Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

PROGRAMME STANDARDS:

LANGUAGE

This set of Programme Standards has been prepared to enhance the development of educational programmes in languages and to maintain the quality of graduates. It is hoped that with this document, higher education providers will be able to provide quality education in languages and its related fields.

Programme Standards: Language
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FOREWORD

In its effort to ensure that the programmes offered by Higher Education Providers (HEPs) in Malaysia meet the acceptable level of quality, the Malaysian Qualifications Agency (MQA) has published numerous quality assurance documents such as the Malaysian Qualifications Framework (MQF), Code of Practice for Programme Accreditation (COPPA), Code of Practice for Institutional Audit (COPIA), Standards, Programme Standards (PS) and Guidelines to Good Practices (GGP). It is imperative that these documents be read together with this PS for the development and delivery of Language programmes in Malaysia.

This PS document outlines sets of characteristics that describe the minimum levels of acceptable practices in the Language programmes based on the quality assurance areas of COPPA 2nd Edition i.e., programme development and delivery, assessment of student learning, student selection and support services, academic staff, educational resources, programme management, and programme monitoring, review and continual quality improvement. Accordingly, the PS covers different levels of standards leading to the award of individual qualifications prescribed in the MQF 2nd Edition, ranging from Certificate (Level 3, MQF) to Doctoral Degree (Level 8, MQF) levels.

This document represents the significant contribution from panel members (as listed in Appendix 1) from both public and private HEPs and industry, in consultation with various HEPs, relevant government and statutory agencies, professional bodies, industry, alumni and students (as listed in Appendix 2) through stakeholders' workshops, online feedback and pilot visits. Hence, the standards developed reflects national and international best practices to ensure Language graduates in Malaysian HEPs are on par with those in other countries.

Having said so, the standards do not attempt to provide specific characteristics for Language programmes, particularly those related to the framing of curricula and provision of educational resources. This PS document encourages diversity, and allows programme providers to be innovative in creating their own niches. HEPs should ensure that they produce graduates that meet the current and future needs of the industry, and at the same time fulfil their obligations to society. Among others, this document includes statements of programme educational objectives and learning outcomes and they are intended to give clarity and are not intended to be adopted in a verbatim manner.

MQA would like to express appreciation to all the panel members, various stakeholders for their valuable input and to all the MQA officers who have contributed to the development of this PS for Language. It is hoped that this PS document is beneficial to different stakeholders for the development of the competencies required in our students, both for job and higher education prospects.

Thank you.

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Chief Executive Officer
Malaysian Qualifications Agency
January 2019

ABBREVIATIONS

CEFR	Common European Framework of Reference for Languages
COPIA	Code of Practice for Institutional Audit
COPPA	Code of Practice for Programme Accreditation
FTE	Full Time Equivalent
GGP	Guidelines to Good Practices
GP	Grade Point
HEPs	Higher Education Providers
IELTS	International English Language Testing System
MUET	Malaysian University English Test
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
SKM	*Sijil Kemahiran Malaysia*
SPM	*Sijil Pelajaran Malaysia*
STAM	*Sijil Tinggi Agama Malaysia*
STPM	*Sijil Tinggi Persekolahan Malaysia*

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1. INTRODUCTION

This document provides a guideline to Higher Education Providers (HEPs) on the minimum levels of acceptable practices in designing and offering Language programmes at the tertiary and post-secondary levels in Malaysia. The aim of the Programme Standards is to ensure that students are equipped with the necessary knowledge, skills and competencies at the respective levels as prescribed in the Malaysian Qualifications Framework (MQF) to enable them to pursue career opportunities in a variety of jobs that require a high proficiency in the language.

The scope of Language, Linguistics and Literature programmes is broad. It covers a variety of titles which include Modern Languages, Linguistics, Applied Linguistics, Literature, and Translation and Interpreting. The languages include, but not limited, to Bahasa Melayu, English, Chinese, Tamil, Arabic, Iban, Kadazan-Dusun, Javanese and other less widely taught languages. This also includes programmes that do not make explicit reference to particular languages such as European Studies, Asian & Asian Diaspora Studies, Chinese Studies and Japanese Studies.

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The scope of this standard covers specialist degree programmes such as English as a Second Language, English for Specific Purposes, Arabic as a Second Language and Arabic for Specific Purposes. A language programme can be combined with another programme to form an inter-disciplinary programme. For language education programmes, the same core contents are to be taken by the students (example Teaching of English as a Second Language (TESL) and Teaching of Arabic as a Second Language.

In any of the areas mentioned above, HEPs are required to refer to the scope of language fields in naming their academic programme.

For the purpose of curriculum design, an HEP offering or intending to offer language programmes must therefore position the programmes in one of the following categories:

i. **Language/ Language Studies/ Modern Language Studies:** It is designed to equip students with competence in one or more languages and awareness of cultures and understanding of the structure and use of human language. It requires acquisition of demonstrable competence in the target language and grounding in Linguistics. For English language, Bachelor of English implies that it is a literature programme.

ii. **Linguistics**: The scientific study of language and its structure which involves studying the patterns in language.
Applied Linguistics: "The academic discipline concerned with the relation of knowledge about language to decision making in the real world" (Cook, 2003; 5). In this document, the programme includes, but not limited to, Teaching of English (or any other language) as a Second Language[1], English (or any other language) for Specific Purposes (ESP) and Area Studies (example European Studies) which involves inter-disciplinary fields.

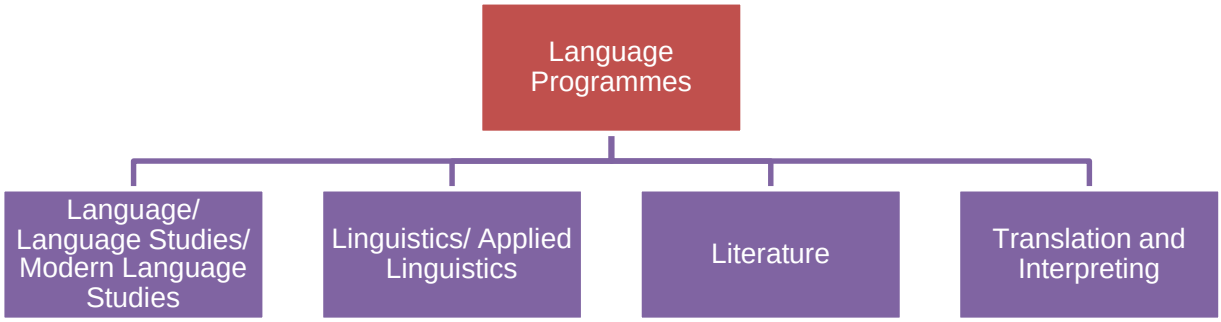
iii. **Literature**: The study of literary texts from various periods of the literary development and in accordance to literary philosophy.

iv. **Translation and Interpreting**: The study of cross communication and transfer of meaning between different languages theoretically and practically.

[1] This applies to language-related subjects only

Note that translation and interpreting program is meant for Bachelor's degree and above.

The different language fields are illustrated by the following diagram:



On a wider perspective, this document is equally valuable to a variety of stakeholders such as potential students, parents, guardians, employers, professional and regulatory bodies, HEPs, assessors and auditors, and schools. Hence, their input was sought in the preparation of the standards.

Students following programmes within the parameter of these areas are expected to develop competencies as reflected in the programme educational objectives and programme learning outcomes described in this document. This spectrum of provisions is applicable to a variety of programmes at varying levels, some of which cover a combination of language areas.

SCOPE OF THE PROGRAMME STANDARDS

This Programme Standards covers all the seven quality assurance areas: (i) programme development and delivery, (ii) assessment of students learning, (iii) student selection and services, (iv) academic staff, (v) educational resources, (vi) programme management, and (vii) programme monitoring, review and continual quality improvement. This document describes the different levels of standards leading to the award of individual qualifications prescribed in the MQF based on different modes of study, i.e. Certificate (Level 3, MQF: Coursework only), Diploma (Level 4, MQF: Coursework only), Bachelor's Degree (Level 6, MQF: Coursework only), Postgraduate Certificate and Postgraduate Diploma (Level 7, MQF, Coursework only), Master's Degree (Level 7, MQF: Coursework, Mixed Mode and Research) and Doctoral Degree (Level 8, MQF: Coursework, Mixed Mode and Research).

For the Bachelor's degree level and lower qualifications, reference is made to the existing standards in other areas as well as international standards for language, whilst for Master's and Doctoral degrees; reference is made specifically to the existing MQA Standards: Master's and Doctoral Degree. As part of the process, feedback from stakeholders such as HEPs, employers, academic staff, students and others are sought to ensure that the different needs of various parties are attended to and addressed.

As this document is to be viewed as the minimum requirements, it cannot be viewed as a syllabus and it is not intended to prescribe the amount of time devoted to each area or the order in which the materials are delivered. HEPs are encouraged to go beyond the basic minimum where they should be innovative in terms of customising, organising, delivering and

assessing their programmes and specific subject matters to meet the current and future needs of the industry, society and country. Hence, HEPs must take cognisance of the rapidly evolving subject matter and introduce effective and sustainable programme improvements.

OBJECTIVES OF THE STANDARDS

As the purpose of this document is to provide minimum requirements pertaining to the development and conduct of different levels of language programmes within the core areas described, it is paramount that this document be read together with other quality assurance documents and policies issued by MQA and other related agencies which include but are not limited to the following:

1. The Malaysian Qualifications Framework (MQF) 2nd Edition (2018)
2. The Code of Practice for Programme Accreditation (COPPA) 2nd Edition (2017)
3. The Code of Practice for Institutional Audit (COPIA)
4. Relevant Standards
5. Relevant Guidelines to Good Practices (GGP)
6. Common European Framework of Reference for Languages (CEFR)

2. PROGRAMME DEVELOPMENT AND DELIVERY

2.1 PROGRAMME EDUCATIONAL OBJECTIVES

The programme educational objectives (PEOs) are described in a broad and general statement of learning and teaching intention, encapsulating the general contents and direction of a programme.

"A programme is designed and delivered to facilitate the attainment of a set of desired learning outcomes. It starts with a clear definition of the intended outcomes that students are to achieve by the end of the programme and supported by appropriate instructional approaches and assessment mechanisms" (COPPA 2nd Edition, 2017).

