

**GUIDELINES
ON CREDIT
TRANSFER FOR
MOOC**

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Edaran Dalam MOA

FOREWORD

I am pleased to introduce the Guidelines on Credit Transfer for Massive Open Online Courses (MOOC) as a mechanism to recognise learning via MOOC.

This guideline is designed to provide a general guide on credit transfer for Higher Education Providers (HEPs) in accepting students who have completed courses via MOOC. It is established based on the principles of Recognition of Prior Learning (RPL).

It is the spirit of Credit Transfer for MOOC (CTM) to support the Globalised Online Learning (GOL) initiative as highlighted in Shift 9 of the Malaysian Education Blueprint 2015-2025 (Higher Education); namely to recognise MOOC as an avenue for acquisition of learning, to provide recognition through the award of credits and to reduce duplication of learning.

I strongly believe the publication of the guideline is timely as it will benefit the HEPs and the learners, both economically and socially. For learners, their learning acquired via MOOC is recognised and given academic value. As for the HEPs, the MOOC phenomenon will create new interest to relook into their course delivery, teaching and learning models, as well as the policy of student selection and support services. For the Malaysian Qualifications Agency (MQA) and the Ministry of Higher Education (MoHE), the development of this guideline has been challenging as it was never explored before by any authorities at an international level. Hence, Malaysia is the first country in the world to develop a national policy on credit transfer for MOOC.

Finally, I would like to thank all those who contributed to the development of this Guideline on CTM, in particular the panel members (refer to **Appendix A**) and not to forget our external expert, Professor Richard Buckland from University of South Wales, Australia for his views and comments as well as all the other stakeholders from the higher education institutions in Malaysia.

Thank you.

Dato' Prof. Dr. Rujhan bin Mustafa
Chief Executive Officer
Malaysian Qualifications Agency (MQA)
2016

ABBREVIATIONS

1. APEL Accreditation of Prior Experiential Learning
2. APEL(C) Accreditation of Prior Experiential Learning for Credit Award
3. BOOC Big Open Online Courses
4. CGPA Cumulative Grade Point Average
5. CLOs Course Learning Outcomes
6. CQI Continual Quality Improvement
7. CTM Credit Transfer for MOOC
8. DOCC Distributed Online Collaborative Courses
9. GOL Globalised Online Learning
10. GPA Grade Point Average
11. HEP Higher Education Provider
12. MoHE Ministry of Higher Education
13. MOOC Massive Open Online Courses
14. MPU *Mata Pelajaran Umum* (General Education Courses)
15. MQA Malaysian Qualifications Agency
16. MQF Malaysian Qualifications Framework
17. QA Quality Assurance
18. RPL Recognition of Prior Learning
19. SME Subject Matter Expert

1.0 OVERVIEW

1.1 Background

In recent years, both in Malaysia and globally, new online learning models especially Massive Open Online Courses (MOOC) have emerged and modified the education landscape particularly in the context of higher education. Instructors and learners from all over the world can now engage with one another on relevant topics and quality instruction through the MOOC platform. The first MOOC in Malaysia, initiated by Taylor's University in 2013 received overwhelming response and positive feedback from its participants. The phenomenon created a new interest for Higher Education Providers (HEPs) to relook into their course delivery as well as teaching and learning models.

In September 2014, the Ministry of Higher Education (MoHE) launched the first four *Malaysia MOOCs* consisting of first year undergraduate common compulsory courses offered by Universiti Kebangsaan Malaysia (UKM), Universiti Putra Malaysia (UPM), Universiti Teknologi MARA (UiTM) and Universiti Malaysia Sarawak (UNIMAS). This launch is significant as it marks the first foray of Malaysian public universities in MOOC. MoHE is introducing a guideline for the development of quality and international standard MOOC (*Garis Panduan Pembangunan & Penyampaian MOOC Malaysia*) especially in the niche areas where HEPs will be able to achieve global recognition.

The MOOC initiative in Malaysia is prominently highlighted in the Malaysian Education Blueprint 2015-2025 (Higher Education); Shift 9: Globalised Online Learning (GOL). GOL is aimed at enhancing the quality of course-delivery, lowering the cost of delivery, bringing Malaysian expertise to the world, enhancing the branding and visibility of Malaysian HEPs as well as fostering life-long learning among Malaysians.

