



ALBUKHARY INTERNATIONAL UNIVERSITY

ALBUKHARY INTERNATIONAL UNIVERSITY

Teaching and Learning 2020
Handbook



PREAMBLE

This Albukhary International University (AIU) Teaching and Learning Handbook (TLH) shall be the main guidelines that regulate the teaching and learning at AIU. This handbook outlines the method of applying policies and regulation in order to coordinate, manage, supervise and administer the teaching and learning affairs, and approved by the University's Senate to ensure the quality and standard of teaching and learning in the University.

The TLH is published and circulated to all academic staff of AIU to all staff of AIU for reading and adhering to the guidelines. The AIU TLH Guidelines was tabled in the Senate Meeting 14, No. 11/2019 held on 18 December 2019, to be revised in the next Senate for approval.

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PREFACE

Albukhary International University (AIU) is actively involved in the progression of information and pursuit of truth locally and internationally. The University develops a capacity for critical reasoning, and a genuine desire for learning to the students. AIU is indeed very grateful for the fact that the students that are enrolled are academically qualified and competent. A Teaching and Learning Handbook will provide an avenue to ensure they will improve further and be more excellent.

This Teaching and Learning Handbook primarily focuses, among others, on the approaches of teaching, student performance evaluation, examination guidelines, as well as ethics. The purpose of this Handbook is to assist the students in acquiring knowledge and profiling different abilities whilst aiding the lecturers with the presentation and transmission of educational content.

One of the AIU Strategic Shifts is Redesign Learning Environment. This shift aims to develop future ready curriculum framework that highlights three elements namely curriculum structure, teaching and learning delivery and assessment. AIU is very passionate to produce graduates with holistic, adaptable, balanced, well-rounded, and life-ready graduates who will be agents of change in societies.

I truly believe that this Teaching and Learning Handbook will be an effective guide to lecturers to deliver a quality teaching to the student and a stepping-stone student to earn noteworthy achievement in their study. It is my earnest desire that the lecturers will refer to this Handbook during the period of their association with AIU.

Prof. Dato' Dr. Abd Aziz Tajuddin, FASc, FIPM

Vice Chancellor and President
Albukhary International University

FORWARD

It is a pleasure to be entrusted to lead a team of editors revising the Albukhary International University (AIU) Teaching and Learning Handbook. A dedicated team from different backgrounds and experiences was formed to ensure that every academic staff at AIU follows the standard procedures aligned in this handbook that necessarily addresses specifications by the Malaysian Qualification Agency. The teaching and learning in higher education should be shaped based on the current and global demands – a larger, more diverse student body, pervasive language of quality and accountability, and vast technological changes.

This handbook sought to assist academic staff on essentials of effective teaching and learning processes which parallels with emerging trends. It is a precious guideline on teaching and learning suggestions, assessments, and supervision of ethics and disciplines. Academic staff is hoped to benefit from discipline-specific reflections on challenges in teaching, learning and assessing students suggested in this handbook.

This is thus a '*holy grail*' to which young academics will refer to for lucid, practical advice on principles of effective classroom practice, while respective experienced colleagues will find it an affluent compendium to refresh their knowledge and restructure their assumptions and teaching skills. AIU academic staff and students will have a cause to be grateful to the editorial board who have expertly revised and assembled this handbook as we have it today. Never before has there been a need to revise teaching and learning guideline, but it is compulsory to do so for reflection on teaching in higher education, and this is proudly a splendid contribution to meeting that need. Furthermore, this handbook is a reference that should be used at all times in relations to matters pertaining to Teaching and Learning. In the event there are abnormal situations like a pandemic, we will adjust accordingly based on whatever memo or circular is issued by the university to cater for that situation.

Prof. Dr. Nor Hashimah Hashim

Dean

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OVERVIEW

The Albukhary International University (AIU) is governed by the policies and processes set by the Malaysian Qualification Agency (MQA) to identify operational adjustments to the local context, direct staff to appropriate sources of guidance and provide quick links to the key policy and guidance documents set out in this handbook. Therefore, this handbook encourages fostering of effective and quality procedures and requirements across all areas of teaching and learning.

This revised handbook is developed to:

1. provide information to everyone involved in teaching and administering academic programmes at AIU,
2. provide teaching and learning guidelines to comply with MQA requirements,
3. impose university policies,
4. demonstrate a conducive effective learning environment,
5. enforce teaching commitment in academic staff,
6. provide the necessary documentation and forms to be used in teaching and interaction with the students, and
7. supply examples of forms to be used by academic staff.

This handbook overrides the previous Lecturer Quality Management Guideline which has been practiced. All the programmes at AIU are MQA accredited. This is to ensure that the programmes offered are recognized by industries and employers at large. May your teaching be enjoyable and rewarding via guided principles that touch every phase of your teaching. This handbook is a reference that should be used at all times in relations to matters pertaining to Teaching and Learning.

CORE VALUES



The core values embraced by the community of AIU are *Aqidah* (Belief), *Akhlaq* (Virtue), *Adab* (Ethics), *Amanah* (Responsibility) and *Amalan* (Conduct), or known as the 5As, and the practice of the 8-hour rule: eight for the night's sleep, eight for the day's education and eight for helping others in need. These Core Values and the practice of the 8-hour rule are the foundation of AIU and have been incorporated into the handbook to reflect the values that are upheld by AIU and the key to its daily routine.

AQIDAH: The instillation of faith and spiritual-based life of excellence. A person with strong *Aqidah* is a well-disciplined person who understands her/his purpose in this life and hereafter. With *Aqidah*, the person must have achieved the other 4As below.

AKHLAK: The inculcation of moral virtues, internalisation of fine characters and being compassionate. A scholar's code of behaviour should resemble the high *Adab* that she/he carries, and the morals compass all actions.

ADAB: Refers to the nurturing of learning excellence and humility in upholding dignity and preserving humanity. This is derived from the word '*ta'dib*' which means education. It is said that a person of high *Adab* is also a person of high education and knowledge. *Adab* embodies the attainment of the '*insan kamil*' or the perfect human beings.

AMANAHAH: Always be truthful and honest, having integrity in all our actions and intentions. This is a key principle that governs every aspect of the University.

AMALAN: The regeneration of tradition and being innovative and focused to generate new generation. In every intention there must be an action, as evidently mentioned by the beloved Prophet Muhammad (peace and blessings be upon him).

It is pointless for us to dream or wish to do something, but to take no action on those good intentions: alas, we will be in a state of atrophy where nothing is done. The aforementioned 5As Core Values are reinforced through activities which foster leadership, volunteerism, civic responsibility, mutual cooperation, respect of diversity and human rights. It will also nurture staff and students' resourcefulness in promoting a life of dignity, well-being and success for individuals and societies living in peace and harmony in a sustainable, moral and ethical manner.

PHILOSOPHY, VISION AND MISSION OF AIU

AIU Philosophy

AIU was founded with the intention of providing opportunity where the pursuit of knowledge can flourish together with exploration and stretching its boundary towards a new horizon for future needs. AIU aspires to develop adaptable, balanced, well-rounded individuals who are willing and able to serve humanity, acting as change agents in respective communities.

Vision

Innovating solutions that promote the convergence of ideas towards a sustainable world.

Mission

Provides opportunity to serve humanity through social business in a redesigned learning environment.

SECTION 1- EXPECTATION OF ACADEMIC STAFF

This section serves as a guide for academic staff to understand their responsibilities as educators. This section encompasses several sub-categories in relation to teaching practices.

1.1 Instructional Design

The instructional design process consists of determining the needs of the learners, defining the end goals and objectives of instruction, designing and planning assessment tasks, and designing teaching and learning activities to ensure the quality of instruction and acquisition of knowledge and skills on the course(s) taught. On that note, Academic staff is required to:

- 1.1.1 create and deliver educational and teaching materials to students from all walks of life in a variety of ways and work with teaching materials such as:
 - a. handouts and manuals; and
 - b. e-learning media.
- 1.1.2 specify the intended learning outcomes as this provide the appropriate teaching and learning activities, form of assessment that best suit students' ability.
- 1.1.3 provide feedback to students on the assessment assigned to them.
- 1.1.4 encourage and engage students with the latest research and scholarly developments by:
 - a. providing orientation, induction and other preliminary resources and activities; and
 - b. preparing students to undertake a course that best maps their ability, including detailed Course Outlines.

- 1.1.5 anticipate the following criteria in order to satisfy:
 - a. prior knowledge,
 - b. expectations, course goals, and learning outcomes,
 - c. activity-outcome alignment,
 - d. active learning,
 - e. real-world contexts, and
 - f. student motivation.

Therefore, learning assessments should align with the intended learning outcomes of every course.