As indicated in the Introduction, the design of language programmes can be broadly classified into Language/ Language Studies/ Modern Language Studies, Linguistics/ Applied Linguistics, Literature and Translation and Interpreting. These have bearing upon specific programme educational objective (PEO) in the curriculum design.

The PEOs are to produce graduates who:

i. can communicate effectively;
ii. are responsible professionals;
iii. act with a global mind-set; and
iv. can work collaboratively and independently.

A more detailed description of the PEO is provided under each level of study from certificate to doctoral level. It should be noted that the PEO provided describes the minimum requirement, and the HEPs may provide additional objectives where appropriate.

The PEO of each level of qualification is outlined below.

CERTIFICATE (Level 3, Malaysian Qualifications Framework, MQF)

The PEOs are to produce students who can communicate with basic competency in a language in order to meet specific language needs and activities of the discipline it serves.

DIPLOMA (Level 4, MQF)

The PEOs are to produce students with broad-based knowledge and language competency to perform effectively in the language learnt.

BACHELOR'S DEGREE (Level 6, MQF)

The PEOs are to produce students with in-depth knowledge of the language learnt and are able to communicate effectively and think critically.

MASTER'S DEGREE (Level 7, MQF)

The PEOs are to produce postgraduates with a mastery of knowledge and skills in specific field/fields of study/work, and through research, and/or professional practice are able to use higher order thinking skills to generate new solutions to problems.

Note: Three modes of programme offerings at Master's degree level are via coursework, mixed mode and research. Thus, the programme provides graduates with advanced language skills and knowledge and ability to conduct research and solve problems effectively.

DOCTORAL DEGREE (Level 8, MQF)

The PEOs are to produce postgraduates with advanced knowledge of a language field as required in academic and/or professional practice. The postgraduates can conduct, manage and lead advanced research independently contributing to substantial, new and original knowledge and/or professional practice. They also can present and defend points of views and ideas in area(s) of expertise with sound understanding and confidence.

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2.2 LEARNING OUTCOMES

Learning Outcomes (LOs) are detailed statements describing in explicit terms the achievement of learners and that they are to be assessed upon completion of a period of study.

"The quality of a programme is ultimately assessed by the ability of its graduates to carry out their expected roles and responsibilities in society. This requires the programme to have a clear statement of the competencies, that is the practical, intellectual and soft skills that are expected to be achieved by the students at the end of the programme" (COPPA 2nd Edition, 2017).

The learning outcomes in language fields should **cumulatively reflect the five domains[2] of learning outcomes** meant to develop well balanced individuals with a holistic set of competencies.

The five clusters of learning outcomes are:

i. Knowledge and Understanding;
ii. Cognitive Skills;
iii. Functional Work Skills with a focus on:
    a. Practical Skills
    b. Interpersonal Skills
    c. Communication Skills
    d. Digital Skills
    e. Numeracy Skills
    f. Leadership, Autonomy and Responsibility
iv. Personal and Entrepreneurial Skills; and
v. Ethics and Professionalism.

[2] Malaysian Qualifications Agency. (2017). Malaysian Qualifications Framework 2nd Edition. Petaling Jaya, Malaysia.

The mappings of learning outcomes for language fields against the five domains of the MQF are shown in **Table 1**. **The flexibility in describing the learning outcomes remains with the Higher Education Providers (HEPs) as long as they are sufficiently covered.**

TABLE 2.1 MAPPING OF LEARNING OUTCOMES (LO) FOR LANGUAGE FIELDS AGAINST MQF DOMAINS OF LO

DESCRIPTORS (LO) / MQF LEVEL	Summary of Learners' Profile	Knowledge and Understanding	Cognitive Skills	Functional Work Skills				Personal and Entrepreneurial Skills	Ethics and Professionalism
				Practical skills	Interpersonal and Communication Skills	Digital and Numeracy Skills	Leadership, autonomy and Responsibility		
Level 3 **CERTIFICATE**	Learners will have the fundamental knowledge of facts and principles at an intermediate level. Show an interest in pursuing further studies. Demonstrate awareness of local and/or global issues.	Describe simple, factual and basic knowledge and language skills within a significant range of subjects/ fields to undertake highly routine and predictable task(s) and study.	Use the language in the context of well-defined, highly routine predictable tasks.	Able to use sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).	Communicate simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Describe in simple terms aspects of one's background, immediate environment and matters in areas of immediate need.	Use digital technology applications to support study/work.	Demonstrate capacities to work with some/ limited autonomy and minimal supervision.	Initiate self-improvement through study or seek further training with minimal guidance.	Pursue active engagement with local civil societies on matters of interest to local and global communities.
Level 4 **DIPLOMA**	Learners will have a broad knowledge of the general theories, principles and demonstrate skills in a focused area of study/discipline. Learners express interest in pursuing	Demonstrate systematic comprehension (understanding) of a broad range of complex technical and theoretical knowledge and skills to undertake varied, complex, routine and non-routine	Identify, interpret, apply and evaluate general concepts, theory and/or operational principles within a well-defined context of a subject/discipline and/or work with minimal supervision.	Respond to main ideas in complex texts on both concrete and abstract topics in one's field of specialization verbally or using sign language.	Interact with a degree of fluency and spontaneity that makes regular interaction quite possible without strain for either party. Produce clear, detailed text on a	Use a range of digital applications to support study/work.	Perform work with significant degree of personal responsibility and autonomy under broad guidance and direction on well-defined and non-routine study/work activities	Demonstrate self-improvement initiatives and possibilities for further education. Explore activities relating to entrepreneurship.	Illustrate organizational and professional ethics in workplace setting.

DESCRIPTORS (LO) / MQF LEVEL	Summary of Learners' Profile	Knowledge and Understanding	Cognitive Skills	Functional Work Skills				Personal and Entrepreneurial Skills	Ethics and Professionalism
				Practical skills	Interpersonal and Communication Skills	Digital and Numeracy Skills	Leadership, autonomy and Responsibility		
	further education. Learners will have the commitment to behave according to the desirable ethics.	tasks/ /study within a field/discipline.			wide range of subjects. Explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.		performed in a variety of contexts.	Resolve problems/ issues which are common and varied within well-defined routines including those related to civic engagement.	
Level 6 **BACHELOR**	Learners will demonstrate a thorough comprehension of broad based and coherent body of knowledge and skills for para and full professional work embedding research, innovation and creativity in specialized areas. Demonstrate professionalism, resilience commitment to an ethical work culture, sustainability	Describe advanced and comprehensive theoretical knowledge and demonstrate language skills related to the field of study, work and/or practice. Demonstrate their knowledge and understanding of one or more aspects of the literatures, cultures, linguistic contexts, history, politics, geography, and social and economic structures of the	Demonstrate intellectual independence in the application of knowledge within specific field(s) by applying critical, analytical and evaluation skills in the field of study/work/practice. Manage, resolve complex applications and handle unpredictable issues with creative and innovative solution(s). Apply skill/ knowledge to a range of approaches in the	Manipulate a wide range of demanding, longer texts, and recognise implicit meaning. Demonstrate the ability to do research.	Express oneself fluently and spontaneously without much obvious searching for expressions. Use language flexibly and effectively for social, academic and professional purposes. Produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	Use a broad range of information, media and technology applications to support study/work. Analyse linear and non-linear information for study/work.	Work autonomously, and show leadership and professionalism. Undertake significant levels of work related responsibilities of others as well as self. Demonstrate decision making capacities, accountabilities and professionalism by working towards pre-determined goals and outcomes.	Engage effectively in self-directed lifelong learning and professional pathways. Demonstrate entrepreneurial competency in selected project(s). Assess aspects of socio-political, economic and cultural issues.	Observe and identify ethical issues, make decision ethically, and act professionally within the varied social and professional environment and practice.

DESCRIPTORS (LO) / MQF LEVEL	Summary of Learners' Profile	Knowledge and Understanding	Cognitive Skills	Functional Work Skills				Personal and Entrepreneurial Skills	Ethics and Professionalism
				Practical skills	Interpersonal and Communication Skills	Digital and Numeracy Skills	Leadership, autonomy and Responsibility		
	issues and an awareness of global citizenship in alignment with national aspirations.	societies of the country or countries of the target language(s). Demonstrate their knowledge and understanding of the cultures and societies of the country of the target language(s) gained through the study of written texts and other cultural products in the target language(s).	field of study/work/practice. Distinguish the similarities and differences between one's culture and those of others which may include engagement with other cultures.						
Level 7 **MASTERS** **POSTGRADUATE CERTIFICATE** **POSTGRADUATE DIPLOMA**	Learners at this level will demonstrate a mastery of knowledge and skills in specific field/fields of study/work, and have the confidence to use higher order thinking skills to	Demonstrate originality and independence in undertaking analytical and critical evaluation, and synthesis of complex information, specialized concepts, theories,	Conduct standard and specialized research approaches and/or apply practical skills, tools or investigative techniques which are informed by knowledge at its forefront and the latest development	Demonstrate mastery of scientific skills using the appropriate language and develop new complex skills or techniques and solutions to resolve complex	Communicate effectively research findings to peers, scholarly communities and society at large in the relevant field of expertise. Work to deal with different people in learning and	Competently use a wide range of suitable digital technologies and appropriate software to enhance study, research and/or work/practice.	Demonstrate significant autonomy, independence, leadership, and interpersonal skills. Show substantial responsibility in planning, managing resources and	Show self-advancement through continuous academic and/or professional development.	Demonstrate adherence to legal, ethical and professional codes of practice. Give advice and make decision(s) on complex issues based on critical reflections and ethical considerations.