To achieve the objectives above, a few targets have been set for GOL. Firstly, Malaysian HEPs will collaborate to develop MOOC by leveraging on the expertise available in the respective institutions and establishing mutual recognition of courses.

Secondly, MoHE is committed to enable credit transfer for courses completed by learners via MOOC. This resulted in the development of the Guidelines on Credit Transfer for MOOC (CTM) by Malaysian Qualifications Agency (MQA). The guideline is established based on the underpinning principles of **Recognition of Prior Learning (RPL)**, which provides recognition for learning acquired through formal, informal and non-formal means. In the Malaysian context, RPL is referred to as the Accreditation of Prior Experiential Learning (APEL). MOOC is categorised as non-formal learning. In this guideline, the term CTM will be used to represent Credit Transfer for MOOC.

1.2 Definition of Massive Open Online Courses (MOOC)

MOOC stands for Massive Open Online Courses. As such, it is important to understand the following four terms:

- i. Generally, **massive** is associated with the capacity of the course offered to serve a large number of learners. While the majority of MOOC has had only a few hundred participants, the number of registered participants in some courses has surpassed 150,000 people.
- ii. In the MOOC context, **open** refers to offering learning experience to a large number of participants globally regardless of their age, location, income, level of education, and ideology without any pre-requisite, or course entrance fees in order to have access to high quality education.
- iii. The term **online** is associated with the accessibility of MOOC from each location of the world through Internet connection to provide synchronous and/or asynchronous interactions between the participants (instructors and learners) and content of the course.
- iv. In higher education, the term **course** is referred to as a unit of teaching. In the context of MOOC, it refers to a structured curriculum which normally consists of the following:
 - a. Course Learning Outcomes (CLOs)
 - b. Course Description/Synopsis
 - c. Course Contents

- d. Learning Activities
- e. Course Duration
- f. Course Assessment

A MOOC is facilitated by at least an instructor whether it is offered as an in-session or a self-paced mode. The course instructor is normally affiliated to an academic institution or organisation.

Besides MOOC, other open online courses [e.g. Big Open Online Courses (BOOC) or Distributed Online Collaborative Courses (DOCC)] can also be considered for CTM subject to the terms and conditions stipulated in this guideline.

1.3 Rationales of the Credit Transfer for MOOC

The rationales of CTM are to:

- i. Support the GOL initiative in relation to MOOC;
- ii. Recognise MOOC as an avenue for acquisition of learning;
- iii. Provide recognition through the award of credits for the participation in MOOC; and
- iv. Reduce duplication of learning.

1.4 Guiding Principles of Credit Transfer for MOOC

The award of credits through the CTM process is given on the basis of **recognising the learning acquired** and not for the experience gained from the MOOC itself. The learning acquired by the individual through MOOC and the credits awarded must be equivalent to the corresponding learning and credit value of the course applied for credit transfer.

In ensuring the integrity and credibility of the assessment system in granting the relevant credits for MOOC, the following criteria **must** be adhered to when awarding credit for MOOC by individuals whether during the course of their formal studies or courses undertaken for personal enrichment prior to their enrolment in HEP.

1.4.1 Authenticity

The applicant must be able to demonstrate through any forms of evidence that the learning acquired is clearly the outcome of his/her own effort. Evidence presented by the applicant must be genuine and valid so that it may be verified by the HEP.

1.4.2 Coverage/Sufficiency/Adequacy

The applicant must be able to demonstrate sufficient breadth and depth of learning acquired through MOOC and must be able to provide supporting evidence of learning. This includes reflection of the achievement on the learning outcomes or competencies of the course applied for credit transfer against the MOOC that was undertaken.

1.4.3 Relevancy

Relevancy is the extent to which the learning acquired through MOOC is consistent or in line with the learning outcomes of the course where credit transfer is applied. This is vital to ensure that the learning is still appropriate at the time of the assessment given that circumstances or content may have changed since the applicant registered for the MOOC.

1.4.4 Currency

Evidence presented by the applicant must reflect his/her competencies/knowledge/skills. The learning acquired through MOOC must comply with current learning outcomes of the relevant courses.

1.4.5 Fairness and Equity

Fairness and equity ensures that the entire process does not advantage or disadvantage the applicants in terms of gender, age and cultural differences. This provides equal advantage to all applicants without

imposing unnecessary demands, which may prevent them from demonstrating the competency/knowledge/skills.