1.2 Delivery

Instructional Delivery refers to the interaction among the academic staff, student, the teacher, course content, and the knowledge/skills/dispositions students will need for learning and collaborating with others in a diverse society and rapidly changing world. For that reason, the academic staff is expected to:

- 1.2.1 design the approaches to present material of the courses and engage students with a profound impact on teaching and learning sessions.
- 1.2.2 use the intended learning outcomes to guide the content delivery choices and shape the classroom environment.
- 1.2.3 develop lectures and tutorials in a structured and coherent manner appropriate to students' level.
- 1.2.4 communicate clearly the course structure to students in advance, including the relationships between learning outcomes, teaching and learning activities, taught content and assessment tasks.

- 1.2.5 adopt suitable teaching approaches as to provide students opportunities to apply skills and knowledge to genuine research questions, practical problem solving, and develop critical thinking.
- 1.2.6 embed broad and/or discipline-specific academic integrity principles and practices in the curriculum, particularly in relation to the 5As Core Values, which may range from specific academic integrity education to academic referencing consistent with best practice in the discipline.

This TLU suggests the other related parameters to facilitate academic staff to achieve the course learning outcomes which include:

- a. varied teaching methods,
- b. diversity and inclusion,
- c. professional competencies,
- d. views of learning & knowledge,
- e. learning communities,
- f. student reflection, and
- g. virtual learning (using Learning Management System (LMS), Edmodo, Google Classroom etc.).

SECTION 2 - TEACHING

2.1 Approaches to Teaching

Teaching approach is a way of looking at teaching and learning. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. AIU has diversified cultures of students with different background and educational needs. Thus, the adoption of various teaching approaches will benefit the students' learning experience. Teaching should include:

- 2.1.1 various teaching approaches which emphasise the implication of basic learning theories such as behaviourist, cognitivist and constructivist on students' learning.
- 2.1.2 different methods either deductive or inductive, direct and indirect methods; other methods such as lecture, discussion, reporting, investigatory, activity, demonstration, integrated and traditional methods.
- 2.1.3 course materials, such as reading lists, lecture notes and any handouts that are made available in class should be provided in an accessible electronic format in advance of lectures, where possible and appropriate.

2.2 Course Materials

The course materials consist of Generic Course Document (GCD) and End Semester Course File.

2.2.1 Generic Course Document (GCD)

- 2.2.1.1 The approved MQA-01 Course Outline is the point of execution for teaching and learning at AIU. The Course Outline is used as a guideline for teaching and learning and preparing materials for the course.
- 2.2.1.2 Academic staff will extract the Course Outline details from the MQA-01 document to develop the Weekly Lesson Plan/Study Guide.
- 2.2.1.3 Academic staff will also develop the relevant generic teaching and learning materials for respective courses that will be compiled in End of Semester Course File.
- 2.2.1.4 A copy of the GCD will be kept in the respective schools for a reference, quality assurance and future MQA visits. The completed GCD is to be submitted **before the beginning of the semester** in which the course is presented.
- 2.2.1.5 Academic staff teaching the same course will use the same generic materials.

Refer Appendix 1: Example Generic Course Document

2.2.2 End of Semester Course File

In the academic setup, End Course File is essentially a document that includes all the necessary details regarding the batch, teaching materials, assessment, and overall outcomes of the course. AIU mandates the need to keep End Course File (ECF) by the schools faculties, and most are quite strict on following it too.

The Academic staff is required to:

- 2.2.2.1 compile an individual EFC containing all teaching and learning materials used for each course.
- 2.2.2.2 update the semester course file which contains personalized lecture/tutorial activities to the generic course file; and
- 2.2.2.3 submit the ECF to the Head of Department and/or Dean of respective schools on/before the second week of the end of every semester.

Refer Appendix 2: End of Semester Course File

p/s Printout and insert Appendix 2: End of Course File on the front page of the End of Course file. Do a self-check on the file before endorsing. If any topic is not applicable indicate with NA. This course file is an important document that will be archived at respective schools for any visits from MQA.

2.3 Academic Staff Attendance

Regular attendance and punctuality of Academic Staff are vital and the Academic staff is expected to:

- 2.3.1 be punctual that is to come to class on time. Ensure that the students get in the routine of you starting on time. If you are on time, students will be on time.
- 2.3.2 inform students in advance on any class replacement should the academic staff be unable to conduct lecture/tutorial on any particular day.
- 2.3.3 keep an updated attendance class list as evidence of student participation for auditing purposes.
- 2.3.4 keep track over time of students' attendance as evidence for the Registrar or Student Affairs/Admission and Academic Management Department (AAMD) references and further action.

SECTION 3 - EXPECTATIONS OF STUDENTS

3.1 General Expectations

- 3.1.1 Make themselves aware of all the AIU Code of Conduct as portrayed in the Students' Handbook.
- 3.1.2 Make themselves understand the learning outcomes of the course, course content and student learning time (SLT).
- 3.1.3 Monitor their own progress within the course including taking responsibility for their overall planning and performance in various courses at AIU.
- 3.1.4 Attend and participate actively during induction, lectures, tutorials, and other scheduled classes, meetings, and consultations with tutors or supervisors.
- 3.1.5 Commit to sufficient time for personal study, appropriately prioritize and balance study time with other commitments.
- 3.1.6 Devote sufficient time for independent reading as assigned and/or recommended in advance and expected to read the material thoroughly.
- 3.1.7 Complete and submit assignments according to deadlines, consider and take action on feedback.
- 3.1.8 Take the initiative and consult academic staff or counsellor appropriately should problems arise.
- 3.1.9 Notify departments of any factors that may affect engagement with their programme of study, including significant absenteeism.
- 3.1.10 Respect the rights and views of other students and staff.

3.2 Students' Attendance

Attendance is primarily the responsibility of the students, who are expected to manage their own learning. Students are required to follow strictly the following rules:

- 3.2.1 satisfy programme requirements by attending all forms of scheduled classes and achieve satisfactory academic results as part of the Malaysian Immigration Regulations for foreign students.
- 3.2.2 the AIU Academic Progress Policy and AIU Academic Regulations stipulate an 80% minimum attendance for all students.
- 3.2.3 ATTENDANCE in classes is COMPULSORY at all times unless the student is able to provide a Medical Certificate (MC) from a certified doctor and/or letters from Student Affairs.
- 3.2.4 for absence with valid reasons, it is the responsibility of students to immediately meet academic staff to arrange for deadline for make-up work
- 3.2.5 students will be referred to the counsellor for further action should they be absent from classes more than three times without any valid reasons.
- 3.2.6 students who are absent without valid reasons (without MC or official proof letter from the relevant department) will not be permitted to make up assignments, quizzes, or examinations. Details regarding this can be referred to AIU Academic Regulations.

SECTION 4 - PERFORMANCE EVALUATION: SCHOOL AND COURSE

AIU believes in continuous quality assurance and all courses content and courses delivery will be evaluated through different instruments and methods. Superiors such as the Dean/Head of Department (HOD) monitor quality assurance of teaching and learning at AIU which include:

4.1 Continuous Quality Improvement [CQI]

For consistency and quality assurance, the academic staff will be evaluated by Dean/HOD, students and peers.

4.1.1 Dean / HOD Evaluations

The Dean/HOD needs to conduct the following evaluations:

- 4.1.1.1 Conduct classroom observation and complete an evaluation of each academic staff during the semester **(Refer to Appendix 4: Classroom Observation by Dean/HOD)**.
- 4.1.1.2 Appoint Internal and External Moderation of the Course File **(Refer to Appendix 5: Internal Moderation of Teaching)**. Moderators will be appointed by the Dean/HOD. The programme will be internally evaluated within two years. Following this evaluation, external programme evaluation will take place every three years.
- 4.1.1.3 General comments and recommendations for changes to the Course Content must be submitted to the respective schools **(Refer Appendix 6: Comments on Course Outline/Recommendation)**. These appendices must all be included in the End Semester of Course File.

4.1.2 Students' Evaluation for the Academic Staff

Students should complete an end of course evaluation for every course in every semester (**Refer Appendix 7: Student Evaluation of Teaching (SET) and Appendix 8: Student Evaluation of Course (SEC).**

Feedback from students pertaining to SET and SEC should not be included in the End of Semester Course File.

4.1.3 Academic Staff Peers' Evaluations

Peer feedback from academic staff and self-reflection are important for CQI purposes (**Refer Appendix 9: Academic Staff Evaluation of Course Content (SECC) and Appendix 10 Academic Staff Peer Evaluation).**

Evaluation takes place every semester and these appendices are included in the End of Semester Course File.

SECTION 5 - CONTINUOUS ASSESSMENT AND FEEDBACK

5.1 Generic Guide for Assessment and Feedback

Assessment is the systematic collection of data to monitor the success of a program or course in achieving intended learning outcomes. Assessment is used to determine:

- 5.1.1 what students have learned (outcome),
- 5.1.2 the way they learned the material (process), and
- 5.1.3 the approach to learning before, during and after the program or course.