DESCRIPTORS (LO) / MQF LEVEL	Summary of Learners' Profile	Knowledge and Understanding	Cognitive Skills	Functional Work Skills				Personal and Entrepreneurial Skills	Ethics and Professionalism
				Practical skills	Interpersonal and Communication Skills	Digital and Numeracy Skills	Leadership, autonomy and Responsibility		
	generate new solutions to problems.	methods and practice in a field(s) of study/practice. Apply knowledge critically to manage and resolve complex problems/issues in a field(s) of study/practice, using advanced techniques, tools, skills or by a range of approaches or (integrative) combination of approaches for decision making and/or producing new ideas, and/or innovative solutions or practice.	in the subject/discipline. Exemplify capacity to solve and manage complex problems or issues in a field(s) of study/practice.	and emerging problems. Demonstrate ability to design and implement or adapt specialized research methodologies.	working communities and other groups and networks. Convey information, insights, ideas, problems and present solutions cogently/ coherently to peers and scholarly community.		solving problems in the context of complex applications and unpredictable situations.		Engage meaningfully in a range of civic and global issues in one's own area of expertise.
MASTERS by RESEARCH	Learners at this level will demonstrate a mastery of knowledge and skills in specific field/fields of study/work and through further	Demonstrate originality and independence in undertaking analytical and critical evaluation, and synthesis of complex	Conduct standard and specialized research approaches and/or apply practical skills, tools or investigative techniques which are informed by	Demonstrate mastery of scientific skills using the appropriate language and develop new complex skills or techniques and	Communicate effectively research findings to peers, scholarly communities and society at large in	Competently use a wide range of suitable digital technologies and appropriate software to enhance study,	Demonstrate significant autonomy, independence, leadership, and interpersonal skills.	Show self-advancement through continuous academic and/or professional development.	Demonstrate adherence to legal, ethical and professional codes of practice. Give advice and make decision(s) on complex issues

DESCRIPTORS (LO) / MQF LEVEL	Summary of Learners' Profile	Knowledge and Understanding	Cognitive Skills	Functional Work Skills				Personal and Entrepreneurial Skills	Ethics and Professionalism
				Practical skills	Interpersonal and Communication Skills	Digital and Numeracy Skills	Leadership, autonomy and Responsibility		
	learning, research, and/or professional practice with confidence using higher order thinking skills to generate new solutions to problems.	information, specialized concepts, theories, methods and practice in a field(s) of study/practice.	knowledge at its forefront and the latest development in the subject/discipline.	solutions to resolve complex and emerging problems. Demonstrate ability to design and implement or adapt specialized research methodologies.	the relevant field of expertise. Work to deal with different people in learning and working communities and other groups and networks. Convey information, insights, ideas, problems and present solutions cogently/ coherently to peers and scholarly community.	research and/or work/practice.	Show substantial responsibility in planning, managing resources and solving problems in the context of complex application and unpredictable situations.		based on critical reflections and ethical considerations. Engage meaningfully in a range of civic and global issues in one's own area of expertise.
Level 8 **DOCTORAL**	Learners will demonstrate critical understanding of advanced knowledge of a field of study or professional practice. Independently conduct, manage, and lead advanced	Demonstrate comprehensive, systematic, integrated, new, complex and abstract ideas on current critical issues in advanced frontiers of knowledge of a field of study, discipline or practice.	Critically analyse, evaluate and synthesize new, complex and abstract ideas and current critical issues in advanced frontiers of knowledge of a field of study/discipline/practice and refine	Demonstrate mastery of scientific skills using the appropriate language and develop advanced skills or techniques and solutions to resolve new highly complex	Communicate effectively research findings to peers, scholarly communities and society at large in the relevant field of expertise. Work to deal with different people in learning and working	Undertake critical evaluation of linear and/or non-linear data.	Work with substantial autonomy, independence, and authority in conducting and managing research and resources, which contribute to new knowledge.	Integrate knowledge for lifelong learning by developing new ideas, solutions and/or systems. Take full responsibility for own work and where relevant be accountable	Demonstrate adherence to legal, professional and ethically sound codes of practice. Identify emerging ethical and professional issues, its complexities, and implications to advancement of research in the

DESCRIPTORS (LO) / MQF LEVEL	Summary of Learners' Profile	Knowledge and Understanding	Cognitive Skills	Functional Work Skills				Personal and Entrepreneurial Skills	Ethics and Professionalism
				Practical skills	Interpersonal and Communication Skills	Digital and Numeracy Skills	Leadership, autonomy and Responsibility		
	research which contributes to substantial, new and original knowledge, and/or professional practice. Produce research outputs in the form of a thesis or high impact publications. Demonstrate capacities to present and defend points of view, thesis and ideas in area(s) of expertise with knowledge and confidence.		existing concepts and practices. Solve complex, abstract and emerging contemporary issues and challenges by independently applying suitable research methods, analytical tools and skills to creatively generate new knowledge, theories, novel solutions and/or new practices within the field(s) of study/discipline/practice. Make substantial contribution to knowledge/theories/solutions/practice through original and independent research.	and emerging problems. Demonstrate ability to design and implement or adapt highly advanced, specialized research methodologies which is at the forefront of one or more area of specialization.	communities and other groups and networks, ethically and professionally. Convey information, insights, ideas, problems and present solutions cogently/ coherently to peers, scholarly community and society at large in the field of expertise. Demonstrate advanced/ sophisticated leadership skills and abilities to collaborate with a diversity of partners.			for overall management of one's research organization.	field and its societal impact.

2.3 CURRICULUM DESIGN AND DELIVERY

For the purpose of the Programme Standards, reference is made to the Code of Practice for Programme Accreditation (COPPA) and in particular, the section on Area 1: Programme Development and Delivery.

The term 'programme development and delivery' is used interchangeably with the term 'curriculum design and delivery'. This area is best read together with the Guidelines to Good Practices: Curriculum Design and Delivery which is available on the MQA Portal: www. mqa.gov.my" (COPPA 2nd Edition, 2017).

This section of the Programme Standards contains statements pertaining to the structure and delivery of a programme within the language fields that are:

i. Language/ Language Studies/ Modern Language Studies
ii. Linguistics/ Applied Linguistics
iii. Literature
iv. Translation and Interpreting

This document also contains the matrices for graduating credits and percentage of components for all levels of qualifications. Specific requirements as to the body of knowledge of the various core areas are provided in **Appendix 3**. **Higher Education Providers (HEPs) are given the flexibility to design their own programme. However, they are expected to cover the body of knowledge indicated in this document.**

In addition, HEPs are encouraged to develop their programmes to reflect the current best practices and to offer a high quality academic programme. Language programmes may vary in its nomenclature, however, the programme nomenclature must reflect the content of the programme as mentioned in the Policy on Nomenclature of Malaysian Higher Education Programme, 2018. Examples are provided for each level in **Appendix 4**.

CERTIFICATE **Graduating Credits – 60**		
Components	**Percentage (%)**	**Credits**
Compulsory Courses (General* and HEPs courses)	10 – 20	6 – 12
Core**	80 – 85	48 – 51
Open Electives	5 – 15	3 – 9
Total	**100**	**60**

* 6-9 credits as prescribed by the Malaysian Ministry of Higher Education (MOHE) (Refer to *Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua*).
** For English, Bahasa Melayu, Chinese and Tamil Language programmes, for one credit of a proficiency course, the minimum guided learning hours is two. Students are required to complete a minimum of 200 guided learning hours.
** For other languages, students are required to complete a minimum of 100 guided learning hours per semester.

Recommended delivery methods:

i. Lectures
ii. Blended approach
iii. Active learning

DIPLOMA Graduating Credits - 90		
Components	**Percentage (%)**	**Credits**
Compulsory Courses (General* and HEPs courses)	10 – 20	9 - 18
Core**	73 – 80	66 - 72
Open Electives	10 – 20	9 - 18
Total	**100**	**90**

* 8-11 credits as prescribed by the Malaysian Ministry of Higher Education (MOHE) (Refer to *Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua*).
** For English, Bahasa Melayu, Chinese and Tamil Language programmes, for one credit of a proficiency course, the minimum guided learning hours is two. Students are required to complete a minimum of 200 guided learning hours.
** For other languages, students are required to complete a minimum of 100 guided learning hours per semester.

Recommended delivery methods:

i. Lectures
ii. Task-Based / Problem-Based / Project-Based Learning
iii. Blended Approach
iv. Active Learning

BACHELOR'S DEGREE Graduating Credits – 120			
Components		**Percentage (%)**	**Credits**
Compulsory Courses (General* and HEPs courses)		8 – 12	10 - 14
Core	Core courses**	63 – 68	76 – 81
	Final Year Project	5	6
	Industrial Training***	5 – 8	6 - 9
Open Electives		14 - 19	17 - 23
Total		**100**	**120**

* 10-14 credits as prescribed by the Malaysian Ministry of Higher Education (MOHE) (Refer to *Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua*).
** A different title may be used to refer to the same course. For example, for Research Methodology, the HEP may name it Research Methods, Scientific Inquiry, Social Research Methods, and Data Analysis and Interpretation.
** For Bahasa Melayu, Chinese and Tamil Language programmes, for one credit of a proficiency course, the minimum guided learning hours is two. Students are required to

complete a minimum of 200 guided learning hours. For English, students are required to complete a minimum of 100 guided learning hours.
** For other languages, students are required to complete a minimum of 100 guided learning hours per semester.
** Core includes 10,000 - 15,000 words or its equivalent final year project.
*** For Industrial training the formula is 1 credit = 2 weeks of training. The internship should be conducted at a relevant industry, and student's performance should be monitored.

Note:
For double major programmes, the graduating credit requirement is 147 credits.

Recommended delivery methods:

i. Lectures
ii. Task-Based / Problem-Based / Project-Based Learning
iii. Blended Approach
iv. Active Learning
v. Flipped learning
vi. Supervision

POSTGRADUATE CERTIFICATE Graduating Credits – 20		
Components	**Percentage (%)**	**Credits**
Core	60 - 75	12 - 15
Electives	15 - 30	3 - 6
Project*	10 - 20	2 - 4
Total	**100**	**20**

*The length of the project write-up is about 5,000 words or its equivalent exclusive of references. For Translation and Interpreting program, the project can be replaced with industrial attachment.

Recommended delivery methods:

i. Lectures/ Seminars
ii. Task-Based / Problem-Based / Project-Based / Experiential Learning
iii. Blended Approach
iv. Active Learning
v. Flipped learning
vi. Supervision

POSTGRADUATE DIPLOMA Graduating Credits – 30		
Components	**Percentage (%)**	**Credits**
Core	50 - 60	15 -18
Electives	10 - 30	3 - 9
Project*	20 - 30	6 - 9
Total	**100**	**30**

* The length of the project write-up is about 10,000 words or its equivalent exclusive of references. For Translation and Interpreting programme, the project can be replaced with industrial attachment.