1.5 Purpose and Objectives of this Guideline

This guideline is designed to provide a clear mechanism that can be used by HEPs intending to award credit transfer for MOOC undertaken by prospective or registered students in higher education institutions.

Specifically, the guideline is meant to fulfil the following objectives:

- i. To provide an overview of MOOC and the rationale of CTM by outlining the underpinning principles and requirements for CTM;
- ii. To describe the criteria of awarding credits through CTM, authentication of MOOC credentials and verification of learning attainment;
- iii. To outline the main processes of CTM in terms of application, evaluation, decision on the award of credit transfer for MOOC and appeal;
- iv. To specify the respective roles of stakeholders in the CTM process; and
- v. To outline the mechanisms of quality assurance in CTM.

1.6 Scope of the Guideline

This guideline is developed only for consideration of CTM and other open online courses (e.g. BOOC or DOCC). It is important to note that the **credits awarded for learning acquired through MOOC are for the purpose of credit transfer.**

The credits gained will contribute to the graduation requirement for the respective programme of study.

This guideline **must** be read together with the following documents:

- i. MoHE/MQA Policy on Credit Transfer; and
- ii. Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Credit Award [APEL(C)].

2.0 REQUIREMENT ON CREDIT TRANSFER FOR MOOC

2.1 Level of Programmes

Credit transfer to be awarded for MOOC can only be considered for courses within the programme levels in the Malaysian Qualifications Framework (MQF) as stated in Table 1.

Table 1: Level of Malaysian Qualifications Framework (MQF)

MQF LEVEL	QUALIFICATIONS AWARD
Level 8	Doctoral Degree (Applicable only to coursework or mixed mode programmes)
Level 7	Master's Degree (Applicable only to coursework or mixed mode programmes)
	Postgraduate Diploma
	Postgraduate Certificate
Level 6	Bachelor's Degree
	Graduate Diploma
	Graduate Certificate
Level 5	Advanced Diploma
Level 4	Diploma
Level 3	Certificate

2.2 Conditions for Credit Transfer Eligibility

The following conditions **must** be adhered to in the CTM process:

- i. CTM is only confined to courses in programmes that have obtained accreditation from MQA;
- ii. CTM is only awarded for a specific course applied for. It is not automatically applicable to the pre-requisite (if any) of the said course;
- iii. It is the prerogative of the HEP to determine courses eligible for credit transfer. There is no provision of credit transfer through the CTM process for industrial training/practicum/final year project /dissertation/thesis;
- iv. At the postgraduate level, CTM is only applicable for courses delivered through the coursework or mixed mode programmes;

- v. Courses from programmes that require accreditation from professional bodies can be given CTM, subject to the HEP obtaining approval from the relevant professional bodies;
- vi. Credits awarded for a course through the CTM process should be in full and match with the credit value of the course applied. No partial or block credits will be awarded;
- vii. Credits awarded for a course through the CTM process can be based on the mapping of the CLOs of a single MOOC or a combination of a few MOOC; and
- viii. Courses that have been granted credit transfer through the CTM process will contribute to the total graduating credit requirements but not used in the calculation of Grade Point Average (GPA)/Cumulative Grade Point Average (CGPA) of the programme pursued.

2.3 Course Content Mapping

CTM involves mapping, comparing and evaluating the extent to which the course content of the MOOC/combination of a few MOOC to the course applied for credit transfer (refer to Section 3.1).

2.4 Limit of Credit Transfer

CTM is an integral part of APEL(C). As such, credits awarded through the CTM process shall not exceed 30% of the total graduating credits of a specific programme of study. The maximum limit of credit transfer through CTM based on the various MQF levels is illustrated in Table 2.

Table 2: Maximum Limit of Credit Transfer through the CTM Process

MQF Level		Minimum Graduating Credits*	30% of total graduating credit of a specific programme of study
8	Doctoral Degree (Applicable only to coursework or mixed mode programmes)	Based on the approved credits of the coursework component OR 80	24
7	Master's Degree (Applicable only to coursework or mixed mode programmes)	40	12
	Postgraduate Diploma	30	9
	Postgraduate Certificate	20	6
6	Bachelor's Degree	120	36
	Graduate Diploma	60+6 (MPU**)	20
	Graduate Certificate	30+6 (MPU**)	11
5	Advanced Diploma	40	12
4	Diploma	90	27
3	Certificate	60	18

*The actual credit for graduation for a particular programme may be higher and varies from the minimum graduating credit.