5.2 Academic Staff Responsibilities

Academic staff should:

- 5.2.1 provide spaced-assessed tasks to enable students to allocate sufficient time to study over a suitable time period and avoid 'cramming'.
- 5.2.2 remind students to submit drafts/works in progress or display work publicly at specific points during the course. For group work, provide mechanisms for formalized peer feedback throughout the project, and
- 5.2.3 allow students to practice the skills they need for each assessment by clearly explaining the intended outcomes of the courses. The assessments could be varied including:

- 5.2.3.1 Self-assessment

Self-assessment is a process of formative assessment during which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and

revise accordingly. The emphasis here is “on the word formative. Self-assessment is done on drafts of works in progress in order to inform revision and improvement. It is not a matter of having students determining their own grades” (Andrade & Valtcheva, 2009).

5.2.3.2 Peer Assessment

Is used strategically to achieve particular goals which instil problem-solving skills. “Because students learnt how to assess others’ problems, they learnt how to assess and improve their own before they submitted them” (Gibbs, G., 1999).

5.2.3.3 Assessment-Outcome Alignment (Rubrics) for Continuous Assessments

Assessments must be aligned to the desired learning outcome(s). The criteria or descriptors in the rubrics must vary for every assessment required for the specific rewards. Assessments should also include indications of acquired knowledge and skills to perform in realistic contexts. Grading can take up different forms/measuring instruments. It is expected that academic staff will use a guided rubric **Appendix 11: Guided Rubric Descriptors** to determine the level of students’ assignments.

5.2.3.4 Feedback

Feedback is defined as information communicated to students intended to modify the students’ thinking or behaviour for the purpose of improving learning. Giving feedback on students’ progress will assist them to direct their learning efforts. Assess the assessments transparently and equitably based on academic expertise and professional integrity. Academic staff are expected to be available to students seeking individual

advice via designated consultation hours/appointment/email correspondence.

5.3 Assignment

Academic staff are also required to execute the following responsibilities:

- 5.3.1 Keeping Track of Student's Assignments, Participation and Progress.
- It is important for academic staff to keep track of students' progress at all times. You need to be able to provide information about students' progress to the Dean/Head of Programme, or Admission and Academic Management or the Registrar's office. Example of Assignment Rubric is provided for academic staff to develop their own rubric according to the characteristics of Assignment Instruction (**Refer Appendix 3A: Example of Assignment Rubric**). Example of Internal Moderation Form for Continuous and Summative is also provided (**Refer Appendix 3B: Example of Internal Moderation Form for Continuous and Summative Assessment**).
- Rubric for Observation of Behaviour is provided for academic to use in teaching and learning process for certain courses only (**Refer Appendix 3C: Assessment Rubric for Observation of Behaviour**).
- If a student is falling behind or has a serious academic issue, arrange a consultation session with the student and remarks of any serious progress or academic discussions to be kept in your file as evidence (**Refer Appendix 12: Student Academic Issue Report**).

5.3.2 Submission of Late Assignments

- 5.3.2.1 Unless special circumstances are agreed with the academic staff and a late submission request form is completed before the due date of an assignment.
- 5.3.2.2 Due to special circumstances, the student may request for a late submission. Students are required to provide a verifiable reason for this matter. Students need to consult with academic staff before the due date to request for a late submission. Please use the proper form for this (**Refer Appendix 13: Request for Late Submission of Assignment**).
- 5.3.2.3 Students who are absent without a verifiable excuse (Medical Certificate or letter from Student Affairs) will not be permitted to make up assignments, quizzes, or examinations.

SECTION 6 - EXAMINATION

6.1 Before Examination

6.1.1 Examination Vetting Protocol

In the 'Guidelines to Good Practices: Curriculum Design and Delivery' (MQA, 2011), it is a requirement for the University to monitor the programmes, and provide review that includes internal and external stakeholders, namely the industry, alumni, professional body and external examiners.

In the 'Code of Practice for Programme Accreditation 2nd Edition' (COPPA 2.0) document, the University must provide evidence of how the school/faculty ensures the validity, reliability, integrity, currency and fairness, its processes, mechanism, guidelines and periodic review of student assessment.

The examination vetting is a process when an expert person examines or evaluates and edits questions to make it free of any mistakes. It is considered mandatory to maintain the quality standard of examination. It is a process that essentially a teamwork represented by right combination of expert, academic staff and school executive/administrator of the school and external examiner appointed by the faculty.

6.1.2 Purpose of Vetting

The purposes of vetting session are to:

- i. screen examination questions towards the technical and language errors,
- ii. generate the content-related validity of the questions, and
- iii. validate the relationship between learning outcome, Bloom's Taxonomy and the examination questions.

6.1.3 Process of Vetting

The vetting process comprises of two levels:

- i. The first level is the internal examination vetting which consist of a chairperson, the exam constructor/lecturer, and vetter/assessor for each session.
- ii. The second level is the set of questions be vetted by the external expert examiner.

At each level, constructive feedback should be given to exam constructors and properly addressed by him/her before proceeding to another level. Each item or the question should be tested for its content, technical, language and should aligned between the learning outcome of the course and Bloom's Taxonomy of cognitive level.

6.1.4 Before Vetting Process

- i. The academic staff has to prepare the exam questions according to the template provided, and she/he will be addressed as the exam constructor/lecturer.

- ii. Submit one soft copy and two hard copy of the questions, the marking and answer scheme, and Exam Specification Table for each set to the executive during the submission deadline. The exam constructor needs to prepare three (3) different sets of exam questions for each academic session (e.g 2019/2020). For the following session (e.g 2020/2021), only one or two sets are required to be produced by the exam constructor depending on the number of examination paper (s) being used.
- iii. The executive will print out the 'Internal/External Examiner Feedback Form' for each set of the question and attached it to the examination paper.
- iv. The school (Dean and Head of Programme) shall determine the members for the vetting session.
- v. The members of the vetting session should negotiate and set a suitable time to ensure all academic school members can attend the vetting session.

6.1.5 During the Internal Vetting (Level 1)

- i. The members in the vetting session should determine the time and date for the session through mutual consensus.
- ii. The chair of the session should inform the dean and executive about the date, time and venue of the vetting session.
- iii. The executive should hand over the 'Internal/External Examiner Feedback Form' to be filled up by the chair of the vetting session.
- iv. All of the vetting members must vet all of the set of questions for the courses that were assigned to them collectively.
- v. The vetting should emphasize on relation of learning outcome of the course, Bloom's Taxonomy Levels towards the exam questions. The Exam Specification Table can be used as a guideline to vet.

- vi. The marking and answer scheme should be checked to determine the marks allocated for each question is appropriate, suitable and in line with Bloom's Taxonomy level.

6.1.6 After the Internal Vetting

- i. The exam constructor should address the feedback accordingly.
- ii. The exam constructor should submit the corrected/edited version to the executive for external examiner. The items that need to be submitted here are as follow:
 - a. The exam questions (master copy) that is returned back to the exam constructor during the internal vetting session (all three sets)
 - b. The marking and answer schemes for all three sets of exam questions.
 - c. The corrected/edited versions of the exam questions (all three sets).
 - d. The feedback form from the internal vetting session.
 - e. The soft copy of the edited version (all three sets).
- iii. The executive will be sending item (b), (c) and (d) to the external examiner.

6.1.7 Before and During the External Vetting (Level 2)

- i. The external examiner will vet the examination question and verify the relationship of the exam question with the learning outcome of the course and Bloom's taxonomy of learning level.
- ii. The sets of exam questions received shall be vetted in an equal manner.

- iii. The vetting should emphasize on relation of learning outcome of the course, Bloom's Taxonomy Levels towards the exam questions. The Exam Specification Table can be used as a guideline to vet.
- iv. The marking and answer scheme should be checked to determine the marks allocated for each question is appropriate, suitable and in line with Bloom's Taxonomy level.
- v. The external examiner shall inform the executive in the case of emergency so that the executive can provide additional copy.
- vi. The external examiner shall give feedback in the 'Internal/External Examiner Feedback Form' provided by the school.
- vii. The external examiner shall return the questions within the date that both sides give their consensus to.

6.1.8 After the External Vetting

- i. A post-mortem meeting shall be conducted by the school for the purpose of continual improvement.
- ii. The exam constructors shall amend/edit/alter the questions according to the feedback given.
- iii. The exam constructors should submit the corrected/edited version to the executive. The items that need to be submitted here are as follow:
 - a. The exam questions that are returned back to the exam constructors during the internal and external vetting session (all three sets).
 - b. The corrected/edited of marking and answer schemes for all three sets of exam questions.
 - c. The corrected/edited versions of the exam questions (all three sets).