Recommended delivery methods:

i. Lectures/ Seminars
ii. Task-Based / Problem-Based / Project-Based Learning
iii. Blended Approach
iv. Active Learning
v. Flipped learning
vi. Supervision

MASTER'S DEGREE by COURSEWORK Graduating Credits – 40		
Components	**Percentage (%)**	**Credits**
Core	63 - 83	25 - 33
Electives	15 - 23	6 - 9
Project*	15 - 30	6 - 12
Total	**100**	**40**

* The length of the project write-up is about 15,000 words or its equivalent exclusive of references. For Translation and Interpreting programme, the project can be replaced with industrial attachment.

Note:

i. Coursework components must include Research Methodology.
(Refer to Standards: Master's and Doctoral Degree).

Recommended delivery methods:

i. Lectures/ Seminars
ii. Task-Based / Problem-Based / Project-Based Learning/Case Studies/Self-reflection
iii. Blended Approach
iv. Active Learning
v. Flipped learning
vi. Supervision

MASTER'S DEGREE by MIXED MODE Graduating Credits - 40		
Components	**Percentage (%)**	**Credits**
Core	22 – 43	9 - 17
Electives	8 – 15	3 – 6
Dissertation*	50 – 70	20 – 28
Total	**100**	**40**

* The length of the dissertation write-up is between 16,000 to 30,000 words exclusive of references.

Note:

i. Coursework components must include research methodology.
ii. Ratio of coursework to dissertation is within the range of 50:50 or 40:60 or 30:70. (Refer to Standards: Master's and Doctoral Degree).
iii. The language used for thesis and dissertation in all English related programmes shall be in English, and for other language programmes it is highly encouraged to use the original language.

Recommended delivery methods:

i. Lectures/ Seminars
ii. Task-Based / Problem-Based / Project-Based Learning
iii. Blended Approach
iv. Active Learning
v. Flipped learning
vi. Supervision

MASTER'S DEGREE by RESEARCH		
Component	**Percentage (%)**	**Credits**
Dissertation*	100	No credit value

* The length of the dissertation write-up is between 31,000 - 40,000 words or its equivalent exclusive of references.

Note:

i. Students are required to undertake research in a related field of study and submit a dissertation.
ii. The programme must include a course on Research Methodology.
iii. The language used for thesis and dissertation in all English related programmes shall be in English, and for other language programmes it is highly encouraged to use the original language.

Recommended delivery methods:

i. Lectures/ Seminars
ii. Task-Based / Problem-Based / Project-Based Learning / Case studies / Self-reflection
iii. Blended Approach

iv. Active Learning
v. Flipped learning
vi. Supervision

DOCTORAL DEGREE by COURSEWORK Graduating Credits - 80		
Components	**Percentage (%)**	**Credits**
Core	44 – 67	35 – 53
Elective	4 – 8	3 - 6
Dissertation*	30 – 49	24 - 39
Total	**100**	**80**

* The length of the dissertation write-up is between 50,000 - 55,000 words or its equivalent exclusive of references.

Note:
i. Coursework components must include Research Methodology.
(Refer to Standards: Master's and Doctoral Degree).
ii. The language used for thesis and dissertation in all English related programmes shall be in English, and for other language programmes it is highly encouraged to use the original language.

Recommended delivery methods:
i. Seminars
ii. Flipped Learning
iii. Discussions/Forum
iv. Independent learning
v. Case study
vi. Supervision

DOCTORAL DEGREE by MIXED MODE Graduating Credits - 80		
Components	**Percentage (%)**	**Credits**
Core	26 – 45	21 - 36
Electives	4 – 8	3 – 6
Dissertation*	50 – 70	40 - 56
Total	**100**	**80**

* The length of the dissertation write-up is between 56,000 to 70,000 words or its equivalent exclusive of references.

Note:
i. Coursework components must include Research Methodology.
ii. Ratio of coursework to research is within the range of 50:50 or 40:60 or 30:70.
(Refer to Standards: Master's and Doctoral Degree).

iii. The language use for thesis and dissertation in all English related programmes shall be in English; and for other language programmes it is highly encouraged to use the original language.

Recommended delivery methods:

i. Lectures
ii. Seminars
iii. Flipped Learning
iv. Discussions/Forum
v. Independent learning
vi. Case Study
vii. Supervision

DOCTORAL DEGREE by RESEARCH*		
Component	**Percentage (%)**	**Credits**
Thesis**	100	No given credit value

Note:

i. Students are required to undertake research in the related field of study and submit a thesis.
ii. The programme must include a course on research methodology.
iii. The language used for thesis and dissertation in all English related programmes shall be in English, and for other language programmes it is highly encouraged to use the relevant language.

* For Doctoral Degree by Published Work
(Refer to Standards: Master's and Doctoral Degree)

i. The minimum duration of candidature is 6 months and must not exceed 2 years.
ii. A supervisor must be appointed to:
    a. guide the candidate in choosing the published work for the submission.
    b. guide the candidate in preparing a thesis coherent with the theme of specialisation.
iii. Thesis requirements:
    a. Published work must encompass high impact factor journals, monographs, books, research-based chapters in books, high impact and high quality electronic publications, creative works~~,~~ and/or artefacts in the field.
    b. The articles must be published within a period not exceeding 10 years from the date of submission.
    c. For the 5 nominated publications, the candidate must be the principal author.
    d. The thesis must contain:
        - a list of scholarly published works;
        - acknowledgement of co-authors and verification of originality. Each published work must begin with a clear statement about the contribution made by each author in any joint published work;
        - a summary of the major findings of each of the published works. It should explain how the work is integrated into one coherent intellectual framework, and how, when taken together, it contributes to knowledge in the relevant field; and

- an introductory chapter, literature review, research methodology (where applicable), discussion and conclusion which explains the significance of the contributions.

** The length of the thesis write-up is between 75,000 – 100,000 words or its equivalent exclusive of references.

Recommended delivery method:

i. Supervision

3. ASSESSMENT OF STUDENT LEARNING

"Assessment of student learning is a key aspect of quality assurance and it is one of the most important measures to show the achievement of learning outcomes. Hence, it is crucial that an appropriate assessment method and mechanism is in place. Qualifications are awarded based on the results of the assessment. The methods of student assessment must be clear, consistent, effective, reliable and in line with current practices. They must clearly measure the achievement of the intended learning outcomes" (COPPA 2nd Edition, 2017).

The method of assessment depends on the specific requirements of each module. However, as a general guide, the following are to be considered:

i. Assessment *for* learning (formative assessment);
ii. Assessment *as* learning; and
iii. Assessment *of* learning (summative assessment).

Assessment must include both written and spoken modes.

Page 24 illustrates the different types of assessments that can be applied for each module. Higher Education Providers (HEPs) are encouraged to use a variety of appropriate methods and tools to meet the learning outcomes and to achieve the intended competencies.

Suggested forms of assessment:

- presentations and conversations
- participation in face-to-face and/or online discussions
- book/ article reviews
- listening comprehension tests
- transcription and dictation
- interpreting between speakers of the source and target languages
- grammar tests
- summarising and reading for gist or inference
- paraphrasing
- translation from and into the target language(s)
- essays and/or extended projects written in the target language(s)
- report writing based on target language texts or recordings
- linguistic commentaries
- drafting target language texts for a defined audience and purpose
- computer-based and online testing
- portfolios of evidence
- participation in individual and/or group projects
- contributions to participation in social media.
- research paper
- innovative product
- speakers' corner
- open book exam
- reflective journal
- peer assessment
- case study

Language graduates are expected to demonstrate the ability to communicate in the language that they are learning. As the programme aims to enhance a variety of knowledge and skills,

the assessment can be made up of a range of methods that lead to the achievement of communicative language competence as stipulated in the Common European Framework of Reference for Languages (CEFR), and knowledge and competency in the programme taken.

Assessment method to be adopted would depend on the following:

- the level of the course.
- the nature of the language(s) studied.
- the purpose for which the language(s) is being studied.
- the student's level of proficiency at the beginning of the programme.

Candidates should pass BOTH formative (continuous) and summative (final) assessment for every subject. HEPs can define the meaning of pass, however a pass should imply that the examiner must be satisfied that the candidate has met all the learning outcomes of the particular subject.

A variety of strategies can be adopted in assessing linguistics, literature, language studies, translation and interpreting courses. The percentage of final assessment may vary from 0-50% depending on the learning outcomes of the course. The breakdown of percentage is as follows:

Table 3.1 Percentage of assessment component for each MQF level

QUALIFICATIONS	MODULES	
	CONTINUOUS ASSESSMENT (%)	FINAL ASSESSMENT (%)
Certificate	50 – 60	40 - 50
Diploma	50 – 60	40 - 50
Bachelor's Degree	60 - 100	0 - 40
Master's Degree by Coursework/ Mixed Mode	60 - 100	0 - 40
Master's Degree by Research Dissertation	0	100
Doctoral Degree by Coursework / Mixed Mode	60 - 100	0 - 40
Doctoral Degree by Research Thesis	0	100

Note:

i. Compositions of dissertation/thesis examiners as prescribed in Standards: Master's and Doctoral Degree are as follows:
   a. Master's Degree by Mixed Mode
      The dissertation is to be examined by at least two examiners.

b. Master's Degree by Research
   The dissertation is to be examined by at least two examiners, one of whom is an external examiner. All candidates are required to attend an oral examination (viva) after the first submission of the thesis.
c. Doctoral Degree by Coursework
   The thesis is to be examined by at least two examiners, one of whom is an external examiner. All candidates are required to attend an oral examination (viva) after the first submission of the thesis.
d. Doctoral Degree by Mixed Mode
   The thesis is to be examined by at least two examiners, one of whom is an external examiner. All candidates are required to attend an oral examination (viva) after the first submission of the thesis.
e. Doctoral Degree by Research
   The thesis is to be examined by at least three examiners, two of whom are external examiners. All candidates are required to attend an oral examination (viva) after the first submission of the thesis.

ii. The examiners should be from the relevant field of studies.

iii. HEPs should have a clear policy on the appointment of external and internal examiners.

4. STUDENT SELECTION

This section of the Programme Standards concerns the recruitment of students into the individual programme of study. Language should be one of the main criteria in admitting a student into a language programme.

"In general, admission to a programme needs to comply with the prevailing policies of the Ministry of Education (MOE). There are varying views on the best method of student selection. Whatever the method used, the HEP must be able to defend the consistency of the method it utilises. The number of students to be admitted to a programme is determined by the capacity of the HEP and the number of qualified applicants. HEP admission and retention policies must not be compromised for the sole purpose of maintaining a desired enrolment. If an HEP operates geographically separated campuses or if the programme is a collaborative one, the selection and assignment of all students must be consistent with national policies" (COPPA 2nd Edition, 2017).