**MPU: *Mata Pelajaran Umum* (General Education Courses)

Note: For Executive Diploma programme, CTM will not be allowed if 30 credits have already been awarded for other informal or non-formal learning through APEL(C).

The credit transfer shall not be counted twice for the various academic qualifications. For instance, the same MOOC that has been granted CTM at diploma level cannot be reconsidered for another program at a higher level. The applicant must declare that he/she has not received any prior credit transfer for the courses applied.

3.0 CRITERIA OF AWARDING CREDIT TRANSFER

To facilitate the consideration of MOOC for credit transfer, the following criteria **must be** adhered to prior to the award of credits. This includes the determination of the quality of MOOC, adequacy of course content and credit equivalency; the authentication of the applicant's identity in MOOC; and verification of learning attainment as shown in **Appendix B**.

3.1 Quality of MOOC, Adequacy of Course Content and Credit Equivalency

To determine the quality and adequacy of course content, the HEPs **must** verify that:

- i. The MOOC is part of a programme accredited by MQA or any international quality assurance agency;

OR

If the MOOC is not part of an accredited programme, it should have the following core elements:

- a. Course Learning Outcomes (CLOs);
- b. Course Description/Course Synopsis;
- c. Course Contents;
- d. Learning Activities;
- e. Course Duration;
- f. Course Assessment;
- g. Course Instructor; and
- h. Course Grade (where available).

AND

- ii. Mapping of course content equivalency of 80% and level of study is established. This may be conducted by comparing the single MOOC or combination of a few MOOC against the course for which credit is applied for based on the following elements:
 - a. Course learning outcomes;

- b. List of topics and/or subtopics; and
- c. Course duration.

AND

- iii. Credit equivalency of a MOOC shall be determined based on the total Student Learning Time (SLT) and this should be made known/declared by the applicant. As a guide, 40 notional learning hours is equivalent to 1 credit.

3.2 Authentication of Applicant's Identity

Having established the adequacy of course content, the next process is the authentication of the applicant's identity. If the applicant can provide evidence of **on-site** verified course completion, then the HEP may proceed to offer credit transfer.

However, if the applicant can only provide evidence of **online** verified course completion, then the HEP may subject the applicant to one or more assessments in order to prove the attainment of learning prior to awarding the transfer of credits.

In cases where an applicant is unable to provide any forms of verified authentication, he/she must produce satisfactory evidence of participation and completion of the MOOC. Ultimately, in this case, the applicant will also be subjected to one or more assessments by the HEP. This is to ensure the authenticity of the applicant's participation in the MOOC and that learning has indeed occurred (refer to Section 4.0).

3.3 Verification of Learning Attainment

In the absence of on-site verified course completion, the HEP **must** assess the learning attained by the applicant. This may be done through several types of assessment. If the outcomes of the assessment are adequate to justify an acceptable level of learning, the HEP may offer the necessary credit transfer (refer to Section 5.0).

4.0 AUTHENTICATION OF MOOC CREDENTIALS

For any CTM to be considered, the applicant **must** provide evidence that he/she is the person who took the MOOC. This is to ensure that the person who registered for and completed the course is the same person.

Once the quality of MOOC applied for transfer and the adequacy of course content and credit equivalency have been ascertained, the next phase is to authenticate the identity of the applicant as the learner in the MOOC (refer to **Appendix B**). The credentials that can be considered for CTM may be in the form of verified and non-verified course completion.

4.1 Verified Course Completion

In verifying that the CTM applicant is the named learner that has successfully completed the MOOC, a document stating the conduct of the course and assessment must be produced by the applicant. Evidence of participation in the MOOC applied for credit transfer should include the MOOC provider's methods of identifying the learner and authentication of learners' identity for assessments submitted. Verification can be done through various means such as face-to-face proctoring, online proctoring, webcam proctoring, learning analytics, keystroke analysis and other biometric authentication techniques.

