



KEMENTERIAN PENDIDIKAN TINGGI
JABATAN PENDIDIKAN TINGGI

GLOSSARY

SETARA University
SETARA University College



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PREFACE

The SETARA University and University College Rating is a national quality assessment instrument introduced in 2007 to evaluate the autonomy, quality assurance practices and overall performance of universities and university colleges in Malaysia. Guided by the Malaysia Higher Education Blueprint 2025–2035 (MHEB 2025–2035), the rating supports institutions in strengthening excellence across three core functions, namely (1) Teaching, (2) Research, and (3) Services, through a comprehensive and evidence-based evaluation framework.

All institutional data submitted for SETARA University and University College undergo a stringent verification and validation process, including site audits conducted by independent auditors appointed by the Ministry of Higher Education (MoHE), to ensure the accuracy, integrity and reliability of the information reported.

Beyond functioning as a measure of institutional quality, the SETARA University and University College Rating also serves as a strategic tool to support institutional planning, policy formulation and continuous improvement within Malaysia's higher education ecosystem. Accurate, complete, and comprehensive data are essential to ensure that the rating accurately reflects the true capabilities, achievements, and contributions of institutions to national higher education goals.

This SETARA University and University College Glossary provides clear definitions and explanations for each indicator under the assessment framework. It is intended to support consistent understanding, accurate reporting and transparent implementation of the SETARA University and University College rating among all participating institutions.

GENERAL INFORMATION

HLI PROFILE

No	Item	Glossary/Definition/Calculation Formula
1.	Name of Institution.	Full name of the institution as registered with the Ministry of Higher Education (MoHE).
2.	Year of Establishment.	Year of establishment as a University College or University (as registered with MoHE). If the institution was upgraded from University College to University status, fill out both (a) and (b). The date is as stated in the HLI Establishment Approval Letter (Surat Kelulusan Penubuhan) and not the Registration Certificate (Perakuan Pendaftaran).
3.	Information of Person in Charge.	Persons who are being appointed by the institution to provide information on SETARA, e.g., Director of Quality, PMO etc.
4.	Information of Vice Chancellor/ Rector/ President.	A person who holds the position of Vice-Chancellor (or Rector/President) of the institution as of the evaluation date and is responsible for providing information on SETARA.

SECTION A: STAFF DATA

No	Item	Glossary/Definition/Calculation Formula
A.	Total Number of Academic Staff (FTE).	<p>Number of academic staff in the year of evaluation. Total number of academic faculty staff who are responsible for planning, directing and undertaking academic teaching only, research only or both academic teaching and research within Higher Education Institutions.</p> <p>Full Time Equivalent (FTE) = Number of full-time + 1/3 of part-time</p>
1.	Number of Lecturers..	Lecturer - a faculty member who has an academic qualification higher than the programme they are teaching.
	a. Number of Full-Time Lecturers.	<p>Number of full-time academic staff as of 31st Dec in the year of evaluation.</p> <p>Full-time lecturers are those on the HLI's payroll with a unique identification number and having served more than six (6) months in the year of evaluation. However, a retired full-time lecturer will be</p>

No	Item	Glossary/Definition/Calculation Formula
		<p>considered despite having less than six (6) months of employment in the evaluation year.</p> <p>Please include: Vice-Chancellors, Deputy Vice-Chancellors, Principals and Deputy Principals, Professors, Heads of School, Associate Professors, Assistant Professors, Principal Lecturers, Readers, Tutors, Researchers, Research Fellows or Postdoctoral Researchers who contribute to teaching or research or both at the university for a minimum period of at least three (3) months.</p> <p>Please exclude: Research Assistants, PhD students who contribute to teaching, Hospital Residents who do not teach and/or undertake research in addition to clinical duties, exchange scholars and visiting faculty staff who are members of a university other than yours. Offshore academic faculty staff and staff who hold an academic post but are not active due to retirement or honorary appointment should also be excluded.</p>
	b. Number of Part-Time Lecturers (FTE).	<p>Number of part-time academic staff as of 31st Dec in the year of evaluation.</p> <p>Part-time academic staff includes those who are engaged in teaching on a semester basis. These exclude invited lecturers.</p>
2.	Number of Full-Time and Part-Time Instructor/ Teacher/ Assistant Lecturer/ Tutor (FTE).	Instructor/ Teacher/ Assistant Lecturer/ Tutor - a faculty member who has qualifications lower than the level of the programme that they are teaching, but has relevant industry experience.