The standards for the recruitment of students are formulated with the generic National Higher Education policies pertaining to minimum student entry requirements in mind. The Higher Education Provider (HEP) must take cognisance of any specific policies that may apply to their individual institution.

The minimum requirements are as follows:

CERTIFICATE

i. Possesses a *Sijil Pelajaran Malaysia* (SPM) with a minimum of one (1) credit in any subject or its equivalent;

OR

ii. A pass in *Sijil Kemahiran Malaysia* (SKM) Level 2 in relevant field and possesses SPM or its equivalent.

DIPLOMA

i. Possesses an SPM with a minimum of three (3) credits in any subject or its equivalent;

OR

ii. A pass in *Sijil Tinggi Persekolahan Malaysia* (STPM) with a minimum of Grade C (GP 2.00) in any subject or its equivalent;

OR

iii. A pass in *Sijil Tinggi Agama Malaysia* (STAM) with a minimum grade of *Maqbul* or its equivalent;

OR

iv. A pass in SKM Level 3 in related field and possesses SPM with one (1) credit;

OR

v. A Certificate (Level 3, MQF) in related field or its equivalent.

For Diploma level, international students are required to achieve a **minimum** score of 4.0 in the International English Language Testing System (IELTS) **OR** Band 2 in Malaysian University English Test (MUET) **OR** its equivalent.

BACHELOR'S DEGREE

Other than English Language Programme

i. A pass in *Sijil Tinggi Persekolahan Malaysia* (STPM) with a minimum of Grade C (GPA 2.00) in any two (2) subjects or its equivalent;

OR

ii. A pass in *Sijil Tinggi Agama Malaysia* (STAM) with a minimum grade of *Jayyid*;

OR

iii. A Diploma (Level 4, MQF) with a minimum CGPA of 2.00 or its equivalent;

OR

iv. Matriculation/Foundation with a minimum CGPA of 2.00 or its equivalent.

AND

v. A credit in the relevant language at SPM level or its equivalent for those who intend to major in Bahasa Melayu, Arabic, Chinese or Tamil, for example, those who intend to do Tamil must have a credit in Tamil language.

   For language programmes other than Bahasa Melayu, Arabic, Chinese or Tamil, the minimum credit in English at SPM or its equivalent is required. These are programmes that cater for students from introductory level.

International students are required to achieve a **minimum** score of 5.0 in IELTS **OR** Band 3 of MUET **OR** its equivalent.

For English Language Programme

i. A pass in *Sijil Tinggi Persekolahan Malaysia* (STPM) with a minimum of Grade C (GPA 2.00) in any two (2) subjects or its equivalent and a credit in English at SPM or its equivalent;

OR

ii. A pass in *Sijil Tinggi Agama Malaysia* (STAM) with a minimum grade of *Jayyid* and a credit in English at SPM or its equivalent;

OR

iii. A Diploma (Level 4, MQF) with a minimum CGPA of 2.00 or its equivalent and a credit in English at SPM or its equivalent;

OR

iv. Matriculation/Foundation with a minimum CGPA of 2.00 or its equivalent and a credit in English at SPM or its equivalent;

AND

v. A minimum score of 6.0 in IELTS or its equivalent.

Note: The credit requirement of English, Bahasa Melayu, Arabic, Chinese or Tamil at SPM level can be waived should the grade obtained at STPM/STAM level or its equivalent is higher.

MASTER DEGREE by COURSEWORK

i. A Bachelor's degree (Level 6, MQF) in related field with a minimum CGPA of 2.50 or its equivalent qualification as accepted by the HEP Senate;

OR

ii. A Bachelor's degree (Level 6, MQF) in related field or its equivalent but has not achieved CGPA of 2.50 can be accepted subject to a minimum of 5 years working experience in the relevant field.

MASTER DEGREE by MIXED MODE and RESEARCH

i. A Bachelor's degree (Level 6, MQF) in related field with a minimum CGPA of 2.75 or its equivalent qualification as accepted by the HEP Senate;

OR

ii. A Bachelor's degree (Level 6, MQF) in related field or its equivalent with at least a CGPA of 2.50 and has not achieved CGPA 2.75 can be accepted subject to a systematic internal assessment;

OR

iii. A Bachelor's degree (Level 6, MQF) in related field or its equivalent but has not achieved a CGPA of 2.50 can be accepted subject to a minimum of 5 years working experience in the relevant field.

DOCTORAL DEGREE by COURSEWORK, MIXED MODE and RESEARCH

A Master's degree (Level 7, MQF) in language or related field as accepted by the HEP Senate.

For Master's and Doctoral degrees, international students majoring in English are required to achieve a minimum score of IELTS 6.0 **OR** its equivalent. However, international students who are majoring in another language are required to achieve a **minimum** score of IELTS 5.0 **OR** its equivalent.

Doctoral Degree by Published Work

The applicants must have publications that contribute to the scholarship of knowledge in the field and are acknowledged by academic peers.

A formal application must be submitted to the Office of the Registrar and must include:

i. a minimum of 5 publications in tier 1 journal in alignment with the theme of the specialization;
ii. an executive summary of the above publications to demonstrate the applicant's contribution to knowledge in the field; and
iii. a list of scholarly published work.

A Selection Committee must be established to review the formal application of PhD by published work and recommend to the Senate the admission to candidature.

For international candidates, the language proficiency requirement must be determined by the HEP Senate.

Note:
For Doctoral Degree by Research as stated in the Standards: Master's and Doctoral Degree:

i. There shall be no direct entry from Bachelor's Degree level to Doctoral Degree level.
ii. However, candidates with Bachelor's Degree qualification, registered for Master Degree by Research programmes may apply to convert their candidacy to Doctoral Degree programmes.

iii. Application of conversion must be done within one year after the candidate registers for Master Degree programmes.
iv. Application approval is subject to:
    a. having shown competency and capability in conducting research at Doctoral degree level;
    b. rigorous internal assessment by the HEP; and
    c. approval by the HEP Senate.

5. ACADEMIC STAFF

"As the quality of the academic staff is one of the most important components in assuring the quality of higher education, an HEP is expected to search for and appoint the best-suited candidates, to serve its programmes, in an open, transparent and fair manner. To achieve this, HEPs are expected to design and implement an academic staff search and recruitment practice that is as efficient as it is effective to achieve the desired results. It is important that every programme has appropriately qualified and sufficient number of academic staff, working in a conducive environment that attracts talented individuals. The numbers recruited have to be adequate for, and appropriate to, the needs of the programmes. The role of the academic staff in various activities has to be clarified in order to reflect a fair distribution of responsibilities. It is important for the HEP to provide a continuous staff development programme for its academic staff, for them to be current in their knowledge and skills, both in their chosen discipline as well as in their pedagogical skills" (COPPA 2nd Edition, 2017).

CERTIFICATE

Academic staff qualification

i. A minimum of a Bachelor's degree (Level 6, MQF) in the relevant field with a minimum of C1 of CEFR or its equivalent in the relevant language.
ii. Critical language* proficiency courses, particularly foreign languages (example French, German or Japanese), can be taught by a Bachelor's Degree (Level 6, MQF) holder who has a minimum of 2 years teaching experience in the language concerned with a minimum of C1 of CEFR or its equivalent in the relevant language.

Academic staff ratio

i. At least 60% of the academic staff are full-timers.
ii. Part-time staff may consist of industry practitioners or from the academia.

Staff-student ratio

Overall Full Time Equivalent (FTE) staff-student ratio – 1:20

Minimum number of academic staff in the relevant field for each programme– 4**

* Languages other than Bahasa Melayu, English, Arabic, Mandarin and Tamil.

** Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

DIPLOMA

Academic staff qualification

i. A minimum of a Bachelor's degree (Level 6, MQF) in the relevant field with a minimum of C1 of CEFR or its equivalent in the relevant language.
ii. Critical language* proficiency courses, particularly foreign languages (example French, German or Japanese) can be taught by a Bachelor's Degree (Level 6, MQF) holder who has a minimum of 2 years teaching experience in the language concerned with a minimum of C1 of CEFR or its equivalent in the relevant language.

Academic staff ratio

i. At least 60% of the academic staff are full-timers.
ii. Part-time staff may consist of industry practitioners or from the academia.

Staff-student ratio
Overall FTE staff-student ratio – 1:20

Minimum number of academic staff in the relevant field for each programme– 6**
* Languages other than Bahasa Melayu, English, Arabic, Mandarin and Tamil.
** Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

BACHELOR'S DEGREE

Academic staff qualification

i. A minimum of a Master's degree (Level 7, MQF) in the relevant field with a minimum of C1 of CEFR or its equivalent in the relevant language;
OR
ii. Bachelor's degree (Level 6, MQF) with 10 years of experience in the relevant field with a minimum of C1 of CEFR or its equivalent in the relevant language.
iii. Critical language* proficiency courses, particularly foreign languages (example French, German or Japanese), can be taught by a Bachelor's Degree holder (Level 6, MQF) who has a minimum of 2 years teaching experience in the language concerned with a minimum of C1 of CEFR or its equivalent in the relevant language.

Academic staff ratio

i. At least 60% of the academic staff are full-timers.
ii. Part-time staff may consist of industry practitioners or from the academia.

Staff-student ratio
Overall FTE staff-student ratio – 1:20

Minimum number of academic staff in the relevant field for each programme– 10**
* Languages other than Bahasa Melayu, English, Arabic, Mandarin and Tamil.
** Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

POSTGRADUATE CERTIFICATE and POSTGRADUATE DIPLOMA

Academic staff qualification

i. A Doctoral degree (Level 8, MQF) in a language field with a minimum of C1 of CEFR or its equivalent in the relevant language;
OR
ii. A Master's degree (Level 7, MQF) with 5 years of working experience in a language field with a minimum of C1 of CEFR or its equivalent in the relevant language.

Academic staff ratio

i. At least 60% of the academic staff are full-timers.
ii. Part-time staff may consist of industry practitioners or from the academia.