- i. **On-site Proctoring** - The MOOC with on-site proctoring involves proctored tests at testing centres conducted by the MOOC provider or by a third party. The proctor, who is the person to administer tests or examinations, must be appointed by the MOOC provider, and he/she needs to verify the learner's identity by checking a photo identity document and must ensure academic integrity and examination guidelines. Since the MOOC requires strict authentication process, successful completion of MOOC which require on-site proctoring can automatically be considered for credit transfer, subjected to the approval of the HEP.
- ii. **Online Proctoring** – Verified course completion may also involve online proctoring. Several methods have been adopted such as using software

that requires learners to hold up their identity document to a camera, proctor remotely watching the student, webcams to monitor the room, biometrics to determine identity through fingerprints and so forth. Due to the less rigid process in authenticating the learner by the MOOC provider, the applicant for CTM must be required to undergo further procedures to verify learning attainment (refer to Section 5.0).

4.2 Non-Verified Course Completion

Application for CTM with non-verified credentials of course completion is subjected to verification of learning attainment (refer to Section 5.0). Certifications of non-verified course completion may be in the following forms:

- i. Certificate of Achievement/Accomplishment
- ii. Statement of Accomplishment
- iii. Statement of Participation
- iv. Certificate of Completion
- v. Honour Code Certificate

The above form of the certificates issued by the course provider confirming that the learner has completed the course and assessment requirements are **NOT** sufficient in verifying the identity of the learner who registered for the course and who claims to have completed all assessment requirements.

5.0 VERIFICATION OF LEARNING ATTAINMENT

As shown in **Appendix B**, HEPs are required to conduct assessment to verify learning attainment in cases of unsatisfactory verification of the credentials of the MOOC applied for credit transfer. HEPs have to ensure types of assessment adopted are valid and reliable and must be developed and/or conducted by the subject matter expert (SME).

To assess the attainment of the learning outcomes of the MOOC applied for credit transfer, several types of assessment can be considered for verification.

One or more of the following assessment types can be adopted:

5.1 Oral Assessment

Oral assessment can be conducted either by face-to-face or through other technology mediated modes such as web conferencing. It can be in the form of structured oral test or a one-to-one/panel interview.

5.2 Written Assessment

Written assessment can be conducted on-site or online but must be proctored. To assess attainment of the learning outcomes, the assessment can be in the form of closed or open book.

5.3 Product Assessment

Products/artefacts such as software, drawing, work sample, project, published paper and portfolio can be submitted as evidence of learning attainment. However, HEP **must** authenticate that the products/artefacts are the original work of the applicant either through oral questioning or by requiring the applicant to reproduce the products/artefacts.

5.4 Performance Assessment

Performance assessment may involve demonstration of attainment of skill and knowledge through on-site performances, presentations, role-play or other appropriate demonstrations.

The HEPs if necessary, may adopt other forms of assessments as long as the assessments are valid and reliable. Evidences and results of the assessment must be documented for audit and quality improvement purposes.

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6.0 PROCESS OF CREDIT TRANSFER FOR MOOC

The process of CTM revolves around four main stages; **(i) the application stage, (ii) the evaluation stage, (iii) the decision on the award of credit transfer and (iv) the appeal policy.** To ensure credibility of the CTM process, HEPs **must** ensure that each stage is conducted based on this guideline.

6.1 Application Stage

Applicants may request for CTM at the point of admission into the HEPs or anytime throughout their tenure as registered students in the programme of study. However, students cannot apply CTM for a course that they are currently enrolled in or have completed regardless of its outcome.

To substantiate the application for CTM, the applicant needs to provide a comprehensive portfolio consisting of the following elements (non-exhaustive):

- i. Certificate;
- ii. Course Description;
- iii. Course Learning Outcomes (CLOs);
- iv. Topics;
- v. Learning Activities/Tasks;
- vi. Assignment/Projects/Products;
- vii. Course Assessment such as quizzes, tests; and
- viii. Course Grade (where available).

6.2 Evaluation Stage

Based on the portfolio provided, the HEPs will then conduct a series of evaluation prior to their decision to award the CTM. The first stage of evaluation concerns the MOOC undertaken by the applicant. Here, the HEPs must determine the quality of MOOC, the adequacy of its content and credit equivalency. This is carried out by comparing the content of the MOOC against the course in which the applicant applies for credit transfer. In the event this evaluation is satisfactory, the HEP will then proceed to the second evaluation which concerns the authentication of the applicant's identity.