- d. The feedback form from the internal and external vetting session.
- e. The soft copy of the edited version (all three sets).
- iv. The executive will send the updated copy to the Examination Unit for printing purposes.

INTERNAL/EXTERNAL EXAMINER'S FEEDBACK FORM SESSION 20__/20__

I. GENERAL INFORMATION

Name of the Chair for the Internal Session	
Name of the Vetter for the Internal Session	
Name of the Exam Constructor/Lecturer	
Number of Vetting Session	
Programme	
Course Code	
Course Name	

Full name and Title of External Examiner	
Affiliation/Address	
Telephone	
Email address	
Programme	
Course Code	
Course Name	

II. DECLARATIONS

NO	ITEM	YES	NO
1	<p>Are there any conflicts of interest in your role as Internal/External Examiner, which you would like to declare?</p> <p>If "yes", state the areas in which the conflicts of interest arise and how they could affect the partiality of your judgment as Internal/External Examiner to the programme:</p> <p>_____</p> <p>_____</p>		
2	<p>Were you duly provided with all necessary information regarding the programme in order to carry out your role as Internal/External effectively and meaningfully?</p> <p>If "no", state the document(s) which should be provided:</p> <p>_____</p> <p>_____</p>		

III. STANDARD OF THE EXAMINATION QUESTION PAPER

NO	ITEM	YES	NO	N/A
1	Are the topics in the content outline well covered in the reviewed of examination question papers?			
2	Are the breadth and depth of the questions appropriate?			
3	Are links made between the examination questions and learning outcomes?			
4	Are the questions suitable for the level of the programme and course?			
5	Is the examination specification table provided and completed?			
6	Do the questions test the various level of the Blooms Taxonomy (Remembering, Understanding, Applying, Analysing, Evaluating, Creating)?			
7	Is the marking scheme provided and comprehensive? (i.e. rubrics, sample answer provided & etc)			
8	Are the marks allocated for the question appropriate?			
9	Is the time allocated for the exam paper adequate?			
10	Is the language used clear and free of grammatical error?			

IV. SUGGESTIONS FOR IMPROVEMENT

SECTION	QUESTION NO.	INTERNAL/EXTERNAL EXAMINER'S COMMENTS	EXAM QUESTIONS CONSTRUCTOR'S RESPONSE
I			
II			
III			

V. ANY OTHER COMMENTS

** Please attach separate papers for comment if insufficient*

Signature of Internal/External Examiner: _____

Name: _____

IC/Passport No: _____

Date: _____

TO BE COMPLETED BY SCHOOL/CENTRE

Head of Programme Confirmation and Dean's approval on actions taken after Moderation

Rectification(s) in order and the examination paper is complete

Rectification(s) not in order and/or the examination paper is incomplete

Remarks:

Verified by: Chair of Vetting Session

Approved By: HOD/DEAN

Name: _____

Name: _____

Date: _____

Date: _____

TO BE COMPLETED BY EXAMINATION UNIT/DEPARTMENT

Follow up	Date	Name of Officer	Signature
Courier/Mail/email examinations paper to external examiner			
Received examinations paper from external examiner			
Passed to S/C – Internal/External Examiner			
Final copy of examinations paper received from S/C – Internal /External Examiner			

6.2 During Examination

Academic staff becomes an invigilator/proctor. Guideline on proctoring for examination is available in **Appendix 14: Protocol for Proctoring Examinations at AIU.**

6.3 After Examination

6.3.1 Cross-check

- i. The Dean/HOD arrange departmental cross-check 10% of examination papers for:
 - a. +/- 3% high marks
 - b. +/- 3% average marks
 - c. +/- 3% fail marks
 - d. Borderline marks between grades
- ii. Evidence of this cross-check will be kept in the End of Semester Course File

6.3.2 Recording of Students' Results

- 6.3.1.1 Schools provide students with information to assess their own learning and calibrate the letter grades for faculty.

Table A: Foundation Studies Programme

Grade	Range Mark	Grade Point	Descriptions
A*	89.5-100	4.00	Distinction
A	79.5-89.4	3.50	Excellent
B	69.5-79.4	3.00	Very Good
C	59.5-69.4	2.50	Good
D	49.5-59.4	2.00	Pass
E	39.5-49.4	1.00	Redeemable Failed
F	0-39.4	0	Failed
FX			Failed based on non-academic issues
I			Incomplete
W			Withdraw with Permission
X			Barred from Examination

Table B: Undergraduate Programme

LETTER	SCORE	GRADE POINT	QUALITATIVE ASSESSMENT
A+	90 -100	4.00	High Distinction
A	80 - 89	3.75	Distinction
A-	75 - 79	3.67	High Credit
B+	70 - 74	3.33	Credit
B	65 - 69	3.00	Pass
B-	60 - 64	2.67	
C+	55 - 59	2.33	
C	50 - 54	2.00	
C-	40 - 49	1.67	Failed (Re-sit the Course)
D+	35 - 39	1.33	Failed (Repeat the Course)
D	30 - 34	1.00	
F	0 - 29	0.00	

Notation	Status Interpretation
FX	Failed based on Non-Academic issues
I	Incomplete
W	Course Withdrawal with Permission
X	Barred from Examination
Y	Absent from Final Examination with Permission
TC	Approved Credit Transfer
RC	Repeat Course
RS	Re-sit Course
DC	Redeem Course
n/a	Not Applicable

Note: Refer to AIU UG Academic Regulation

6.3.1.2 Schools will deliberate the results of course assessments and examinations to be finalized before submitting the final moderated marks to the Examination Unit of the Registrar's Office. Then only the Examination Unit will issue students' official results upon approval of the Senate.

SECTION 7 - ETHICS

7.1 Ethics for Academic Staff

The ethical conduct of the staff is based on the 5 core values of AIU.

- i. Uphold the interest of AIU above self-interest and should not seek profit from their position otherwise stipulated by the legislation.
- ii. Academic staff must look presentable at all times according to the dress code.
- iii. Report immediately if there is an attempt to bribe or offer personal favour to the relevant authorities.
- iv. Conduct themselves according to AIU core values in the admission process, assessments, examinations and other actions related to students.
- v. Encourage respect and protect the academic freedom of the academic staff and students.
- vi. Ensure students are aware of the rules and the consequences for non-compliance.
- vii. Abide by ethical principles in relation to personal data according to the rules of AIU. Not to engage in plagiarism, fail to cite the works of others and falsify results of their research.
- viii. Does not solicit or accept any bribes or other unlawful financial consideration, seek or accept any other personal favourites, which influence their work.
- ix. Avoid exploitation, harassment or discrimination towards the academic staff, and students.
- x. Avoid misuse of AIU resources, including intellectual property for personal gain.

- xi. Inhibit discrimination towards colleagues and respect the diversity of expression and opinions.

7.2 Ethics for Students

The ethical conducts of students are based on the 5 core values and the practice of the 8-hour rule in AIU.

- i. Students must understand and observe strictly the Code of Conduct as stipulated in the Student's handbook.
- ii. Show respect to academic staff at all time
- iii. Recording of lecture/tutorial sessions are strictly prohibited.
- iv. Students must observe their attire while attending classes and all other formal meetings based on Code of Conduct of the University.
- v. The student must maintain cleanliness and hygiene
- vi. Complete all assignments, tasks, works that are related to the course and submit in due time.
- vii. Must not offer or accept any bribe or unlawful financial consideration, or seek or accept other personal favourites, which may influence them in their studies, or influence others in their work.
- viii. Must not misuse the resource of AIU including the facilities provided in any kind of vandalism.
- ix. When conducting a study, research or completing an assignment, must in any way not to engage in plagiarism defined in the rules of AIU, fail to cite or attribute the works of others, pass off others work as their own work, falsify results and abide by the rules of AIU.
- x. Students must send a softcopy of the work done to the academic staff for Turnitin purposes
- xi. The academic staff has the right to use plagiarism detection software to detect the incident of such action. The academic staff may return

the assignment that they found to be plagiarized by the student and the student must resubmit it by the agreeable deadline.

- xii. Avoid cheating during examinations, tests, or other forms of assessments by copying others, sending signals, and communicating with other students, bringing notes into the examination hall or nearby the examination venue. If caught, severe disciplinary actions shall be taken accordingly.

7.3 Educating Students about Honest Academic Practices

- i. 5As Core Values and the 8-hour Rule at all times.
- ii. Academic staff should always remind students of all the Code of Conduct as portrayed in the Students' Handbook.
- iii. Academic staff are responsible to educate and promote good academics to students in relation to assessment, plagiarism and its consequences of misconduct as highlighted in Plagiarism Policy.
- iv. Academic staff should remind students on an on-going basis about the importance of submitting work.
- v. Students must submit assignments with a cover page and a signed declaration of their own work.
- vi. Academic staff are advised to conduct at least one brief written task in class at the beginning of the semester, in order to collect a sample of students' original and unaided work, as a reference point.
- vii. Students may submit one draft of each assignment for feedback. The academic staff has the right to use plagiarism detection software to detect similarity and suspected cases of plagiarism should be dealt by academic staff at this stage. Academic staff should return plagiarised assignments and require students to resubmit on an agreed deadline.