SECTION B: ACADEMIC PROGRAMMES DATA

No	Item	Glossary/Definition/Calculation Formula
	Number of Programmes approved as of 31st Dec in the year of evaluation.	<p>Academic programmes approved by MoHE.</p> <ul style="list-style-type: none"> ● Pre-U - STPM, Asasi, A-levels, foundations, certificate, matriculations, MQF Level 3 qualification, etc. ● TP - Transfer programmes are programmes that prepare students to enter Bachelor programmes that allow transfer of credit, e.g., American Degree Programmes, Canadian Transfer Programmes, etc. ● Diploma - MQF Level 4 and 5 qualifications ● Adv Diploma - Advanced Diploma, MQF Level 4 and 5 ● Bachelor - MQF Level 6 qualification ● PG Diploma - Postgraduate Diploma ● MS Coursework and Mixed Mode - Master by

No	Item	Glossary/Definition/Calculation Formula
		<p>coursework and mixed mode, MQF Level 7 qualification.</p> <ul style="list-style-type: none"> ○ This includes programmes where the dissertation component is less than 50%. ● MS Research - Master by research, MQF level 7 qualification ● PhD Coursework - PhD by coursework, e.g. DBA, MQF level 8 qualification ● PhD Research - PhD by research, MQF Level 8 qualification

SECTION C: STUDENT DATA

No	Item	Glossary/Definition/Calculation Formula
	Number of Students enrolled (Full-Time) as of 31st Dec in the year of evaluation.	<p>Number of full-time active/registered students (new and returning/continuing) as of 31st Dec in the year of evaluation.</p> <p>Exclude deferred, withdrawn and completed as of 31st Dec in the year of evaluation.</p>
	Number of Students enrolled (Part-Time) as of 31st Dec in the year of evaluation.	<p>Number of part-time active/registered students (new and returning/continuing) as of 31st Dec in the year of evaluation.</p> <p>Exclude deferred, withdrawn and completed as of 31st Dec in the year of evaluation.</p>

SECTION 1: GENERAL

CRITERIA 1.1: STUDENT QUALITY & DIVERSITY

No	Item	Glossary/Definition/Calculation Formula																																
1.1.1	Percentage of local students intake for Bachelor programme with CGPA ≥ 3.0 or equivalent as of 31st Dec in the year of evaluation.	<p style="text-align: center;">no. of local students intake for Bachelor programme with CGPA ≥ 3.00 or equivalent as of 31st Dec in the year of evaluation</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">total no. of local students intake for Bachelor programme as of 31st Dec in the year of evaluation</p> <p style="text-align: right;">x 100</p> <ul style="list-style-type: none"> ● CGPA is taken from the results of matriculation, foundation, and STPM, Diploma or their equivalent (e.g., A Level (CAL), SAM/SACE, CPU, UEC, IB, STAM, IGCSE or equivalent qualifications) for student intake/s as of 31st Dec in the year of evaluation only. ● The ACCA programme is considered a Bachelor degree level (MQA Level 6). ● Students entering from Diploma to Bachelor programmes should also be considered. ● Please refer to the conversion/equivalency table for CGPA vs STPM, UEC, A-Levels, IB etc. 																																
<p>For item 1.1. i. Number of local students entering into Bachelor programme with CGPA => 3.0 or equivalent, kindly refer to the equivalency table below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CGPA and Equivalent</th> <th>STPM</th> <th>CAL (Cambridge A-Level)</th> <th>SAM (South Australian matriculation)</th> <th>CPU (Canadian Pre-University)</th> <th>UEC (Unified Examination Certificate)</th> <th>IB (International Baccalaureate)</th> <th>STAM</th> </tr> </thead> <tbody> <tr> <td></td> <td>(Best 3)</td> <td>(Best 3)</td> <td>(5 subjects)</td> <td>(6 Level-12 subjects)</td> <td>(5 of subjects)</td> <td>(Best 6)</td> <td></td> </tr> <tr> <td>Equivalent</td> <td>CGPA 3.0</td> <td>180 points or higher</td> <td>60% or ATAR 65</td> <td>60% or higher</td> <td>32 points or below</td> <td>26 points or higher</td> <td>Jayyid jiddan</td> </tr> <tr> <td colspan="8">* the number of subjects is subject to entry requirement</td> </tr> </tbody> </table>			CGPA and Equivalent	STPM	CAL (Cambridge A-Level)	SAM (South Australian matriculation)	CPU (Canadian Pre-University)	UEC (Unified Examination Certificate)	IB (International Baccalaureate)	STAM		(Best 3)	(Best 3)	(5 subjects)	(6 Level-12 subjects)	(5 of subjects)	(Best 6)		Equivalent	CGPA 3.0	180 points or higher	60% or ATAR 65	60% or higher	32 points or below	26 points or higher	Jayyid jiddan	* the number of subjects is subject to entry requirement							
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No	Item	Glossary/Definition/Calculation Formula
1.1.2	Percentage of students enrolled with scholarships from external agencies as of 31st Dec in the year of evaluation.	<p>no. of students enrolled with scholarships from external agencies as of 31st Dec in the year of evaluation</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">total no. of students enrolled as of 31st Dec in the year of evaluation</p> <p style="text-align: right;">x 100</p> <ul style="list-style-type: none"> ● The nature of the Scholarships must be competitive and awarded by external agencies that cover at least full tuition fees. ● Scholarships from the parent company must show evidence of a separate board of trustees, competitive and open to other students in other HLIs. ● Convertible Loans are not included, e.g., awarded by JPA and MARA. Refer to the scholarship offer letter to verify the award type, whether it is a Scholarship or a Convertible Loan.
1.1.3	Percentage of international students enrolled as of 31st December in the year of evaluation.	<p>no. of international students enrolled as of 31st December in the year of evaluation</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">total no. of students enrolled as of 31st December in the year of evaluation</p> <p style="text-align: right;">x 100</p> <ul style="list-style-type: none"> ● International dual degree students are those enrolled in structured programmes that allow them to study across two universities, typically in two countries, and to graduate with two official degrees, with shared credits, enhanced global experience, and a shorter timeline than pursuing each degree separately. ● International dual degree students can be included under 'international undergraduate students' if they spend at least three months at your institution, earn credit towards their final degree and have your institution's name written on their degree certificates. ● Exclude all students from the offshore campus, including exchange/mobility students. (For exchange/mobility students, this should be included under Section 2.4).
1.1.4	Number of home countries (for international students enrolled).	The count of different countries of origin for international students enrolled at your institution as of 31st December in the year of evaluation.