In the second stage of evaluation, the HEP must verify the authenticity of the applicant undertaking the MOOC. Here, the applicant must provide evidence of his/her participation and completion of the MOOC either through on-site or online verified course completion. However, in cases where there is online verified course completion or non-verified course completion, the HEP must subject the applicant to further assessments to ensure the attainment of learning by the said applicant.

The third stage of evaluation involves the verification of learning attained by the applicant. In this stage, the HEP must assess the learning attained by the applicant through one or more assessment types. The assessment of learning **must** be based on the CLOs.

6.3 Decision on the Award of Credit Transfer for MOOC

The decision to award CTM or otherwise would depend on the outcome of the evaluation(s). If the applicant performs satisfactorily in the assessment, then the HEP would award the applicant with the CTM. However, in the event, the applicant did not perform satisfactorily in the assessment(s); no credits shall be awarded. The endorsement of the CTM awarded should be made through the senate/highest governing academic body at the respective HEPs.

6.4 Appeal Policy

Applicant may appeal the credit transfer decision by the HEP. In such a case, the existing credit transfer appeal policy of the HEP shall apply. The decision of the appeal is final.

7.0 ROLES OF STAKEHOLDERS

7.1 Role of Malaysian Qualifications Agency (MQA)

MQA aspires to facilitate the provision of a dynamic learning environment that encourages learners to explore, and be rewarded for various learning opportunities. As far as MOOC are concerned, MQA plays a catalyst role through the following:

- i. Providing HEPs with clear guidelines for the credit transfer of MOOC;
- ii. Play an advisory and developmental role through responding to queries from different stakeholders and the facilitation of engagement and discussion sessions to ensure current and updated stand on MOOC; and
- iii. As part of the normal programme auditing processes, MQA will work with HEPs to evaluate the efficacy of the MOOC credit transfer guidelines and, if necessary, update these guidelines to ensure an effective implementation.

7.2 Role of Higher Education Providers (HEPs)

In providing CTM, HEPs must adhere to this guideline and maintain proper documentation of the CTM. As such, information on the availability of CTM and its processes must be clearly specified by the HEP to facilitate applicant in the entire process. Individuals and/or unit responsible to handle CTM within the HEPs must also be identified. Data on CTM should be made available to MQA for audit purposes.

The CTM processes need to be integrated within the quality assurance system of the HEPs to ensure transparency, consistency, reliability and accountability. This process should be made available for scrutiny by appropriate external quality assurance body or agencies.

In order to maintain the quality and standards of their academic programmes, it is the responsibility of the HEPs to determine the suitability of courses that can

be granted CTM. The University Senate or highest governing academic body of the respective HEPs shall endorse all policies, processes, assessment and outcomes related to CTM.

7.3 Role of Professional Bodies

Professional bodies play a key role in safeguarding the standards of practice in their respective fields. They represent a major player when it comes to educating professionals and hence HEPs need to positively and actively engage with professional bodies to ensure alignment on the recognition of MOOC for credit transfer.

7.4 Role of Learners

Lifelong learning represents an increasingly important aspect of our life. Individuals are highly encouraged to engage in variety of learning experiences that will enrich their lives and develop their perspectives.

If applicants have the intention to apply for credit transfer for MOOC, they are encouraged to choose the MOOC that is relevant to their programme of study as well as those that meet the requirements set in the guideline.

This can be done through consultation with the HEP they intend to enrol in or are currently enrolled with. The applicant is responsible to provide evidence of learning to substantiate the process of credit transfer. It is also the responsibility of the applicant to declare to the HEPs the credits they have previously acquired through CTM (if any). The HEPs reserves the right to take action against the applicant in any event of non-disclosure or falsification of documents during the entire process.

7.5 Role of MOOC Providers

While MOOC is normally provided by academic institutions, it is observed that other parties such as governmental agencies, professional and trade bodies, industrial and corporate organisations, may also be interested in the provision of MOOC.

While each MOOC is gauged on its own merit, it is highly desirable that MOOC providers take into consideration the best practices when developing their MOOC. This way, learners can have the maximum benefit of the MOOC should they opt to use it for credit transfer.

MOOC providers are also encouraged to maintain databases of student learning to enable the authentication of learning in the future.

