attention and interest from lecturers and students
– mutual understanding and internalising of iCGPA concept
The Curriculum Matrix
EPC460
Language and Communication

Lecturer/Resource Person:
Associate Professor Dr. Ahmad Mazli Muhammad
Introduction of iCGPA To Students

1. Explain MEB 2015-2025 (HE) which states 10 SHIFTS for aspiration of systems and students
2. Give emphasis to the first 4 SHIFTS
3. Describe the PEOs and their relationship with MEB 2015-2025 (HE)
4. Explain the relationship between PEO and PLO
5. Explain the relationship between PLO and 8MQF / 9 MOHE LOD
6. Describe the benefits of iCGPA (internal & external usage)
7. Explain in SIMPLE terms about the taxomony domain (C,P,A) and its relationship to PLO
8. Show a sample of iCGPA report (explain the web)
9. In an informal setting, ask students about their understanding of iCGPA or administer a survey questionnaire
Steps 1 & 2
The Faces of EPC

- Human Resource
- Publishing
- Computer Mediated Service
- Diplomatic Service
- Corporate Service
- Education
- e-Business
- Marketing
- Management
PROGRAMME EDUCATIONAL OBJECTIVES (PEO)
(3 to 5 years after graduation)

<table>
<thead>
<tr>
<th></th>
<th>Demonstrate communicative competence in academic and professional contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Possess the ability to adapt to changes and challenges at the workplace and also function as a leader of a team in national and international projects</td>
</tr>
<tr>
<td>2</td>
<td>Apply managerial, entrepreneurial, knowledge management and life-long learning skills in academic and professional contexts</td>
</tr>
<tr>
<td>MQF LOD</td>
<td>Programme Learning Outcomes (PLO) (upon graduation)</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Ability to acquire fundamental knowledge of Language, Linguistics, Communication and New Media.</td>
</tr>
<tr>
<td>2</td>
<td>Ability to apply skills of Language, Linguistics, Communication and New Media in the workplace.</td>
</tr>
<tr>
<td>3</td>
<td>Ability to apply social skills and be responsible as a member of a multi-disciplinary team.</td>
</tr>
<tr>
<td>4</td>
<td>Ability to develop and adopt academic and professional values and attitude required in different contexts.</td>
</tr>
<tr>
<td>5</td>
<td>Ability to communicate effectively, exhibit leadership and team skills in academic and professional contexts.</td>
</tr>
<tr>
<td>6</td>
<td>Ability to analyze, synthesize and evaluate issues critically and systematically in academic and professional contexts.</td>
</tr>
<tr>
<td>7</td>
<td>Ability to apply information management and life-long learning skills in academic and professional contexts.</td>
</tr>
<tr>
<td>8</td>
<td>Ability to apply managerial and entrepreneurial skills in academic and professional contexts.</td>
</tr>
<tr>
<td>PEO</td>
<td>PLO</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td><strong>PEO1</strong> Demonstrate communicative competence (knowledge and practical skills) <em>(Cognitive and Psychomotor)</em> when managing and solving issues in academic and professional contexts.</td>
<td><strong>PLO1</strong> Ability to acquire fundamental knowledge <em>(Cognitive)</em> of Language, Linguistics, Communication and New Media.</td>
</tr>
<tr>
<td><strong>PLO2</strong> Ability to apply skills <em>(Psychomotor)</em> of Language, Linguistics, Communication and New Media in the workplace.</td>
<td><strong>PLO6</strong> Ability to analyze, synthesize and evaluate issues critically and systematically <em>(Cognitive)</em> in academic and professional contexts.</td>
</tr>
<tr>
<td><strong>PEO2</strong> Possess the ability to adapt to changes and challenges at the workplace and also function as a leader of a team <em>(Affective)</em> in national and international projects.</td>
<td><strong>PLO3</strong> Ability to apply social skills <em>(Affective)</em> and be responsible as a member of a multi-disciplinary team.</td>
</tr>
<tr>
<td><strong>PLO4</strong> Ability to develop and adopt academic and professional values <em>(Affective)</em> and attitude required in different contexts.</td>
<td><strong>PLO5</strong> Ability to communicate effectively, exhibit leadership and team skills <em>(Affective)</em> in academic and professional contexts.</td>
</tr>
<tr>
<td><strong>PEO3</strong> Apply managerial, entrepreneurial, knowledge management and life-long learning skills <em>(Affective)</em> in academic and professional contexts.</td>
<td><strong>PLO7</strong> Ability to apply information management and life-long learning skills <em>(Affective)</em> in academic and professional contexts.</td>
</tr>
<tr>
<td><strong>PLO8</strong> Ability to apply managerial and entrepreneurial skills <em>(Affective)</em> in academic and professional contexts.</td>
<td><strong>8</strong> Managerial and Entrepreneurial Skills <em>(Affective)</em></td>
</tr>
</tbody>
</table>
Step 5: Mapping of PLO to MQF LOD and MEB

At the end of this programme, students will be able to:

<table>
<thead>
<tr>
<th>PLO</th>
<th>Description</th>
<th>MQF LOD</th>
<th>MEB</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td>Acquire and apply knowledge of science and medical imaging Fundamentals to diagnostic radiography field (Knowledge in specific area)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>PLO 2</td>
<td>Demonstrate comprehensive technical competencies in the Medical imaging field (practical skills)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>PLO 3</td>
<td>Utilise critical thinking and clinical reasoning skills to identify, analyse, evaluate and solve problems related to medical imaging and conduct research to enhance knowledge. (Thinking and scientific skills)</td>
<td>✓</td>
<td>✓  ✓</td>
</tr>
<tr>
<td>PLO 4</td>
<td>Communicate effectively both in written and spoken form with The healthcare team and community. (communication skills)</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Malaysian Qualification Framework (MQF) Learning Outcomes:
- Knowledge
- Practical Skills
- Social skills and responsibility
- Ethics, professionalism and humanities
- Communication, teamwork and leadership skills
- Scientific methods, critical thinking and problem solving skills
- Lifelong learning and Information management skills
- Entrepreneurial and managerial skills

Malaysian Education Blueprint (MEB) Higher Education:
- Knowledge
- Thinking Skills
- Language Proficiency
- Ethic and Spirituality
- Leadership Skills
- National Identity
### Course Assessment Plan

<table>
<thead>
<tr>
<th>CLO</th>
<th>PLO/ MQF LOD</th>
<th>TAXONOMY DOMAIN &amp; DEPTH</th>
<th>TEACHING &amp; LEARNING ACTIVITY</th>
<th>TEST</th>
<th>FINAL TEST</th>
<th>VIDEO PROJECT</th>
<th>ROLE PLAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To discuss the principles of language and communication</td>
<td>PLO6</td>
<td>C4</td>
<td>Lecture</td>
<td>20% (written)</td>
<td>30% (written)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To illustrate the dynamics of communication through the use of language</td>
<td>PLO5</td>
<td>A3</td>
<td>Video watch</td>
<td></td>
<td></td>
<td>30% (verbal)</td>
</tr>
<tr>
<td>3</td>
<td>To display communicative competence in appropriate interpersonal communication contexts</td>
<td>PLO5</td>
<td>A4</td>
<td>Simulation Class discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 20% 30% 30% 20%

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**Step 6**
## Evaluation Form

<table>
<thead>
<tr>
<th>Affective Domain</th>
<th>Attributes</th>
<th>Marks</th>
<th>Student’s marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A2 Responding to phenomena</strong></td>
<td>Deliver content clearly</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>(Delivery)</td>
<td>Deliver content effectively</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deliver content confidently</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Utilize non-verbal skills effectively</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improvisation (spontaneous response)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>A4 Organising (Content)</strong></td>
<td>Create appropriate communication context</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create relevant issues</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create effective conflict resolution</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Attribute</td>
<td>Subattribute</td>
<td>Level of Applicability</td>
<td>Very Weak</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>Clear delivery of ideas</td>
<td>All levels of study</td>
<td>Not able to deliver ideas clearly and require major improvements</td>
</tr>
<tr>
<td></td>
<td>Confident delivery of ideas</td>
<td>All levels of study</td>
<td>Not able to deliver ideas confidently</td>
</tr>
<tr>
<td></td>
<td>Effective and articulate delivery of ideas</td>
<td>All levels of study</td>
<td>Not able to deliver ideas effectively</td>
</tr>
</tbody>
</table>
Step 7

Internal Use

Who should benefit 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

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

- Continual monitoring on development of students’ knowledge and skills *(ilmu)* and ethics and morality *(akhlaq)*
- Continual improvement on instructional approaches

- Monitoring development of knowledge and skills *(ilmu)* and ethics and morality *(akhlaq)* throughout the learning journey
- Continual improvement through academic and co-curricular activities
Step 7

**External Use**

- **Education Institution**
  - Assessment of prospective students’ competencies at entry level.
  - Evaluation to consider potential credit transfers or exemptions.

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

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

- **Supervisor**
  - Assessment of prospective students’ capabilities for postgraduate programmes by research mode.
  - Matching research topics based on students’ competencies.

- **Policy Maker**
  - Assessment of students and achievement of graduates in meeting the nation’s educational aspirations.
  - Information for future designing of policies and plans of actions.
Step 8

The Radar Graph aka Spider Web

Sample
Step 9

Survey
Roles of an Academic Advisor

1. Analyse Spider Web
2. Suggest Intervention
The main role of APB

Provide Support

1. Self Access Centre (Mobile Lab)
2. MOOC Modules (Khan Academy)
3. Inter-faculty communication
4. Peer Assistance (Reachout Buddy)
5. HEP-linked Programmes (KACA)
Conclusion

1 The why, how and what of iCGPA
2 The 9 steps of implementing iCGPA in the classroom
3 Framework of implementation
   a. Collegiality
   b. Commonality
   c. Engagement
4 The 4 main documents of iCGPA
   a. 3-column Linear Mapping
   b. Curriculum Matrix
   c. Course Assessment Plan
   d. Rubric sets
5 Intervention and Support
Let’s Make It Happen!
WEEK 1

Course Information
Language and Communication
Basic Principles of Communication
Part 1

Language and Communication