CRITERIA 1.2: LECTURER CAPABILITY

No	Item	Glossary/Definition/Calculation Formula
1.2.1	Percentage of lecturers with PhD or professional qualifications.	$\frac{(\text{no. of part-time lecturers with PhD} \div 3) + (\text{no. of full-time lecturers with PhD}) + (\text{no. of part-time lecturers without PhD having Professional qualification} \div 3) + (\text{no. of full-time lecturers without PhD having Professional qualification})}{(\text{total no. of part-time lecturers} \div 3) + (\text{total no. of full-time lecturers})} \times 100$ <ul style="list-style-type: none"> • An academic qualification is not a professional qualification. • MQF Level 8 qualifications are considered as PhD equivalence, including (DBA, DEd, DEng, etc). • Professional qualification is governed by the board of the profession (established by the Act) e.g., Ir., Ar., Sr., Ts., Advocates and Solicitors, Chartered Secretary, Chartered Accountant, Chartered Engineer, Licenced Counsellor, MMed, MRCP, etc. • Professional designation obtained at a level after Bachelor Degree, and is accepted by national regulatory bodies or international licensing bodies e.g. MMC for medical, MIA for accountancy, BEM for engineering.
1.2.2	Percentage of lecturers with industry experience or professional / competency certification.	$\frac{(\text{no. of part time lecturers with industrial experience} \div 3) + (\text{no. of full time lecturers with industrial experience})}{(\text{total no. of part time lecturers} \div 3) + (\text{total no.of full-time lecturers})} \times 100$ <ul style="list-style-type: none"> • For the number of lecturers with industrial experience, only lecturers with industrial experience of 2 years and more are considered. • Industrial experience should be related to the relevant field. • Professional / Competency certification refers to certification that requires assessment.

No	Item	Glossary/Definition/Calculation Formula
1.2.3	Percentage of full-time international lecturers.	$\frac{\text{no. of full-time international lecturers}}{\text{total no. of full-time lecturers}} \times 100$ <ul style="list-style-type: none"> • Foreign lecturers from other countries. • Based on citizenship/ nationality, Permanent Residents (PR) are considered foreign.

CRITERIA 1.3: ACADEMIC STAFF RECOGNITION

No	Item	Glossary/Definition/Calculation Formula
	<p>Percentage of full-time academic staff obtaining outstanding recognition or awards at national level (award received up to 31st December in the year of evaluation).</p>	<p style="text-align: center;">no. of full-time academic staff obtaining outstanding recognition or awards at national level (award received up to 31st December in the year of evaluation)</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">total no. of full-time academic staff</p> <p style="text-align: right;">x 100</p> <ul style="list-style-type: none"> • Recognition refers to leadership or stewardship of academic staff from a learned/ professional/ reputable national or international organisation. • Academic staff awarded by learned/ professional/ reputable national or international organisations. • Awards received through exhibitions and competitions are not to be included. • Honorary awards/ titles received from royals (Dato, Dato Seri etc.) are not to be included. • This section considers the number of staff, not the number of recognition/ awards. • An academic staff member who received more than one (1) recognition or award (international and national) is counted as one. • Award/recognition received throughout the career, not just in the year of evaluation. • Example of stewardship: President, Deputy/Vice President, Fellows, Secretary General of a learned or professional society, Chief Editor of Web of Science / Scopus journals. • Examples of awards include Merdeka Award, Anugerah Akademik Negara, Tokoh Maal Hijrah, L'Oreal award, UNESCO prize for Peace Education, Pulitzer etc., including receiving those awards before joining the institution.
	<p>Percentage of full-time academic staff obtaining outstanding recognition or awards at international level (award received up to 31st December in the year of evaluation).</p>	<p style="text-align: center;">no. of active and full-time academic staff obtaining outstanding recognition or awards at the international level (awards received up to 31st Dec in the year of evaluation)</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">total no. of full-time academic staff</p> <p style="text-align: right;">x 100</p>
	<p>Number of active academic staff receiving more than one award or recognition as of 31st December</p>	<ul style="list-style-type: none"> • An academic staff member who received more than one (1) international or national recognition/ awards as of 31st December in the year of evaluation.