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8.0 QUALITY ASSURANCE

Underpinning the CTM process is a Quality Assurance (QA) system that is robust, dynamic and responsive. This system is required to safeguard the standard of academic award and clearly articulate the requirements of MQA. It is a cornerstone for a fair, open and auditable process and implementation.

The key principles set out below are important to guide all relevant stakeholders to implement and continuously improve the CTM process as well as providing alternative avenues to recognise prior learning of the applicants.

8.1 Openness

To promote openness, the process and procedures of CTM must be transparent. For CTM to play its role in providing more flexibility in the current education system, data and statistics on the MOOC eligible for credit transfer and the success rate of applicants obtaining credit transfers should be made available for auditing purposes.

8.2 Continual Quality Improvement (CQI)

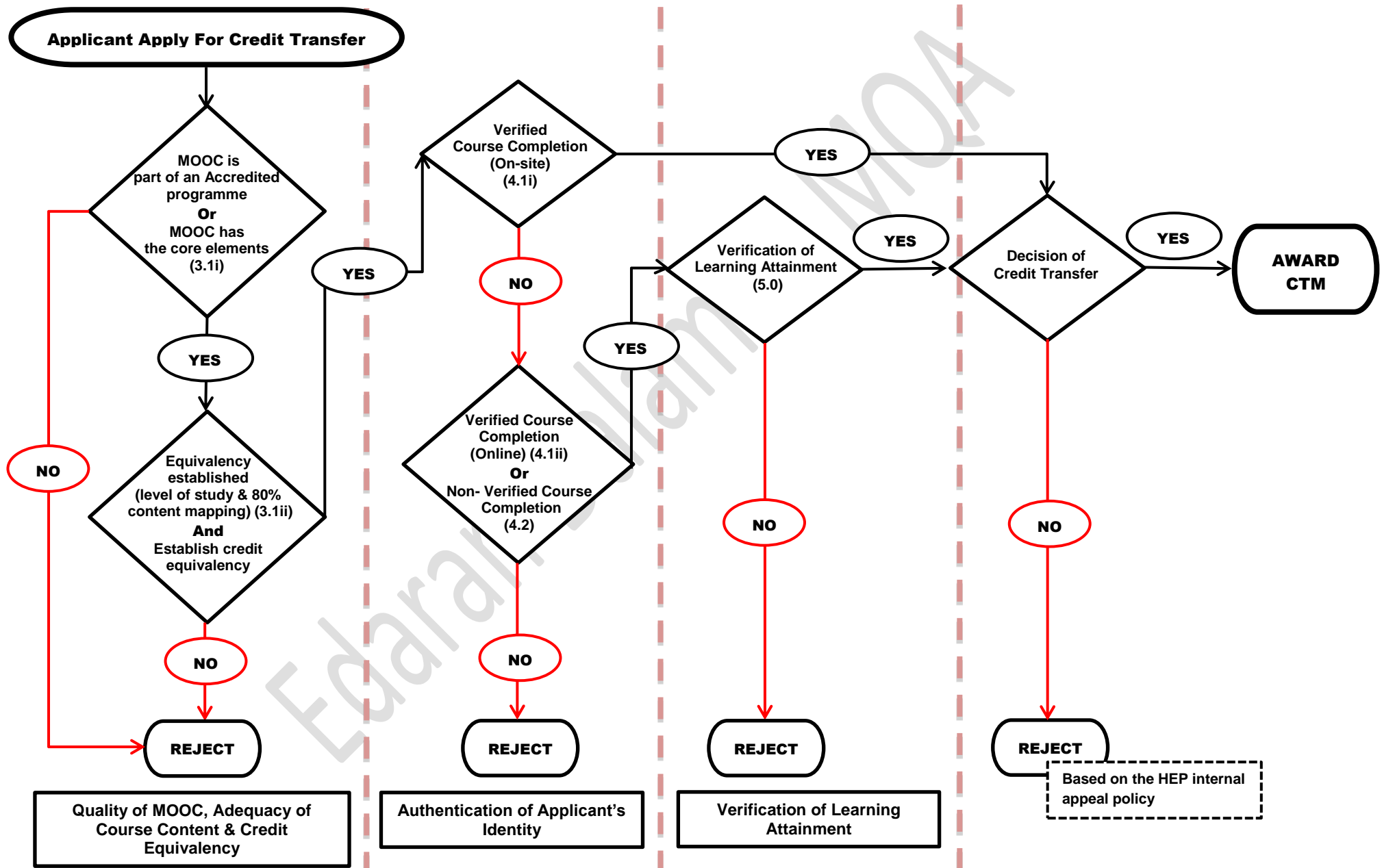
For CTM to continuously evolve in maintaining and achieving high standards, the process should be reviewed regularly over the first 5 years of operation. This guideline should then be enhanced to ensure currency and relevancy as the relative significance of issues and risks in the domain of MOOC becomes more apparent.