- viii. University is using a software system to detect similarity. As such:
 - a. the University will not take action against student for plagiarism solely on the findings of the software and assure that there is additional supporting evidence for actions to be taken by the University.
 - b. above all, the systems of software detection will be used openly and transparently by the University.

REFERENCES

Andrade, H. & Valtcheva, A, (2009) Promoting Learning and Achievement Through Self-Assessment, *Theory Into Practice*, 48:1, 12-19, DOI: 10.1080/00405840802577544

Gibbs, G. (1999). *From Assessment Matters in Higher Education*, eds. Brown and Glasner. ISBN 0749411139

APPENDICES

Appendix 1: Example of Generic Course Document

1.	Name of Course :	Administering and Managing Early Childhood Care and Education Centres				
	Course Code :	ECE 3143				
2.	Synopsis :	The course is to prepare students to a well-manage and administered early childhood care and education centre complies with regulation and has quality and early childhood care and education programmes, proper operations and financial planning and good human resource management. This course covers administering and managing centres, types of centres, licensing, organizing and working with the board, financial planning and management of centres, facility and equipment, staffing, recruiting children and professional development, centres components and marketing the program in early childhood.				
3.	Name(s) of academic staff:	XXXXXXX				
4.	Semester and Year offered:	Semester	2	Year	3	
5.	Credit Value:	3				
6.	Prerequisite/co-requisite: (if any)	NIL				
7.	Course Learning Outcomes (CLO): At the end of the course the students will be able to: (example) - explain the basic principles of immunisation (C2,PLO1)					
	CLO1	Identify the requirements in administering and managing early childhood care and education centres.				
	CLO2	Describe the types, licensing, organising and working with the board in early childhood care and education centres.				
	CLO3	Develop financial plan in preparing and operating budgets for the early childhood care and education centres.				
	CLO4	Prepare planning and budget on facility and equipment require for early childhood care and education centres.				
	CLO5	Evaluate the staffing, recruiting children, professional development, centres components and marketing the program in early childhood care and education centres.				
	CLO6					
8.	Mapping of the Course Learning Outcomes to the Programme Learning Outcomes, Teaching Methods and Assessment:					

Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)										Teaching Methods	Assessment
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10		
CLO 1	√	√				√		√			Lecture Tutorial Interactive learning	Quiz Individual Assignment Group Assignment Exam
CLO 2			√			√	√	√				
CLO 3				√	√			√	√			
CLO 4	√	√			√			√				
CLO 5												
CLO 6												
Indicate the relevancy between the CLO and PLO by ticking "√" the appropriate relevant box.												
(This description must be read together with Standards 2.1.2 , 2.2.1 and 2.2.2 in Area 2 - pages 16 & 18)												
9.	Transferable Skills (if applicable) (Skills learned in the course of study which can be useful and utilized in other settings)	1	Critical Thinking									
		2	Communication skills									
		3	Inter-personal skills									
		4										
		5										
		6										
		7										
		8										
		9										
10.	Distribution of Student Learning Time (SLT)											
Course Content Outline			CLO*	Teaching and Learning Activities								SLT

		Guided Learning (F2F)					Guided Learning (NF2F) eg: e-Learning		Independent Learning (NF2F)	
		L	T	P	O					
WEEK 1: INTRODUCTION • Administrative Styles & Roles • Managing the Program • Serving as Curriculum Leader • Leading People • Management Tools	1	2	1					3	6	
WEEK 2: TYPES OF EARLY CHILDHOOD CARE & EDUCATION CENTRES • Non-for-Profit Programs • Individual Cooperative Programs • Agency-Sponsored Programs • Government-Sponsored Programs • Public School-Sponsored Program, etc.	1&2	2	1					3	6	
WEEK 3: LICENSING & CERTIFICATE • The Purpose of Licensing • Licensing Regulation • The Licensing Process • Licensing Specialist • Accreditation • Credentialing (Staffs & Director)	1&2	2	1					3	6	
WEEK 4: ORGANIZING EARLY CHILDHOOD CARE & EDUCATION CENTRES	1&2	2	1					3	6	

<ul style="list-style-type: none"> • Organization of the Centre: Sole Proprietorships, Partnerships, Franchise, Corporation 										
WEEK 5: WORKING WITH BOARD <ul style="list-style-type: none"> • The Early Childhood Centre Board • Board Membership, Duties & Committees • Board Communication & Board Involvement 	3	2	1						3	6
WEEK 6: HANDLING FINANCIAL MATTERS <ul style="list-style-type: none"> • Creating a Financial Plan • Preparing & Operating Budget • Financial Responsibilities 	1&3	2	1						3	6
WEEK 7: FUNDING EARLY CHILDHOOD & EDUCATION PROGRAM <ul style="list-style-type: none"> • Getting Started Raising Fund • Funding a New Center 	1&3	2	1						3	6
WEEK 8: DEVELOPING FACILITY IN THE EARLY CHILDHOOD CARE AND EDUCATION CENTERS <ul style="list-style-type: none"> • Analysing Space Requirements • Planning a New Centre • Working with Other Professionals 	1&4	2	1						3	6
WEEK 9: EQUIPPING THE EARLY CHILDHOOD CARE AND EDUCATION CENTERS <ul style="list-style-type: none"> • Children & Adult Space • Service Ares • Working with Budgets • Ordering & Managing Equipment 	1&4	2	1						3	6
WEEK 10: STAFFING THE CENTRE <ul style="list-style-type: none"> • Creating positive and motivating staff • Designing employment policies 	1&5	2	1						3	6

<ul style="list-style-type: none"> The hiring process Retaining staff 											
WEEK 11: RECRUITING CHILDREN <ul style="list-style-type: none"> Meeting the needs of all children and families Grouping the children Enrolling the children 		1&5	2	1						3	6
WEEK 12: PROVIDING FOR PERSONAL & PROFESSIONAL STAFF DEVELOPMENT <ul style="list-style-type: none"> Planning Meetings to Support Development Effective Staff Development Staff Supervision & Coaching 		1&5	2	1						5	8
WEEK 13: EVALUATING CENTRE COMPONENTS <ul style="list-style-type: none"> Purpose of Evaluation Evaluation Plan Staff Evaluation & Child Assessment 		1&5	2	1	1					3	6
WEEK 14: MARKETING THE PROGRAM <ul style="list-style-type: none"> Building a Marketing Plan: Market Research, SWOT Analysis, Marketing Materials Public Relations 		1&5	2	1						3	6
										Total	86
Continuous Assessment		Percentage (%)	F2F			NF2F/Independent Learning					SLT
1	Individual Assignments	30				12					12
2	Group Assignments	20				8					8

3	Quiz	10	0.5	1.5	2.0
4					0
5					0
6					0
				Total	22.0
Final Assessment		Percentage (%)	F2F	NF2F/Independent Learning	SLT
1	Final Examination	40	3	9	12
2					0
3					0
4					0
				Total	12
**Please tick (√) if this course is <i>Latihan Industri/ Clinical Placement/ Practicum/ WBL</i> using 2-weeks, 1 credit formula				GRAND TOTAL SLT	120.0
L = Lecture, T = Tutorial, P= Practical, O= Others, F2F=Face to Face, NF2F=Non Face to Face					
*Indicate the CLO based on the CLO's numbering in Item 8.					