No	Item	Glossary/Definition/Calculation Formula
	in the year of evaluation (international or national).	

CRITERIA 1.4: QUALITY MANAGEMENT SYSTEM (QMS)

No	Item	Glossary/Definition/Calculation Formula
1.4.1	Scope of QMS that covers: <ul style="list-style-type: none"> - Teaching and Learning. - Research. - Human Resource. - Finance. 	[QMS Certification (Teaching & Learning) + QMS Certification (Research) + QMS Certification (Human Resource) + QMS Certification (Finance)] <ul style="list-style-type: none"> • External = 1 • Internal = 0.5 • N/A = 0 <ul style="list-style-type: none"> • QMS internal must include Plan-Do-Check-Act (PDCA) elements. HLI must show evidence of the processes. • QMS external must have a valid certification. The scope covers all four (4) aspects of activity to obtain full marks.
1.4.2	Total number of other certifications such as MS ISO17025, MS ISO14000, MS ISO31000, GMP, GLP ISO/IEC 27001.	<ul style="list-style-type: none"> • Number of other certifications. • The certification is beyond the regulatory requirements. Multiple certificates obtained for the same type of certification are considered as one. • External accreditation of programme cannot be counted. (i.e. MQA, EAC, AACSB, AUN-QA).
1.4.3	Management of international students.	<ul style="list-style-type: none"> • Formal establishment of an International Office (IO) with an organisational structure, documented roles, and responsibilities. • Admission and immigration support system in place, covering visa application/renewal and exit procedures. Standard Operating Procedures must be made available and adequately documented. • Orientation and ongoing support services for international students, such as induction programmes, counselling, and grievance mechanisms. • Documented programmes for international student engagement and integration, including activities like buddy systems, cross-cultural events, or support through student associations. • Updated international student records accessible through the university's centralised student information system, with the ability to generate periodic reports for monitoring and compliance.

No	Item	Glossary/Definition/Calculation Formula
1.4.4	Institutional Leadership and Succession Framework.	<ul style="list-style-type: none"> ● The institution has a formal leadership succession policy or framework that has been endorsed by the top management and/or governing authority. ● The institution has identified potential leadership talent for key strategic positions as part of a structured succession pipeline. ● The institution conducts structured and evidence-based assessments to evaluate leadership competency, readiness, and potential using recognised assessment tools or frameworks (internal or external), beyond routine annual performance appraisal systems. ● The institution periodically reviews, monitors, and evaluates the effectiveness of its leadership development and succession initiatives, supported by documented follow-up actions or improvement plans.

CRITERIA 1.5: WAKAF, ENDOWMENT, AND FINANCIAL SUSTAINABILITY

No	Item	Glossary/Definition/Calculation Formula
1.5.1	Ratio of funds received in the year of evaluation over operational expenditure.	<p style="text-align: center;">total amount of funds received in the year of evaluation (waqf + endowment + equity)</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">amount of operational expenditure (RM) in the year of evaluation</p> <ul style="list-style-type: none"> ● Total amount of funds received in the year of evaluation include Wakaf, Endowment and Equity. ● Evidence can be in the form of financial statement or contracts. There should be no double claims. ● Audited financial statements in the year of evaluation. In the case where the financial statement for the evaluation year has not yet been audited, the institution must provide an unaudited financial report endorsed by the top management of HLI. ● For the case of HLI having a separate business arm, the group financial statement will be referred. If there is no group financial statement, hence any income generated from the business arm will not be counted, except for dividends transferred to the HLI account. ● Operational expenditure = amount spent, including salary for all staff. ● Wakaf = endowment made by a Muslim to a religious, educational or charitable cause. ● Endowment = a financial asset in the form of a donation made for a non-profitable cause. It may or may not have a stated purpose at the bequest of the donor. ● Equity = net value of a company (as stated in the company's statement of financial position (balance sheet)), or the amount that would be returned to shareholders if all the company's assets were liquidated and all its debts repaid.
1.5.2 (a)	Net Income ratio.	<p style="text-align: center;">(total revenue – total expenses) as of 31 December in the year of evaluation</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">total revenue as of 31 December in the year of evaluation</p> <p style="text-align: right;">x 100</p> <ul style="list-style-type: none"> ● Total revenue = amount received into consolidated university account (including university wholly owned subsidiaries, directly controlled by the university VC/President/CEO)

No	Item	Glossary/Definition/Calculation Formula
1.5.2 (b)	Current ratio.	$\frac{\text{current assets}}{\text{current liabilities}}$ <ul style="list-style-type: none"> • Current Assets as of 31 December in the year of evaluation = are those that can be converted into cash within one year. This can include cash, cash equivalents, accounts receivable, stock inventory, marketable securities, prepaid liabilities, and other liquid assets. • Current Liability as of 31 December in the year of evaluation = are obligations expected to be paid within one year. Including accounts payable, short-term debt, accrued expenses, and dividends payable.