Staff-student ratio
Overall FTE staff-student ratio – 1:20

Minimum number of academic staff in the relevant field for each programme:
Postgraduate Certificate– 3*

Postgraduate Diploma-4*
* Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

MASTER DEGREE by COURSEWORK and MIXED MODE

Academic staff qualification

i. A Doctoral degree (Level 8, MQF) in a language field with a minimum of C1 of CEFR or its equivalent.
   OR
ii. A Master's degree (Level 7, MQF) in a language field with a minimum of C1 of CEFR in the language that he/she is going to teach or its equivalent with at least 5 years experience:
    a. in teaching and research; or
    b. as a co-supervisor.

Academic staff ratio

i. At least 60% of the academic staff are full-timers.
ii. Part-time staff may consist of industry practitioners or from the academia.

Staff-student ratio (coursework and mixed mode)
Overall FTE staff-student ratio – 1:15

Minimum number of academic staff in the relevant field for each programme– 5*
*Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

MASTER DEGREE by RESEARCH

Academic staff qualification

i. A Doctoral degree (Level 8, MQF) in a language field with a minimum of C1 of CEFR or its equivalent.
   OR
ii. A Master's degree (Level 7, MQF) in a language field with a minimum of C1 of CEFR or its equivalent with at least 5 years experience:
    a. in teaching and research; or
    b. as a co-supervisor.

Academic staff ratio

i. At least 60% of the academic staff are full-timers.
ii. Part-time staff may consist of industry practitioners or from the academia.

Staff-student ratio (coursework and mixed mode)
Overall FTE staff-student ratio – 1:15

Minimum number of academic staff in the relevant field for each programme– 5*
*Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

For the supervision of Master's Degree by Mixed Mode and Research:

i. If there is only one supervisor, the supervisor must be a full-time staff of the conferring HEP.

ii. If there is more than one supervisor, the principal supervisor must be a full-time staff of the conferring HEP.
iii. The educational background of the principal supervisor must be in the relevant language field.
iv. On a case by case basis, a co-supervisor may be appointed amongst industry experts, subject to the approval of the HEP Senate.

DOCTORAL DEGREE by COURSEWORK and MIXED MODE

Academic staff qualification

i. A Doctoral degree (Level 8, MQF) in a language field with a minimum of C1 of CEFR or its equivalent in the relevant language with at least 2 years experience:
    a. in teaching and research; or
    b. as a co-supervisor.

Academic staff ratio

i. At least 60% of the academic staff are full-timers.
ii. Part-time staff may consist of industry practitioners or from academia.

Staff-student ratio*

Overall FTE staff-student ratio – 1:12

Minimum number of academic staff in the relevant field for each programme– 10*
*Refer to *Surat Makluman MQA Bil. 7/2014 – Garis Panduan Beban Staf Akademik*.

DOCTORAL DEGREE by RESEARCH

Academic staff/supervisor qualification

i. A Doctoral degree (Level 8, MQF) in the relevant language field with a minimum of C1 of CEFR or its equivalent;
    OR
ii. A minimum qualification of the equivalent degree level enrolled in by the candidate with a minimum of C1 of CEFR or its equivalent in the relevant language and at least 2 years experience:
    a. in teaching and research; or
    b. as a co-supervisor.

For the supervision of a Doctoral Degree by Mixed Mode and Research:

i. If there is only one supervisor, the supervisor must be a full-time staff of the conferring HEP.
ii. If there is more than one supervisor, the principal supervisor must be a full-time staff of the conferring HEP.
iii. The educational background of the principal supervisor must be in the relevant language field.
iv. On a case by case basis, a co-supervisor may be appointed amongst industry experts, subject to the approval of the HEP Senate.

The principal supervisor can ideally have a maximum of 10 supervisees at a time. This is inclusive of Master's and Doctoral degree students. This requirement does not apply to the supervision of project paper with 6 or less credit hours.

Staff Development

In order to deliver quality programmes and to produce graduates who are marketable, quality academic staff would need to be employed. Hence, HEPs must ensure that the academic qualifications of their academics must be accredited from the relevant accreditation bodies. Hiring those with certain years of working experience would also be an advantage to the HEPs to give them greater visibility. Likewise, HEPs must assist the academics to thrive and reach their full potentials by providing rich learning and development opportunities. Therefore, the academics need to be provided with professional development opportunities to support their expertise and skills in the current teaching, learning, assessment and research practices. In addition, the academics should strongly be encouraged to pursue a higher academic degree or professional certifications. Although HEPs may plan custom training sessions for the staff based on demand, it is expected that academics engage in the Continuous Professional Development (CPD)*** according to the specialisation needs with at least 40 hours of relevant training per year or participation or involvement in their respective field of expertise inclusive of research, consultation and community service involvement.

Academic staff exchange and participation in industry attachment should be highly advocated by HEPs in order for their academics to get acquainted with different work settings, allowing for mentoring junior scholars and researchers and work with colleagues within the same, similar or even different research disciplines, consequently building stronger and wider professional networks. Additionally, this may lead to broadening of the multi-disciplinary horizons at the HEPs.

***Note:

a. CPD may constitute presentation and participation in professional conferences, recognised academics/ professional qualifications, self-directed study, coaching/ mentoring/ tutoring and involvement in professional associations.
b. Part-time and/ or contract staff should also be considered in the professional development programmes.

6. EDUCATIONAL RESOURCES

“Adequate educational resources are necessary to support the teaching and learning activities of a programme. These include all the required academic and instructional expertise, physical facilities, information and communication technologies, research facilities, and finance” (COPPA 2nd Edition, 2017).

Higher Education Providers (HEPs) are required to provide sufficient resources to support teaching and learning in the various areas of language at various qualification levels. HEPs must ensure that relevant educational resources and training facilities are available to support the learning and teaching activities as required by the respective areas of study. Educational resources recommended for language programmes include:

i. Adequate financial resources.
ii. Sufficient qualified experts in various fields.
iii. Adequate provision of administrative support.
iv. Technical support/ facilities.
v. Internet access.
vi. Lecture rooms (with sufficient Audio Visual facilities).
vii. Library/resource centre (including on-line resources).
viii. Working space/ station (with access to Internet).
ix. Language laboratory/ web based language learning resources.
x. Sufficient access to relevant software according to the needs of the programmes and students.
xi. Relevant online databases, online journals, statistical packages, qualitative analysis software, and citation and referencing software.

7. PROGRAMME MANAGEMENT

"There are many ways of administering an educational institution and the methods of management differ between Higher Education Providers (HEPs). Nevertheless, governance that reflects the collective leadership of an academic organisation must emphasise excellence and scholarship. At the departmental level, it is crucial that the leadership provides clear guidelines and direction, builds relationships amongst the different constituents based on collegiality and transparency, manages finances and other resources with accountability, forges partnership with significant stakeholders in educational delivery, research and consultancy, and dedicates itself to academic and scholarly endeavours. Whilst formalised arrangements can protect these relationships, they are best developed by a culture of reciprocity, mutuality and open communication" (COPPA 2nd Edition, 2017).

This document will not raise issues pertaining to governance and administration as these are at the institutional rather than at the programme level. In this programme, academic leadership is largely focused on suitable qualified person in language field to lead the programme. The leaders of the programme should demonstrate knowledge of the field and the attributes of good ethical values in work practices.

The leadership requirement of this document is complementary to Area 6 in the COPPA document. Thus, the selection of programme leadership positions (e.g. Dean of Language Faculty, Head of Language Department, Head of Language Programme, Language Student Advisor or Coordinator of Language Units) offered at different levels in the HEPs should fulfil the following qualifications and experience:

CERTIFICATE and DIPLOMA

A Bachelor's degree (Level 6, MQF) in language field.

BACHELOR'S DEGREE, POSTGRADUATE CERTIFICATE and POSTGRADUATE DIPLOMA

A Master's degree (Level 7, MQF) in language field with a minimum of 2 years of relevant experience and a minimum of C1 of CEFR or its equivalent.

MASTER DEGREE

i. A Doctoral degree (Level 8, MQF) in language field;
   OR
ii. A Master's degree (Level 7, MQF) in a language field with 5 years of relevant experience in language area.

DOCTORAL DEGREE

A Doctoral degree (Level 8, MQF) in language field.

8. PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

"Quality enhancement calls for programmes to be regularly monitored, reviewed and evaluated. These include the responsibility of the department to monitor, review and evaluate the structures and processes, curriculum components as well as student progress, employability and performance.

Feedback from multiple sources -- students, alumni, academic staff, employers, professional bodies and informed citizens -- assists in enhancing the quality of the programme. Feedback can also be obtained from an analysis of student performance and from longitudinal studies.

Measures of student performance would include the average study duration, assessment scores, passing rate at examinations, success and dropout rates, students' and alumni' reports about their learning experience, as well as time spent by students in areas of special interest. Evaluation of student performance in examinations can reveal very useful information. For example, if student selection has been correctly done, a high failure rate in a programme indicates something amiss in the curriculum content, teaching-learning activities or assessment system. The programme committees need to monitor the performance rate in each course and investigate if the rate is too high or too low.

Student feedback, for example through questionnaires and representation in programme committees, is useful for identifying specific problems and for continual improvement of the programme.

One method to evaluate programme effectiveness is a longitudinal study of the graduates. The department should have mechanisms for monitoring the performance of its graduates and for obtaining the perceptions of society and employers on the strengths and weaknesses of the graduates and to respond appropriately" (COPPA 2nd Edition, 2017).

Higher Education Providers (HEPs) are also advised to refer to the Guidelines to Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality.

"Comprehensive monitoring and review of the programme for its improvement is to be carried out with a proper mechanism, considering feedback from various parties. The committee responsible for this should be granted adequate autonomy to carry out its responsibility effectively. It is desirable that the departments work in association with the HEP's central Quality Assurance Unit to ensure objectivity" (COPPA 2nd Edition, 2017).

The HEPs are expected to provide evidence of their ability to keep pace with changes in the field of languages and the requirements of the stakeholders. These may be demonstrated by, but are not limited, to the following:

i. The department must have a Quality Assurance (QA) unit for internal quality assurance of the department to work hand-in-hand with the QA unit of the HEP.
ii. A comprehensive curriculum review should be conducted at least once every 2 to 5 years. However, updating the curriculum to keep pace with current developments should be conducted at a more regular interval.

iii. Compulsory appointment of external advisor(s) who are qualified in the relevant fields to provide assurance of quality for Bachelor's degree (Level 6, MQF) and above.
iv. Continual benchmarking against top universities at national and international levels.
v. Linkages with related professional bodies, government agencies and industry.
vi. Engagement with industry practitioners through appointment as a member of Board of Studies, appointment of adjunct positions, guest speakers, etc.
vii. Dialogue sessions with stakeholders at least once every 2 years.
viii. Active participation of academic staff at relevant conferences, seminars, workshops and short courses.
ix. Presentations by invited speakers, local or international.
x. Organising conferences, seminars and workshops.
xi. Encouraging international exchange amongst students and staff.