Prepared by :

Signature :

Name :

Date :

Approved by HoP/Dean :

Signature :

Name :

Date :

Appendix 2: End of Semester Course File

Topic	No	Sub-Topic	√
Curriculum	1	Latest Course Outline [Signed by Dean / HOD]	
Administration documentation	2	Timetable [Signed by Dean / HOD]	
	3	Formal Attendance Lists	
Teaching Evaluation	4	Student Evaluation of Teaching [Appendix 7: Electronic]	
	5	Student Evaluation of the Course Content [Appendix 8: Electronic]	
	6	Academic Staff Evaluation of Course Content [Appendix 9]	
	7	Academic Staff Peer Evaluation of Academic Staff [Appendix 10]	
Continual Quality Improvement (CQI)	8	Classroom Observation by Dean / HOD [Appendix 4]	
	9	Internal Moderation of Teaching [Appendix 5]	
	10	Comments on Course Outline/Recommendations [Appendix 6]	
Course Content Notes [Weekly] [IEP: Only Week 1- Week 14]	11	Weekly Teaching Plan / Study Guide / Content Outline	
	11.1	Week 1: Including all teaching and learning materials	
	11.2	Week 2: Including all teaching and learning materials	
	11.3	Week 3: Including all teaching and learning materials	
	11.4	Week 4: Including all teaching and learning materials	
	11.5	Week 5: Including all teaching and learning materials	
	11.6	Week 6: Including all teaching and learning materials	
	11.7	Week 7: Including all teaching and learning materials	
	11.8	Week 8: Including all teaching and learning materials	
	11.9	Week 9: Including all teaching and learning materials	
	11.10	Week 10: Including all teaching and learning materials	
	11.11	Week 11: Including all teaching and learning materials	
	11.12	Week 12: Including all teaching and learning materials	
		11.13	Week 13: Including all teaching and learning materials
	11.14	Week 14: Including all teaching and learning materials	
Assessment	Assignments / Projects		
Assignments Tests / Projects [Separated labelled]	12	Assessment Roster [Generic Structure for Semester]	
	13	Copies of Assignments/Project Instructions [Mapped against LOs]	
	14	Assignment Rubrics Used for Marking/Answer sheets	
	15	Six Examples of All Assignments [Graded]	
	16	Moderated: 3% good; 3% average; 3% low performance; all borders	
	17	Result sheet [ID numbers]	
Final Examinations	18	Final examination paper(s) or portfolio and Internal/External Examiner Feedback Form	
	19	Mapping of Questions against Course Learning Outcomes/Exam Specification Table/Bloom's Taxonomy	
	20	Rubrics/Answer Scheme	
	21	Six Examples of Examination Papers [Graded]	
	22	Moderated: 3% good; 3% average; 3% low performance; all borders	
	23	Result sheet [ID numbers]	
Total details to checked			Number of items complied:
Percentage compliance			Percentage non-compliance:
Comments			
Signature and Date Academic Staff:		Signature and Date Dean / HOD:	

Appendix 3A: Example of Assignment Rubric

(To be develop by academic staff according to the criteria of assignment instruction)

Criteria	Excellent	Good	Fair	Low	Unsatisfactory/ No Response	Max Marks
	4	3	2	1	0	
Introduction	The introduction thoroughly elaborates the background of the report on case study and is very interesting.	The introduction elaborates the background of the report on case study quite comprehensively.	The introduction includes briefly the background of the case study.	The introduction includes very brief background of the case study.	No introduction provided.	4
Problem statement	Detailed problem statement included and is directly related to the topic and materials reviewed.	Problem statement is specific and moderately related to the topic and materials reviewed.	Problem statement is obscure and not clearly related to the topic and materials reviewed.	Problem statement is not linked to the topic and materials reviewed.	Problem statement not included in report.	4
Objectives, Research questions /hypotheses	Two objectives identified are detailed, specific, measurable and relevant. Specific research questions/hypotheses included are purposeful and directly related to	Two objectives identified are accurate, reasonable, concise and relevant. Research questions /hypotheses included in the	The objectives included are difficult to comprehend and not measurable. Research questions /hypotheses are	The objective is irrelevant, unclear and misleading. Research questions/ hypotheses are not linked to the topic	No objectives stated. No research questions/ hypothesis included in the report.	4

	the topic and materials reviewed.	report are thoughtful and somewhat related to the topic and materials reviewed.	unsystematic and not clearly related to topic and materials reviewed.	and materials reviewed.		
Literature Review	Exhaustive, thorough and relevant to the topic being discussed. Objectives of the study is clearly described with ample connection with the material reviewed.	Quite comprehensive. Material is mostly relevant with some inaccuracies. Objectives of the study is adequately described with some connection with the material reviewed.	Incomplete, fragmented material with some relevant to the report. Objectives of the study loosely explained. Some attempts to relate material reviewed to the objectives of the study.	Sketchy, inadequate coverage of relevant material. The objectives are present, but vaguely explained. Ambiguous connection between material reviewed and objectives of the study.	No coverage of relevant materials.	4
Gathering Information (design, sample, instruments & procedures)	Able to identify and describe clearly , used and give justification for the gathering of information.	Able to identify and describe, used and give justification for the gathering of information	Able to describe and used of gathering information but no justification.	Description on gathering information is very weak. There is no justification given.	There is no description on gathering information.	4
Clearly written academic discourse	Able to write ideas with excellent clarity. Shows outstanding	Able to write ideas clearly. Attains college	Able to write ideas quite clearly but	Able to write ideas with limited clarity.	Not able to write ideas clearly.	2

(Written communication)	style; rhetorical devices and tone used effectively; creative use of sentence structure and coordination. Formal tone used consistently throughout the report.	level style; tone is appropriate and rhetorical devices used to enhance content. Sentence variety is used effectively. Formal tone used for most of the report.	require minor improvements. Approaches college level usage of writing, with some variety in sentence structure, diction, and rhetorical devices. Formal tone not consistently used throughout the report.	Work requires further improvements. Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis. Uses mostly informal tone throughout the report.	Sentence structure is not acceptable. Uses informal tone throughout the report.	
References	Referencing is excellent. No issues with citations in the body or reference list.	Referencing is good. Few issues with citations in the body or reference list.	Attempt made to deal with references in proposal. Some citations missing in the body and / or reference list.	Major problems with references. Many citations in the body missing. Reference list seriously problematic.	There is no citation or reference provided in this assignment.	2
References	Referencing is excellent. No issues with citations in the body or reference list.	Referencing is good. Few issues with citations in the body or reference list.	Attempt made to deal with references in proposal.	Major problems with references. Many citations in the body	There is no citation or reference provided in	2

			Some citations missing in the body and / or reference list.	missing. Reference list seriously problematic.	this assignment.	
APA	All citations sources and references are complete and according to APA style.	All citations sources and references according to APA style. Very few mistakes.	Not consistently formatted according to APA style.	Some effort put into formatting proposal into APA style, however significantly problematic.	No effort made to format according to APA style.	2
Conclusion	Conclusion is made thoroughly and summarizes all information in the report. Reader can understand the whole report by reading the conclusion only.	Conclusion is made quite comprehensively. Reader might need to refer to the content to understand the whole report.	Conclusion is evident but not convincing. Reader cannot get good grasp of the report from conclusion.	Conclusion is very brief with leaping points. Very difficult to understand and could be misleading.	No conclusion.	4
Total						30

Appendix 3B: Example of Internal Moderation Form for Continuous and Summative Assessment

Name of Program	BECE	Administration Strategy				Approval Level (s)			
		Form of Assessment (*)	% Weight-age	Size of assessment/ duration/ word count	Learning outcome being assessed	Prepared Date	20/07/20	Exam Constructor/ Lecturer Signature	
Course Name	Professional in ECE	Individual Assignment	10%	1000 words	1 & 2	Moderation Date		Internal Moderation Signature	
Course Code	ECE 1123	Group Assignment	20%	2500 words	4	Date		Chair's Name & Signature	
Credits	3	Project	30%	3000 words	3 & 5	Dean/ Head Approval Date		Dean/ Head Name & Signature	
Examiner (E)	Prof. Anna Christina Abdullah	Exam	40%	3 hours exam	1, 2, 3, 4 & 5	Date received by Examination Unit			

- Note: (i) Every parameter needs to be completed in full (please do not use abbreviation) and do not hand write.
(ii) The assessment strategy cannot be more than 4 types which can be combination of continuous assessment. A course maybe fully assessed by continuous assessment or formative assessment.

* Essay, Test, MCQ or Exam

Additional Stationeries Requirement for Exam (Please state Y/N)	Y	N	Additional Instruction for Examination
i) MCQ Sheet			
ii) Graph Paper			
iii) Formula Sheet (Please state and provide clear copy of attachment):			
iv) Drawing Plans (using other than A4):			
v) Others (Please state):			

ASSESSMENT SPECIFICATION TABLE (AST)																																	
Notes: The marks assigned for each question be entered into the allocation grouping – if the same areas are assessed in CW dan FE to enter both marks																																	
LO (s):	Topic	Assessment Strategy	CW + FE	CW1 – IA (20%)						CW2 – IA (20%)						CW3 – IA (20%)						Final Exam - Convert to CW4 & CW5 (40%)											
				R	U	AP	AN	E	C	R	U	AP	AN	E	C	R	U	AP	AN	E	C	Exam Questions/ Section No.	R	U	AP	AN	E	C					
LO1	1-9	Individual Assignment	10%	/	/	/																					Q1a, b, c	/	/		/		
LO2	2-9, 14																										Q2a, b, c		/	/	/		
LO3	10-13	Project																									Q3a, b		/	/			
LO4	11-12	IA																									Q6a, b					/	/
LO5	12-13	Group Assignment	20%								/	/	/														5a, b					/	/

Note: Bloom's Taxonomy: R = 1 Remembering, U = 2 Understanding, AP = 3 Applying, AN = 4 Analysing, E = 5 Evaluating, C = 6 Creating CW = Course Work, IA = Individual Assignment