CRITERIA 1.6: INSTITUTIONAL REPUTATION

No	Item	Glossary/Definition/Calculation Formula
1.6.1	QS World University Rankings.	<ul style="list-style-type: none">● Only QS World University Rankings is considered.● International universities branches in Malaysia are being exempted from being evaluated on this sub-criteria.
1.6.2	Number of Subjects listed in the Top 400 in QS World University Rankings by Subject.	<ul style="list-style-type: none">● Only QS World University Rankings is considered.● International universities branches in Malaysia are being exempted from being evaluated on this sub-criteria.
1.6.3	QS Asia University Rankings.	<ul style="list-style-type: none">● Only QS Asia University Rankings is considered.● International universities branches in Malaysia are being exempted from being evaluated on this sub-criteria.
1.6.4	Ranking/rating received on sustainability.	<ul style="list-style-type: none">● Recognition / ranking / rating received on sustainability / green campus initiatives / partnerships (e.g QS Sustainability, GBI Ranking , UI Greenmetric, THE Impact).
1.6.5	Green Campus Initiative.	<ul style="list-style-type: none">● Promotes environmental responsibility and aligns with global sustainability goals.

SECTION 2: TEACHING AND LEARNING

CRITERIA 2.1: ADEQUACY AND CAPACITY OF ACADEMIC STAFF

No	Item	Glossary/Definition/Calculation Formula
2.1.1	Ratio of Academic Staff to Students (FTE).	$\frac{\text{no. of students (FTE)}}{\text{no. of academic staff (FTE)}}$ <ul style="list-style-type: none"> ● Full Time Equivalent (FTE) = Number of full-time + 1/3 of part-time (calculated from data entry university profile) ● Number of students (FTE) enrolled according to levels of studies i.e., Pre U, Transfer Programme, Certificate, Graduate Certificate, Graduate Diploma, Diploma, Adv. Diploma, Bachelor, PG Diploma, MS and PhD ● Number of academic staff (FTE), including lecturers, instructors, teachers, assistant lecturers and tutors. ● ACCA programme is considered Bachelor degree level (MQA level 6). ● Full-time lecturers are individuals listed on the Higher Learning Institution (HLI) payroll with a unique identification number and who have served for more than six (6) months during the evaluation year. However, a retired full-time lecturer will still be counted even if their employment duration is less than six (6) months in that year.
2.1.2	Percentage of Graduate on Time (GOT) for Bachelor programme.	$\frac{\text{no. of students that GOT for Bachelor programme}}{\text{total no. of students that graduated for Bachelor programme}} \times 100$ <ul style="list-style-type: none"> ● Graduate on time refers to students who successfully complete their academic programme within the minimum prescribed duration set by the institution or qualification level. ● Graduate on Time (GOT) calculation is based on full time first degree (Bachelor) students only.

CRITERIA 2.2: STUDENT SATISFACTION

No	Item	Glossary/Definition/Calculation Formula
2.2.1	Student satisfaction index on learning experience.	Data is extracted from Sistem Kajian Pengesanan Graduan (SKPG).
2.2.2	Student satisfaction index on learning environment.	Data is extracted from Sistem kajian Pengesanan Graduan (SKPG).

CRITERIA 2.3: QUALITY OF GRADUATES

No	Item	Glossary/Definition/Calculation Formula
2.3.1	Percentage of Bachelor/ Diploma graduates being employed based on Tracer Study.	<ul style="list-style-type: none">• Tracer study is taken from the completed cycle (within 6 months of graduation) in Sistem Kajian Pengesanan Graduan (SKPG).• Definition of graduates employed is based on the definition determined by Tracer's Study (includes employed, waiting for employment, further study and self-employed).
2.3.2	Employer perception survey.	

CRITERIA 2.4: INTERNATIONALISATION OF ACADEMIC PROGRAMME

No	Item	Glossary/Definition/Calculation Formula
2.4.1	Percentage of inbound students.	$\frac{\text{no. of inbound students}}{\text{total no. of students (FTE)}} \times 100$ <ul style="list-style-type: none"> ● Inbound with a MINIMUM two-week mobility programme (credited and uncredited), including virtual mobility programme. ● In the cases where the same student participated in more than one inbound/outbound mobility programme organised by the university, it will be counted as one.
2.4.2	Percentage of outbound students.	$\frac{\text{no. of outbound students}}{\text{total no. of students (FTE)}} \times 100$ <ul style="list-style-type: none"> ● Outbound students with MINIMUM two weeks mobility programme (credited and uncredited) including virtual mobility programme. ● In the case where the same student participated in more than one inbound/ outbound mobility programme organised by the university, it will be counted as one.
2.4.3	Percentage of active international programme (joint degree/ dual degree/ franchise/ twinning/ offshore).	$\frac{\text{number of active international programmes}}{\text{number of active programmes}} \times 100$ <ul style="list-style-type: none"> ● Joint degree program is a program of study that involves the cooperation of two or more degree granting institutions that are equal standing in the development and offering of the program and leads to the awarding of one degree with one scroll by the institution involved. ● Dual degree program is two programs of study from the same or almost the same field involving cooperation by two degree granting institutions of equal standing and leading to the awarding of two scrolls by the institutions involved. ● Franchise program are an activity that involves the offering of rights to the franchisee by the franchisor to market educational products or services through rules, guidelines and royalty fees as mutually agreed through a Memorandum of Agreement (MoA).