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APPENDIX 1

LIST OF PANEL MEMBERS

No.	Name	Organisation
1.	Prof. Dr. Nuraihan Mat Daud - Chairman -	Public University Council of Dean of Languages
2.	Prof. Madya Dr. Paramasivam Muthusamy	Universiti Putra Malaysia
3.	Prof. Madya Dr. Muhammad Sabri Sahrir	Universiti Islam Antarabangsa
4.	Dr. Nik Aloesnita Nik Mohd Alwi	Universiti Malaysia Pahang
5.	Dr. Norfazila Binti Abd Hamid	Kolej Universiti Islam Antarabangsa Selangor (KUIS)
6.	Dr. Wong Sien Biang	Institut Pendidikan Guru, Kuala Lipis
7.	Mr. Abang Patdeli bin Abang Muhi	Dewan Bahasa dan Pustaka

Mrs. Farhanah binti Mohamad assisted in the development process and can be contacted for further information or query via email: farhanah@mqa.gov.my.

APPENDIX 2

LIST OF ORGANISATIONS INVOLVED IN THE STAKEHOLDERS WORKSHOPS

1. Language Deans' Council of Public University

2. Higher Education Providers
   - Al-Madinah International University (MEDIU)
   - Elite International College
   - Infrastructure University Kuala Lumpur
   - International Islamic University Malaysia
   - ISBAUK Thinking Skill College
   - Kolej University Poly-Tech MARA Kuala Lumpur
   - Mantissa College
   - New Era College
   - SRI College
   - Sultan Abdul Halim Mu'adzam Shah International Islamic University
   - Sultan Ismail Petra International Islamic College (KIAS)
   - UCSI College (Kuala Lumpur)
   - UCSI University
   - Universiti Malaysia Sabah
   - Universiti Malaysia Sarawak (UNIMAS)
   - Universiti Malaysia Terengganu (UMT)
   - Universiti Pendidikan Sultan Idris (UPSI)
   - Universiti Putra Malaysia (UPM)
   - Universiti Sains Islam Malaysia (USIM)
   - Universiti Sains Malaysia (USM)
   - Universiti Selangor (UNISEL), Kampus Bestari Jaya
   - Universiti Sultan Azlah Shah (USAS)
   - Universiti Sultan Zainal Abidin (UniSZA) (Kampus Gong Badak)
   - Universiti Tunku Abdul Rahman (UTAR) Sungai Long Campus
   - Universiti Utara Malaysia (UUM)
   - University Malaya
   - Windfield International College
   - YES International College

3. Industry
   - Cambridge for Life Sdn. Bhd.
   - Dewan Bahasa dan Pustaka
   - Malaysia Chinese Language Council
   - Malaysian Institute of Translation & Books
   - Persatuan Linguistik Malaysia (PLM)
   - The Japanese Language Society of Malaysia (JLSM)
   - The Malaysian Translators Association (MTA)

4. Government Agency
   - Federation of Malaysian Chinese Schools Teachers Association
   - Jabatan Pendidikan Politeknik (JPP)

- Majlis Amanah Rakyat (MARA)
- Malaysian Association of Private Colleges and Universities
- Malaysian Examination Council
- Ministry of Education
- National Institute of Public Administration (INTAN)
- National Youth and Sport Department
- Public Service Department Malaysia

5. Student
    - Kolej Agama Islam Selangor (KUIS)
    - New Era College
    - UCSI University Kuala Lumpur Campus
    - Universiti Putra Malaysia (UPM)
    - Universiti Teknologi MARA (UiTM)

6. Panel of Assessors

7. MQA's Officer

PILOT VISITS TO HEPs

1. Universiti Teknologi MARA (UiTM)
2. Infrastructure University Kuala Lumpur (IUKL)
3. Islamic International College (IIC)

APPENDIX 3

BODY OF KNOWLEDGE

Students who have achieved the minimum proficiency level at the point of entry into the university, for example, grade A in Arabic at *SPM* level can apply to do Bachelor of Arts in Arabic. However, students who have not taken Arabic at school can do their minor in Arabic. The minor package should focus on developing students' proficiency in the language.

1. CURRICULUM FOR STUDENTS WHO FULFILLED THE MINIMUM PROFICIENCY REQUIREMENT IN THE LANGUAGE THAT THEY INTEND TO MAJOR IN

Certificate

No	Programme	Required core courses	Notes
1	- Language (Arabic/ English/ Bahasa Melayu/ etc)* - Modern Language Studies - Linguistics - Applied Linguistics - Literature	• Reading • Writing • Listening • Speaking	- There must be elements of technology integration into the courses offered.

* Where the word language is used, it refers to any one of the languages eg: Certificate in Arabic Language

Diploma

No	Programme	Required core courses	Notes
1	- Language (Arabic/ English/ Bahasa Melayu/ etc)* - Modern Language Studies - Linguistics - Applied Linguistics - Literature	• Grammar and Vocabulary • Advanced Reading • Public Speaking • Writing Skills	- There must be elements of technology integration into the courses offered.

* Where the word language is used, it refers to any one of the languages e.g.: Diploma in Arabic Language

Bachelor's Degree

Common courses:

i. Introduction to Linguistics
ii. Research Methodology
iii. Final year project/ capstone
iv. Industrial Training/ Internship

No	Programme	Common Core	Required Discipline Core[3]	Suggested Discipline Core	Notes
1.	A. Modern Language Studies	• Language* for Academic Purposes (e.g. Academic Writing, Academic Speaking) • Language* for Occupational Purposes (e.g. Business English, Legal English, English for Military Purposes)	• Introduction to Linguistics (eg ENGL 101 for English) • Phonetics • Phonology • Phonetics and Phonology (50:50) • Morphology • Syntax • Syntax and Morphology (50:50) • Discourse Analysis • Semantics • Pragmatics • Semantics and Pragmatics (50:50) • Sociolinguistics	**Language/ Modern Language Studies/ Language Studies/ Linguistics and Applied Linguistics** • General Linguistics • Communication disorders • Computational Linguistics • Historical/ Comparative Linguistics • Psycholinguistics • Language, Structure & Cognition	- There must be elements of technology integration in any of the courses offered. - Proficiency courses must begin from B1 (Bahasa Melayu, English, Chinese, Arabic and Tamil) of CEFR with a minimum of 8 contact hours / week

[3] The title can vary from the one listed as long as the content reflects the discipline, for example, instead of *Sociolinguistics* the HEP may want to name the course *Language and Society*.

No	Programme	Common Core	Required Discipline Core[3]	Suggested Discipline Core	Notes
			• Technology Enhanced Language Learning	• Rhetoric • Lexicography • Speech Processing • The Science of Language • Bilingualism • Minds and Machine • Second Language Acquisition • Grammar in Use • Meaning in Language • Language planning & policy • Varieties of English • Linguistics Variation and Change • Intercultural Communication • Technology Enhanced Language Learning • Courses related to language in context/ language as applied, e.g. International Communication / Professional Communication,	
	B. Language * C. Language* Studies		• Language* Proficiency • Cultural Studies • History • Technology Enhanced Language Learning		- There must be elements of technology integration in any of the courses offered.
2.	A. Linguistics B. Applied Linguistics		• Phonetics • Phonology • Syntax • Semantics • Morphology • Discourse analysis • Technology Enhanced Language Learning • Pragmatics • Sociolinguistics		- There must be elements of technology integration in any of the courses offered.
3.	Literature		• Literature Theory • History of the Literature		- There must be elements of technology integration in any of the courses offered.

No	Programme	Common Core	Required Discipline Core[3]	Suggested Discipline Core	Notes
			• Genre Studies (Fiction, Poetry, *Hikayat*) • Style & rhetoric	Tourism, Business & Management **Literature**	- Periods of relevance to the language, e.g. for English language → Medieval, Victorian
4.	Translation and Interpreting		• History of interpreting • Consecutive interpreting • Community interpreting • Editing and abstracting • Translation assessment • Translation Theory • Translation Strategies • Translation Practice • Linguistic for translator • Textual/ Discourse Analysis	• Shakespeare • World literature • New Literature • Non-fiction writing • Fiction writing • Gender Studies • Screen writing • Writing, Identity & Nation • Technology Enhanced Language Learning **Translation** • Specialize Translator • Public Speaking for Interpreter • Note Taking for Interpreter **Or any other relevant disciplines.**	- There must be elements of technology integration in any of the courses offered. - Minimum of 2 languages - Students' selection → proficient in 2 languages

No	Programme	Common Core	Required Discipline Core[3]	Suggested Discipline Core	Notes
5.	Teaching language (e.g. English) as a Second Language (TESL)		• Linguistics Applications in TESL/TASL (or any other language) • Grammar in Context • Technology Enhanced Language Learning • Introduction to Literature	The other courses are determined by the Council of Education Deans.	- There must be elements of technology integration in any of the courses offered.

* Where the word language is used, it refers to any one of the languages e.g.: Bachelor in Arabic Language

2. Curriculum for Languages other than English, Bahasa Melayu, Arabic, Chinese and Tamil

Certificate

No	Programme	Required core courses	Notes
1	- Language* - Language* Studies - Modern Language Studies - Linguistics - Applied Linguistics - Literature	• Reading • Writing • Listening • Speaking	- There must be elements of technology integration in any of the courses offered.

* Where the word language is used, it refers to any one of the languages e.g.: Certificate in Arabic Language

Diploma

No	Programme	Required core courses	Notes
1	- Language* - Language* Studies - Modern Language Studies - Linguistics - Applied Linguistics - Literature	• Grammar and Vocabulary • Advanced Reading • Public Speaking • Writing Skills	- There must be elements of technology integration in any of the courses offered.