Appendix 3C: Assessment Rubric for Observation of Behaviour (for certain courses only)

Competency Cluster	Criteria	Descriptor	Score				Score Obtained
			Poor 1	Moderate 2	Good 3	Excellent 4	
1 Knowledge	1 Intellectual Curiosity	Having a strong desire to acquire new knowledge and demonstrate knowledge gained in the subject area	Fails to show a strong desire to acquire new knowledge and demonstrate knowledge gained in the subject area	Moderately show a strong desire to acquire new knowledge and demonstrate knowledge gained in the subject area	Ability to show a strong desire to acquire new knowledge and demonstrate knowledge gained in the subject area	Exceptionally shows a strong desire to acquire new knowledge and demonstrate knowledge gained in the subject area	4
	2 Critical Thinking	Use of planning, processing, analytical skills effectively	Fails to identify, summarise, or explain the main problem or question. Represents the issues inappropriately or inaccurately	Identifies main issues but do not summarise or explain them clearly or sufficiently	Successfully identifies and summarises the main issues, but does not explain why/how they are problems create questions	Clearly identifies and summarise main issues and successfully explain them	4
	3 Problem Solving	Ability in identifying and address the key aspect and uses facts and relevant evidence from analysis to develop valid conclusions or solutions	Did not show any attempt to suggest solution to problem.	Averagely seeks and suggest solution to problem.	Seeks and suggest solution to problem.	Actively seeks and suggest solution to problem.	4
	4 Discipline Specific Knowledge	Ability to demonstrate the understanding of the knowledge and able to translate the ideas and concepts learnt	Has minimal understanding of discipline specific concept	Shows average understanding of knowledge in the discipline specific concepts	Has firm grasp of discipline specific knowledge	Shows exceptional knowledge	4
	5 Broad Field / Other Disciplines	Demonstrate the knowledge and the concept learnt in broader context	Fails to apply knowledge relating to interdisciplinary perspective	Able to apply knowledge relating to interdisciplinary perspective	Has firm grasp of interdisciplinary perspective	Shows exceptional knowledge relating to interdisciplinary perspective	4
	6 Connect with Others	Engage and keep others to focus on a goal and being flexible in how that goal is achieved.	Unable to engage others but being flexible how a goal is achieved	Shows a minimal ability to engage others to focus on a goal but not being flexible how that goal is achieved	Able to keep others to focus on a goal and yet are flexible in how that goal is achieved.	Shows energy to engage and keep others to focus on a goal and being flexible	4

Competency Cluster	Criteria	Descriptor	Score				Score Obtained
			Poor 1	Moderate 2	Good 3	Excellent 4	
						how that goal is achieved.	
2 Skills	7 Healthy Relational Skill	Express genuine care and concern when interacting with others	Did not express care and concern when interacting with others	Demonstrate minimal care and concern when interacting with others	Shows care and concern when interacting with others	Clearly express genuine care and concern when interacting with others	4
	8 Ability to Self-Regulate	Ability to stay calmly, focused and alert	Unable to stay calmly, focused and alert	Struggle calmly, and alert to stay focused	Shows ability to stay calm, focused and alert	Possess a genuine aptitude in being calmly, focused and alert	4
	9 Communication	Use of communication skills effectively to get point across and relay information clearly	Unable make communication clear; where good rapport with peers, lecturers, community and staff is missing	Shows minimal effort in making communication clear by developing rapport with peers, lecturers, community and staff	Develops good rapport with peers, lecturers, community and staff by using communication skills effectively	Very good in using communication skills effectively to get point across and relay information clearly; and has built good rapport with peers, lecturers, community and staff	4
	10 Entrepreneurial	Shows capacity to generate ideas and able to recognize opportunities and transform the ideas into all tasks given	Did not comprehend what it means to think entrepreneurially and unable to explain how an entrepreneurial thinking skill for positing an idea and/or approach to satisfy an identified need and/or to solve problem	Comprehend what it means to think entrepreneurially but poorly explain how an entrepreneurial skill for positing an idea and/or approach to satisfy an identified need and/or to solve problem	Able to explain how an entrepreneurial thinking skill for positing an idea and/or approach to satisfy an identified need and/or to solve problem	Able to explain and apply entrepreneurial thinking skills for positing an idea and/or approach to satisfy an identified need and/or to solve problem	4
	11 Decision Making	Able to forecast the outcome in the process of selecting a logical choice for a particular situation	Unable to identify at least one solution and assess the strengths or weaknesses clearly; demonstrates reasoning errors.	Identifies at least two solutions and their strengths and weaknesses, but demonstrates one reasoning error. Partially able to effectively plan a	Clearly expresses at least two solutions to the problem while choosing the best solution based on the strength and weaknesses provided while demonstrating no	Easily expresses problem to others in a clear and concise manner expressing the impact of the problem on the community, person and/or group level appropriately	4

Competency Cluster	Criteria	Descriptor	Score				Score Obtained
			Poor 1	Moderate 2	Good 3	Excellent 4	
			Unable to effectively plan a solution and/or corrective action	solution and/or corrective action.	reasoning errors. Able to effectively plan a solution and/or corrective action.		
	12 Time Management	Use prioritization, scheduling and goal setting efficiently	Set unrealistic deadlines for completing tasks. Struggles to delivers the result on time.	Rarely sets realistic deadlines for completing tasks. Delivers most of the expected results on time.	Set somewhat realistic deadlines for completing tasks. Delivers most of the expected results on time.	Set realistic deadlines for completing tasks. Delivers the expected results before the deadline	4
	13 Creativity and Innovation	Able to think creatively and bring a new perspective to innovation	Realize challenges but cannot develop and approach to a solution without support successfully; reproduces and appropriate idea with minimal changes	Demonstrates some independence developing solutions to challenges; and begin to experiment with unique idea.	Consistently, actively and independently develops solutions to challenges; and create a unique idea.	Conceptualizes several alternatives and discerns and the best solutions. Adapts, extends and transforms a unique idea to create something new	4
3 Core Values	14 Charity	Students demonstrate values of sharing their expertise, knowledge, experience and talent to support the learning process	Unable to demonstrate values of sharing their expertise, knowledge, experience and talent to support the learning process	Moderately demonstrate values of sharing their expertise, knowledge, experience and talent to support the learning process	Shows ability to demonstrate values of sharing their expertise, knowledge, experience and talent to support the learning process	Very good in demonstrating values of sharing their expertise, knowledge, experience and talent to support the learning process	4
	15 Excellence	Ability to demonstrate quality of creativity and analytical thinking skills as well as lateral thinking	Shows incapability in demonstrating quality of creativity and analytical thinking skills as well as lateral thinking	Demonstrate quality of creativity and analytical thinking skills as well as lateral thinking	Good in demonstrating quality of creativity and analytical thinking skills as well as lateral thinking	Demonstrate outstanding quality of creativity and analytical thinking skills as well as lateral thinking	4
	16 Integrity	Students able to produce honest academic work without violating the standards of academic integrity such as plagiarism	Unable to produce honest academic work without violating the standards of academic integrity such as plagiarism	Shows ability to produce honest academic work without violating the standards of academic integrity such as plagiarism	Good in producing honest academic work without violating the standards of academic integrity such as plagiarism	Shows exceptional ability to produce honest academic work without violating the standards of academic integrity such as plagiarism	4

Competency Cluster	Criteria	Descriptor	Score				Score Obtained
			Poor 1	Moderate 2	Good 3	Excellent 4	
	17 Quality	Student demonstrate a continuous effort by having consistent focus on increasing the quality and being persistent in completing the quality	Poorly demonstrate focus in increasing quality.	Moderately demonstrate a continuous effort by having consistent focus on increasing the quality.	Good in demonstrating a continuous effort by having consistent focus on increasing the quality and being persistent in completing the quality	Excellently demonstrate a continuous effort by having consistent focus on increasing the quality and being persistent in completing the quality	4
	18 Compassion through Leadership	Demonstrate kindness and tolerance to different ideas and insight and encourage peer's engagement and valuing their contributions	Inability to show kindness and tolerance to different ideas and insight	Moderately demonstrate kindness and tolerance to different ideas	Demonstrate kindness and tolerance to different ideas and insight and encourage peer's engagement	Very good in demonstrating kindness and tolerance to different ideas and insight and encourage peer's engagement and valuing their contributions	4
	19 Volunteerism	Being proactive and show high support in being part in any activities organised by the University	Show low support in being part in any activities organised by the University	Moderately being proactive and show high support in being part in any activities organised by the University	Being proactive and show moderate support in being part in any activities organised by the University	Being proactive and demonstrate high support in being part in any activities organised by the University	4
	20 Civic Responsibility	Students demonstrate the sense of duty that reflects concerned and active membership in a community	Did not demonstrate the sense of duty that reflects concerned and active membership in a community	Moderately demonstrate the sense of duty that reflects concerned and active membership in a community	Good in demonstrating the sense of duty that reflects concerned and active membership in a community	Exceptionally show ability to demonstrate the sense of duty that reflects concerned and active membership in a community	4
	21 Mutual Cooperation	Student built good rapport between their peers/lecturers/instructors/staff by demonstrating good interpersonal skills	Unable to build a good rapport with peers/lecturers/instructors/staff by demonstrating good interpersonal skills	Averagely built good rapport with peers/lecturers/instructors/staff by demonstrating good interpersonal skills	Good in building rapport with their peers/lecturers/instructors/staff by demonstrating good interpersonal skills	Very good in building rapport between their peers/lecturers/instructors/staff by demonstrating good interpersonal skills	4
	22 Respect	Showing tolerance to the differences of cultures and ethnic	Not being tolerance to the differences of cultures and ethnic	Moderately being tolerance to the	Able to showing tolerance to the	Capable in showing tolerance to the differences of cultures	4