No	Item	Glossary/Definition/Calculation Formula
		<ul style="list-style-type: none"> ● Twinning Program is a program offered through an agreement/partnership between two universities, which allows students to complete a portion of the degree at one university and go on to complete the rest of the degree at the partner university overseas. ● Offshore program refers to a franchised operation that a tertiary or higher education institution creates in order to expand its operations beyond the borders of where it is mainly based, often with the bidding of the host country's government. ● Including undergraduate and post-graduate program.
2.4.4	Percentage of students involved in international programme (joint degree/ dual degree/ franchise/ twinning/ offshore).	$\frac{\text{no. of students involved in international programmes}}{\text{no. of students (FTE)}} \times 100$

CRITERIA 2.5: PROGRAMME RECOGNITION

No	Item	Glossary/Definition/Calculation Formula
2.5.1	Percentage of active fully accredited programmes in MQR.	$\frac{\text{no. of active matured programmes in MQR}}{\text{total active programmes in MQR}} \times 100$ <ul style="list-style-type: none"> • Matured programmes refer to those that have successfully produced their first cohort of graduates. • Active means there are students enrolled in the programmes.

CRITERIA 2.6: LIFELONG LEARNING

No	Item	Glossary/Definition/Calculation Formula
2.6.1	Ratio of participants enrolled per courses (MC) offered by HLI in Micro credential (MC).	$\frac{\text{no. of participants enrolled in MC}}{\text{total no. of MC courses offered as of 31 December in the year of evaluation}} \times 100$ <ul style="list-style-type: none"> • MC is a term that encompasses various forms of certifications, including 'nano-degrees', 'micro-masters' credentials', 'certificates', 'badges', 'licence' and 'endorsements', and focuses on much smaller modules of learning than those covered in conventional academic awards, which often allow learners to complete the required work over a shorter period.

CRITERIA 2.7: TEACHING AND LEARNING INNOVATION

No	Item	Glossary/Definition/Calculation Formula
2.7.1	<p>Number of active bachelor programmes offered implementing innovative teaching and learning approach in the curriculum stated in EXCEL (Experiential Learning and Competency Based Education Landscape) document issued by JPT as below</p> <ul style="list-style-type: none"> a) Research Infused Experiential Learning (REAL). b) Industry Driven Experiential Learning (IDEAL). c) Community Resilience Experiential Learning (CARE). d) Personalised Experiential Learning (POISE). 	<ul style="list-style-type: none"> a) number of active bachelor programmes implementing REAL b) number of active bachelor programmes implementing IDEAL c) number of active bachelor programmes implementing CARE d) number of active bachelor programmes implementing POISE <ul style="list-style-type: none"> ● REAL is a curricular thrust structure that promotes meaningful research learning experiences. REAL allows students to identify problems, to pursue interests, to learn something new, to hone and challenge themselves in new ways. It is an experiential learning process leading to the development of inquisitive and exploratory learning mindset and culture. ● IDEAL 'Industry driven experiential learning' is a curricular thrust that is dominantly characterised by the requirements of industry and involves a significant amount of experiential learning e.g Work Based Learning (WBL). ● CARE is a curriculum thrust that promotes student learning by addressing community needs and ultimately create positive social change through immersive community-based learning and Service Learning Malaysia (SULAM), University for Society. It serves to enhance student learning of course content, teach civic responsibility, and strengthen communities. ● POISE is a curriculum structure that expands access to a range of high-quality higher education options. POISE provides students with diverse interests in obtaining academic qualifications with opportunities for lifelong learning. POISE provides learners in HLIs with industry-driven learning materials, agile curriculum material, and buffet-style learning with standardised guidance.