APPENDIX A: LIST OF PANEL MEMBERS

NO.	PANEL MEMBERS	ORGANISATION
1.	Mohamed Amin Bin Embi (Prof. Dato' Dr.) -Chairperson-	Universiti Kebangsaan Malaysia (UKM)
2.	Hanafi Bin Atan (Prof. Dr.)	Universiti Sains Malaysia (USM)
3.	Aida Suraya Binti Md. Yunus (Prof. Dr.)	Universiti Putra Malaysia (UPM)
4.	John Arul Phillips (Prof. Dr.)	Asia e University (AeU)
5.	Mushtak Al-Atabi (Prof. Dr.)	Taylor's University
6.	Andy Liew Teik Kooi (Dr.)	Wawasan Open University (WOU)
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APPENDIX B: EVALUATION PROCESS ON CREDIT TRANSFER FOR MOOC



GLOSSARY

1. Accreditation Provisional accreditation or accreditation granted by MQA.
2. Accredited Programme A programme which is provisionally accredited or accredited by MQA.
3. APEL A systematic process that involves the identification, documentation and assessment of prior experiential learning, i.e. knowledge, skills and attitudes, to determine the extent to which an individual has achieved the desired learning outcomes, for access to a programme of study and/or for the award of credit.
4. APEL(C) APEL for Credit Award [APEL(C)] is the **award of credits for the prior experiential learning towards a course in an accredited programme** of higher education provider (HEP). APEL(C) provides the mechanism to recognise the individual's prior experiential learning that is relevant and specific to a course within a programme of study. The credit award is granted on the basis of the knowledge and skills acquired through informal and non-formal learning. These forms of learning which emphasise experiential learning will need to be formally reviewed and assessed. The process will determine if learning has in fact occurred and is in line with the learning outcomes of the course(s) concerned. It is the **learning and not the experience** of the learners which is being evaluated.
5. Applicant The individual who intends to obtain credit transfer through the CTM process for the MOOC he/she had undertaken.
6. Credit Transfer A process of transferring the credits for courses (subjects) which the students have undertaken in their previous programmes to their current programme of study. This process allows the credits that have been acquired to be counted as part of the graduation credit requirement of the current programme that the

students are pursuing. This credit transfer can be in two forms i.e:

i. Credit Transfer with Grade

Applicable on the basis of horizontal credit transfer for students within the system (current students) – the credits earned will contribute to the graduating credits and the grades earned can be considered in the GPA and CGPA. Example: mobility program or student pursuing a diploma programme and transfer to another diploma programme.

ii. Credit Transfer without Grade (also known as credit exemption)

Applicable mainly for vertical credit transfer for students outside the system (graduates) or students who have attained desired competency level for the course – the credits earned will contribute to the graduating credits but the grades earned will not be considered in the GPA and CGPA. Example: credit transfer from certificate to diploma, diploma to bachelor's degree, diploma to diploma, bachelor's degree to bachelor's degree and APEL(C).

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| 7. | Formal Learning | Intentional learning/programme of study delivered within an organised and structured context (pre-school, primary school, secondary school, technical college and university) that may lead to formal recognition/a recognised qualification. |
| 8. | Informal Learning | Learning which takes place continuously through life and work experiences (sometimes known as experiential learning). It is often unintentional learning. |
| 9. | Learner | The individual who participated in the MOOC. |
| 10. | MOOC | An online course aimed at unlimited participation and open access via the web. |

11. Non-formal Learning Learning that takes place continuously alongside the mainstream systems of education and training. It may be assessed but does not normally lead to formal certification.
12. Participants Instructors and learners who participated in MOOC.
13. Proctor An independent person who administers tests or examinations.
14. Student The individual registered in a programme of study at an Institution of Higher Learning.
15. Subject Matter Expert Academics/specialists in an area of study who will assess the student's attainment of learning.

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