* Where the word language is used, it refers to any one of the languages e.g.: Diploma in Arabic Language

Bachelor's Degree

Common courses:

i. Introduction to Linguistic
ii. Research Methodology
iii. Final year project/ capstone
iv. Industrial Training/ Internship

No	Programme	Core courses	Notes
1	Language* Examples Spanish, German, French, Korean, Japanese	• Proficiency courses in the language taught • Introduction to (Language) eg: Korean Culture • (Language) Media eg: Korean Media • (Language) Current Affairs/ Politics/ Economics/ Society eg: Korean Current Affairs/ Politics/ Economics/ Society • Business (Language) eg: Business Korean	

* Where the word language is used, it refers to any one of the languages e.g.: Bachelor in Spanish Language

Minor
(zero language proficiency – non user of the language)

No	Programme	Core courses	Notes
1	Language* Examples Spanish, German, French, Korean, Japanese	• Proficiency courses in the language taught **Any one of these:** • Introduction to (Language) eg: Korean Culture • (Language) Media eg: Korean Media • (Language) Current Affairs/ Politics/ Economics/ Society eg: Korean Current Affairs/ Politics/ Economics/ Society • Business (Language) eg: Business Korean	

* Where the word language is used, it refers to any one of the languages e.g.: Bachelor in Spanish Language

APPENDIX 4

NOMENCLATURES

Programme Structure	Explanation	Example
Major	The programmes must contain required discipline core courses as listed in Appendix 2. The term 'Translation and Interpreting' is a single major.	- Certificate in English Language - Diploma in English Language - Bachelor of Arts in English*** - Bachelor of Arts in English Language - Bachelor in English Language - Bachelor in English for Communication - Bachelor in Translation and Interpreting - Postgraduate Certificate in Translation and Interpreting - Postgraduate Diploma in Translation and Interpreting - Master of Arts in English*** - Master of Arts in English Language - Master of Arts in English for Specific Purposes - Master in Translation - Doctor of Philosophy
Major with Specialisation	A programme that has a **specialised field** that covers 25-30%* of the body of knowledge **for the area of specialization**. This specialisation is indicated in **bracket**. The programme structure for **Certificate** and **Diploma** programmes shall not include specialisation.	Bachelor in English Language (Communication)
Major - Minor	Programme with **minor** that includes 25-30%* of the body of knowledge **in another discipline****. The conjunction **'with'** is used in	Bachelor in English Language with Business Administration

Programme Structure	Explanation	Example
	naming this type of programme where the major and minor disciplines are mentioned. The programme structure for **Certificate** and **Diploma** programmes shall not include a minor in another discipline.	
Double Major	A double major programme should consist of an equal percentage (50%) of the body of knowledge from **two different discipline**. The conjunction **'and'** is used in naming this type of programme where both disciplines are mentioned. The programme structure for **Certificate** and **Diploma** programmes shall not include a double major.	Bachelor in English Language and Management

Notes:

i. If the percentage of courses offered in the programme structure is less than 25% of the body of knowledge of the major discipline, it should not be stated in the programme nomenclature. However, it can be stated in the transcript.

* Calculation of the percentage of major, specialisation and minor is based on credit hours.
** Discipline refers to the major field of the programme.
*** Refers to Literature.

APPENDIX 5

AREAS OF EMPLOYMENT

	Area
1.	Education
2.	Translation
3.	Interpretation
4.	Copywriting
5.	Diplomatic Service
6.	Public Relation
7.	Journalism
8.	Publishing
9.	Editing
10.	Advertising
11.	Scriptwriting
12.	Lexicographer
13.	Proofreading

APPENDIX 6

CEFR Common Reference Levels (Global scale)

Proficient User	**C2**	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments an accounts in a coherent presentation. Can express him/ herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/ herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	**B2**	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/ her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	**A2**	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/ her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/ herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Council of Europe. (2001). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, U.K: Press Syndicate of the University of Cambridge.

Overall Listening Comprehension

C2	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed
C1	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
B2	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.
	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
B1	Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
A2	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
A1	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Overall Reading Comprehension

C2	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.

B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

Overall Spoken Interaction

C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
B1	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

A2	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

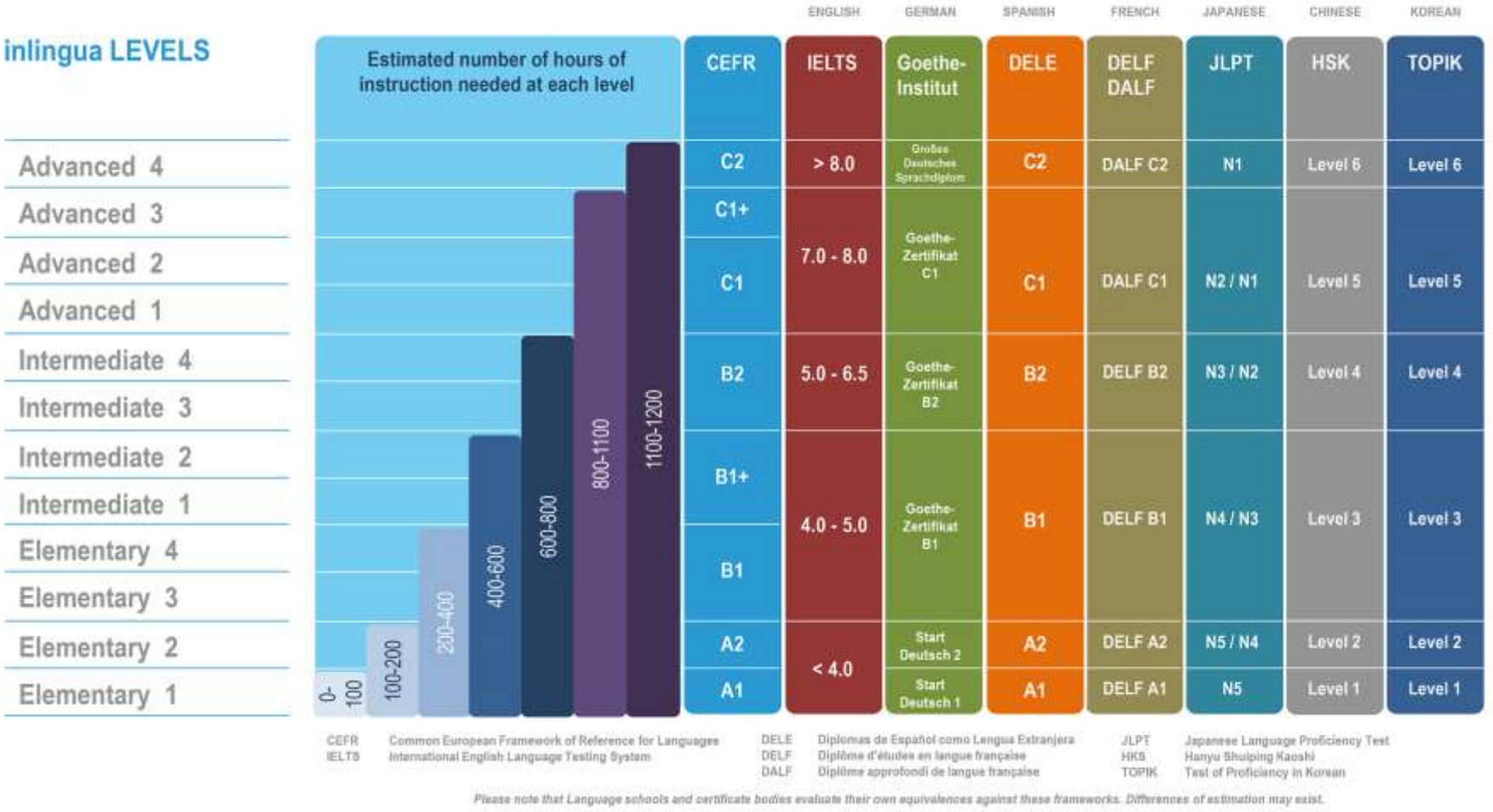
Overall Written Interaction

C2	No descriptor available
C1	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.
B2	Can express news and views effectively in writing, and relate to those of others.
B1	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important
A2	Can write short, simple formulaic notes relating to matters in areas of immediate need.
A1	Can ask for or pass on personal details in written form

Source: Council of Europe. (2001). Common European framework of reference for languages: Learning, teaching, assessment. Structured overview of all CEFR Scales. Cambridge, U.K: Press Syndicate of the University of Cambridge.

APPENDIX 7

Table of Comparison of CEFR with other international standards



Source: inlingua School of Languages. (2017). Simplified table of comparison. http://www.inlingua.edu.sg/student-info/course-information/common-european-framework-of-reference-for-languages-(cefr)#mycontent. *(date of access: 8 February 2018)*

GLOSSARY

1) Active Learning	Students are actively engaged in the process of learning. Approaches such as problem based, enquiry based, discovery learning and experiential learning are examples of active learning.
2) Assessment *as* Learning	Assessment as learning is the student learning process where they monitor their own learning and become aware of how they learn.
3) Assessment *for* Learning	Assessment for learning is also known as formative assessment. It is an approach that enable teachers and learners to decide where the learners are in their learning and the information can be used in deciding what strategies to use in teaching and learning respectively.
4) Assessment *of* Learning	Assessments of learning is sometimes referred to as 'summative assessment', typically administered at the end of a unit or grading period and may be used to rank or grade students.
5) External Examiner	An acknowledged expert in the relevant field of study external to the Higher Education Providers tasked to evaluate the programme's assessment system and the candidates.
6) Final Assessment	The assessment of student progress at the end of a course in the form of a formal examination, dissertation/thesis, projects or industrial training report.
7) Final Examination	An examination or test scheduled within an official examination period held at the end of an academic term. It serves as the final evaluation of a course or courses of study that affects academic performance of students.
8) Flipped learning	Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they

	apply concepts and engage creatively in the subject matter.
9) Formative Assessment	Formative assessment is the assessment of student progress throughout a course, in which the feedback from the learning activities is used to improve student attainment of the subject matter knowledge.
10) Full-Time Equivalent (FTE)	A measure to convert part-time staff workload to full-time equivalent using a normal full-time staff workload. This is only used for the purpose of computing staff-student ratio.
11) Summative Assessment	Summative assessment is the assessment of learning, which summarises the progress of the learner at a particular time and is used to assign the learner with a course grade.

UPDATES

AMENDMENT RECORDS				
No.	**Date**	**Areas**	**Description**	**Page(s)**
1.	8/10/2020	Academic Staff	Editorial for Doctoral Degree By Research Academic staff/supervisor qualification	31

DRAFT