SECTION 3 RESEARCH

CRITERIA 3.1: CRITICAL MASS

No	Item	Glossary/Definition/Calculation Formula
3.1.1	<p>Percentage of lecturers who are principal investigators (PI) of research grants</p> <p>a) PI for Institutional/ University grants. b) PI for National grants. c) PI for Industrial / NGO / Private grants. d) PI for International grants.</p>	$\frac{\text{no. of lecturers as principal investigator for each category}}{\text{total no. of lecturers (FTE)}} \times 100$ <ul style="list-style-type: none"> • Data as in MyRA masterlist and follows the MyRA glossary. • Principal investigator (PI) is the leader of an active research grant. • In the case of a joint grant with multiple institutions, all principal investigators can claim provided that they have received part of the grant. • For Internal grants (University/ National), the minimum amount received should be (Non-S&T: RM5k and S&T: RM20k). • For External grants (International/ Private/ Industry/ NGO), the minimum amount received should be (Non-S&T: RM5k and S&T: RM10k).
3.1.2	<p>Percentage of lecturers who are main supervisors of research students (Master or PhD)</p> <p>(a) Supervise Master students by Research. (b) Supervise PhD students by Research.</p>	$\frac{\text{no. of lecturers as main supervisor for each category}}{\text{total no. of lecturers (FTE)}} \times 100$ <ul style="list-style-type: none"> • The main supervisor is the 1st supervisor of Master by research students. • The main supervisor is the 1st supervisor of PhD by research students.
3.1.3	<p>Percentage of lecturers who are authors of indexed journals (WOS/Scopus) / indexed books / indexed book chapters</p> <p>(a) Number of lecturers who are authors of indexed journals (WOS/Scopus) / books / book chapters as of 31 December in the year of evaluation.</p>	$\frac{\text{no. of lecturers as authors}}{\text{total no. of lecturers (FTE)}} \times 100$ <ul style="list-style-type: none"> • Authorship of journal-indexed publications or indexed books or indexed book chapters. If a lecturer authored more than one journal-indexed publications or indexed books or indexed book chapters, he or she is considered as one.

CRITERIA 3.2: RESEARCH INCOME

No	Item	Glossary/Definition/Calculation Formula
3.2.1	Amount of grants received (RM) per lecturer a) Institutional/University grants. b) National grants. c) Industrial / NGO / Private grants. d) International grants.	$\frac{\text{total amount of grants (RM) for each category}}{\text{total no. of lecturers (FTE)}} \times 100$ <ul style="list-style-type: none"> ● Institutional grants are provided by the institution / university. ● National grants are provided by public agencies or ministries. ● International grants are provided by international agencies within or outside Malaysia. ● Industry grants are provided by private agencies, business entities and non-governmental organisations. ● Sponsorships or scholarships are not counted as a grant.
3.2.2	Percentage of grants received (RM) from industries and international agencies to total amount of grants received.	<ul style="list-style-type: none"> ● Auto calculated based on 3.2.1

CRITERIA 3.3: QUANTITY OF PUBLICATIONS

No	Item	Glossary/Definition/Calculation Formula
3.3.1	<p>Total publications per lecturer</p> <p>(a) Indexed publication</p> <p> i. Journal.</p> <p> ii. Conference Proceedings.</p> <p>(b) Book / Book chapters.</p> <p>(c) Policy Papers.</p> <p>(d) Other Publications.</p>	<p>total publications from eMyRA Sections C1a (i) and (ii) + C1d + C1e + C1f</p> <p>----- x 100</p> <p>total no. of lecturers (FTE)</p> <ul style="list-style-type: none"> Total publications from indexed journals or proceedings, books, policies, book chapters, non-indexed journals (ie conference proceedings, case studies, technical reports) as of 31 December in the year of evaluation.
3.3.2	<p>Total Joint Publications with</p> <p>(a) Industrial Collaborations.</p> <p>(b) International Collaborations.</p> <p>(c) National Collaborations (UA-UA, UA-US, US-US, Agency/RI).</p>	<p>total publications from eMyRA Sections C1a(iii)(1) + C1a(iii)(2) + C1a(iii)</p> <p>----- x 100</p> <p>total no. of lecturers (FTE)</p> <ul style="list-style-type: none"> Joint publications are collaborative authorships between University and External Agencies, as of 31 December in the year of evaluation. They include:- <ul style="list-style-type: none"> a) University-Industry partnerships. b) University-International partnerships. c) University-National partnerships (UA-UA, UA-US, US-US, Agencies/ Research Institutes).
3.3.3	<p>Total MyCite Indexed publications per lecturer.</p>	<p>total publications from eMyRA Sections C1c</p> <p>----- x 100</p> <p>total no. of lecturers (FTE)</p> <ul style="list-style-type: none"> Number of publications in MyCite-indexed journals by active academic staff as of 31 December in the year of evaluation.

CRITERIA 3.4: QUALITY OF PUBLICATIONS

No	Item	Glossary/Definition/Calculation Formula
3.4.1	Total citations (5-year citations for last 5-year publications).	<ul style="list-style-type: none"> • Total citations from eMyRA C1b(i). • Total citations in Scopus / WoS within the last 5 years for publications produced in the last 5 years from the year of evaluation.
3.4.2	Percentage of Q1 and Q2 publications to the Total of indexed publications as of 31 December in the year of evaluation.	$\frac{\text{total Q1 and Q2 journal publications from eMyRA Section C1b(ii)}}{\text{total journal Publications from eMyRA Section C1a(i)}} \times 100$ <ul style="list-style-type: none"> • Q1 and Q2 indexed journal publications are from Journal Citation Report (JCR).
3.4.3	Institutional H-index	Derived from Scopus <ul style="list-style-type: none"> • The H-index is measured from the year of the institution's establishment.

SECTION 4 SERVICES AND INCOMES

CRITERIA 4.1: INCOME FROM COMMERCIALISATION OF IDEAS

No	Item	Glossary/Definition/Calculation Formula
4.1.1	Percentage of gross income received from product commercialisation, lab services and hospital/clinic/dental recoupable fees as of 31 December in the year of evaluation.	<p style="text-align: center;">amount of gross income received from product commercialisation, lab services and hospital/clinic/dental recoupable fees (RM)</p> <p style="text-align: center;">----- x 100</p> <p style="text-align: center;">Operating Expenditure (OPEX) (RM)</p> <ul style="list-style-type: none"> ● Commercialised products that are derived from HLI's own IPs. This includes services provided through expertise in HLI. ● Amount of income from lab services (RM) and other services (RM). ● Only transacted incomes into institutional accounts and subsidiaries are counted.
4.1.2	Percentage of gross income received from consultancy and advisory activities (RM) as of 31 December in the year of evaluation.	<p style="text-align: center;">amount of gross income received from consultancy and advisory activities (RM)</p> <p style="text-align: center;">----- x 100</p> <p style="text-align: center;">Operating Expenditure (OPEX) (RM)</p> <ul style="list-style-type: none"> ● Commercialised products that are derived from HLI own IPs. This includes services provided through expertise in HLI. ● Only transacted incomes into institutional account and subsidiaries are counted.

CRITERIA 4.2: USR AND KTP TO INDUSTRY AND COMMUNITY INCLUDING TRANSLATIONAL RESEARCH

No	Item	Glossary/Definition/Calculation Formula
4.2.1	Ratio of academic staff to University Social Responsibility (USR) and Knowledge Transfer Programme (KTP) programmes/activities as of 31 December in the year of evaluation.	<p>total no. of USR and KTP programmes or activities</p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;">total no. of academic staff (FTE)</p> <ul style="list-style-type: none"> ● Number of USR and KTP programmes or activities organised/ participated by an academic staff. ● USR is the University Social Responsibility programme or activity to benefit the external community or industry. Only programmes initiated and driven by the university will be counted. ● KTP is a knowledge transfer programme that is derived from research projects to benefit the community or industry. KTP is a structured programme that has documented programmes approval, objectives, methodology, and financial arrangements.
4.2.2	Percentage of grants/ funds for USR and KTP programmes against operational expenditure as of 31 December in the year of evaluation.	<p>amount of grants/funds received from external sources + internal funding for USR & KTP programmes</p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;">Operating Expenditure (OPEX) (RM)</p> <p style="text-align: center;">x 100</p> <ul style="list-style-type: none"> ● External sources include gifts, sponsorships, crowdfunding, etc. ● USR and KTP programmes serve similar purposes and often receive or utilise funds together. Merging them simplifies data entry and reduces redundancy. ● Additionally, both programmes often benefit the same communities, so combining the data avoids double-counting and presents a clearer, more accurate total.
4.2.3	Number of external communities benefiting from the USR and KTP programme	<ul style="list-style-type: none"> ● Community is represented by a group of people in one entity rather than every individual count. ● If more than one USR/KTP is conducted in the same community, it will be counted as one.

CRITERIA 4.3: EDUCATION AND TRAINING PROGRAMME

No	Item	Glossary/Definition/Calculation Formula
4.3.1	Number of education and training programmes including seminars, conferences and CPD.	<ul style="list-style-type: none"> Continuing Professional Development (CPD) is defined as short courses not leading to academic qualifications.
4.3.2	Ratio of participants per education and training programmes including seminars, conferences and CPD.	$\frac{\text{total no. of participants}}{\text{total no. of training programmes}} \times 100$ <ul style="list-style-type: none"> Total number of participants in education and training programmes including seminars, conferences and CPD as of 31 December in the year of evaluation. Total number of education and training programmes including seminars, conferences and CPD as of 31 December in the year of evaluation. Continuing Professional Development (CPD) is defined as short courses not leading to academic qualifications.
4.3.3	Percentage of gross income from education and training programmes, including seminars, conferences and CPD, as of 31 December in the year of evaluation.	$\frac{\text{gross income from education and training programmes including seminars, conferences and CPD}}{\text{Operating Expenditure (OPEX) (RM)}} \times 100$

CRITERIA 4.4: OTHER SOURCES OF INCOME

No	Item	Glossary/Definition/Calculation Formula
4.4.1	Percentage of other sources of income against operational expenditure.	<p style="text-align: center;"> amount of other sources of income (RM) ----- x 100 Operating Expenditure (OPEX) (RM) </p> <ul style="list-style-type: none"> • Other sources of income (any amount) as of 31 December in the year of evaluation, include: <ol style="list-style-type: none"> i. Amount received in the form of zakat, gift, sponsorships, travelling, grants, etc. (RM). ii. Returns or dividends derived from waqf, endowment, university savings, and contributions from other university businesses (RM). iii. Income generated from asset monetisation, including rentals or leasing of university assets (RM).