Competency Cluster	Criteria	Descriptor	Score				Score Obtained
			Poor 1	Moderate 2	Good 3	Excellent 4	
	for Diversity and Resourcefulness	diversity through evidence of knowledge and show interest in assimilating with the University's Community	diversity through evidence of knowledge and show interest in assimilating with the University's Community	differences of cultures and ethnic diversity	differences of cultures and ethnic diversity	and ethnic diversity through evidence of knowledge and show interest in assimilating with the University's Community	
	23 Social Skills	Ability to communicate, persuade and interact with others without undue conflict or disharmony	Unable to communicate, persuade and interact with others	Shows minimal ability to communicate, persuade and interact with others	Shows ability to communicate and interact with others	Demonstrate ability to communicate, persuade and interact with others without undue conflict or disharmony	4
	24 Interpersonal Skills	Ability to show politeness, firmness, how to argue well, use the right words and active learning when interacting with peers, lecturers, community and staff	Unable to show politeness, firmness, how to argue well, use the right words and active learning when interacting with peers, lecturers, community and staff	Has a minimal ability to show politeness, firmness, how to argue well, use the right words and active learning when interacting with peers, lecturers, community and staff.	Able to show politeness, firmness, how to argue well, use the right words and active learning when interacting with peers, lecturers, community and staff.	Express outstanding ability to show politeness, firmness, how to argue well, use the right words and active learning when interacting with peers, lecturers, community and staff.	4
4 Attendance	25 Full attendance	Attendance is compulsory. Students should produce MC if not well.	Less than 59 %	60 to 79%	80 – 89 %	More than 90 %	4
							100

Appendix 4: Classroom Observation by Dean/HOD

(for school only and not included in the course file)

Name of Academic staff	
Course / Code	
Programme/ Section	
Topic	
Date	
Strengths as observed in this session: (e.g. Preparedness of faculty member, addressing learning outcomes, on-going assessment during the class, rapport with students, subject knowledge, classroom discipline, organized, etc.)	
Suggested Areas for Development as observed in this session: (e.g. Preparedness of faculty member, addressing learning outcomes, on-going assessment during the class, rapport with students, subject knowledge, classroom discipline, organized, etc.)	
Academic staff Comments (if any)	
Name of Dean / HOD	Name of Academic Staff
Signature of Dean/HOD	Signature of Academic Staff

Appendix 5: Internal Moderation of Teaching

Name of Academic Staff	
Course Title /Code	
Internal Moderator	
Semester/Session	
Date	
Comment on the completeness of the course file	
The learning outcomes and content meet the programme outcomes	
Moderation of assessments (set against learning outcomes, rubrics for marking, and mark sheets)	
Overall course evaluation	
Name of Moderator	Name of Academic staff
Signature of Moderator	Signature of Academic staff

Appendix 6: Comments on Course Outline/Recommendation

To:

School:

Date:

Semester/Session:

Re: Course Outline Recommendations

Course Outline		Summary of changes to Course Outline		
Course Code	Course Title	Item number	Changes	% Change

*A full Renewal of Course Outline must be attached with changes clearly indicated:

Rational for changes:

Course:

Course:

Implication of changes:

Proposer:

Date:

Appendix 7: Student Evaluation of Teaching (SET)

(for school only not included in the course file)

This questionnaire is designed to find out the teaching effectiveness of your academic staff in the class.

This is not a test. Your honest and unbiased opinion is needed.

Evaluated academic staff:		Course Code:			
Semester/Session:		Course Name:			
No	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
1	The lecturer comes to class well-prepared				
2	The lecturer is fair in dealing with students				
3	The lecturer encourages students to participate in class				
4	The lecturer explains the subject clearly				
5	The lecturer makes it clear what is expected of me				
6	The lecturer comes to class on time				
7	The lecturer provides information regarding assessment plans in time and clearly				
8	The lecturer is structured and organized				
9	The lecturer listens to my opinions				
10	The lecturer gives me feedback to help my learning				
11	The lecturer speaks clearly				
12	The lecturer helps me learn				
13	The lecturer shows respect for all students				
14	The lecturer manages our class well				
15	The lecturer makes learning interesting for me				
Please write any additional comments about the lecturer here.					

Indicators:

45 to 60: Excellent

31 to 44: Good

16 to 30: Average

0 to 15: Below average

Appendix 8: Student Evaluation of Course Content (SECC)

This questionnaire is designed to find out your opinion of the content of the courses that you study. Your feedback is valuable and will contribute to improvements to the course in the future.

Lecturer:		Semester/Session:		Course Title:		
Course Code:						
No	Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Comments
		4	3	2	1	
1	This course content has increased my knowledge					
2	This course content has increased my skills					
3	This course content meets my learning needs at this time					
4	The reference books suggested helped to increase my learning					
5	The materials provided helped to increase my learning					
6	The tasks given during class are reasonable.					
7	The homework assigned is manageable.					
8	The assessment is marked objectively.					
9	Add questions related to LOs					
10						
Please write any general comments about the course here. You can continue on the back of the form.						

Appendix 9: Academic Staff Evaluation of Course Content

Note: This questionnaire is designed to find out your opinion on the course content that you teach. Your feedback is valuable and contribute to the improvements of the course in future. Feedback can be made as an individual/team who teach the course.

Lecturer Name: _____

Course Title/Code: _____ Semester/Session: _____

1. How appropriate is the content and level of this course for students?
2. Is the time allotted for the course sufficient to complete the course content?
3. How useful are the course materials and textbooks for students? Please recommend alternative or additional resources/textbooks for students.
4. How useful are the course materials and textbooks for academic staff? Please recommend alternative or additional resources/textbooks for academic staff.
5. How appropriate are the assessment tasks in this course? Please suggest alternative assessment tasks or refinements to the existing assessment tasks.
6. How could this course be better integrated with the other courses this semester?
7. What are the strengths of this course?
8. State any practical issues concerning timetabling, administrative, or scheduling issues.

Signature:

Date

Appendix 10: Academic Staff Peer Evaluation

Kindly indicate your evaluation by ticking the appropriate box. Your opinion will assist in identifying strengths to be emulated, and weaknesses which can be addressed.

Academic staff evaluated		
Peer evaluator		
Course		
Semester/Session		
Date		
Evaluation Criteria	Yes	No
Preparation		
Did the academic staff come to class well prepared?		
Was the lesson aligned to the learning outcomes?		
During the lesson		
Was the lesson was appropriately introduced to the students?		
Was cooperative or individual learning planned appropriately?		
Was constructivist and direct learning opportunities well planned?		
Were there any teaching aids being used?		
Were the learning outcomes met?		
Formative assessment of the progress of the student during the lesson?		
Communication		
Was the lecture delivered clearly?		
Did the academic staff maintained appropriate eye contact?		
Was the lecture comprehensible?		
Was the pace of the lecture appropriate?		
Are the interpersonal relationships with the students mutual?		
Is the academic staff engaging appropriately with the students?		
Personal conduct		
Did the academic staff show any distracting behaviour?		
Interactive skills		
Was the equipment handled correctly for practical demonstrations to the students? (Computers, Data projector, Smartboard, etc)		
Were the students encouraged to use the interactive tools during the lesson?		

Final Comment:

Signature: Academic staff

Peer evaluator

Appendix 11: Guided Rubric Descriptors

Descriptors	Remarks
DISTINCTION	<p>Overall impressive piece of work that includes the majority of the following features:</p> <ul style="list-style-type: none"> ● Demonstrates the knowledge and achievement of the task, which is outstanding relative to the course requirements, and is always relevant ● Shows an original and creative perspective ● Applies relevant theories to practice in an insightful way ● Uses a range of evidence and materials, which are integrated and critically evaluated ● Very well structured and organized with a clearly developed line of reasoning ● Appropriate length ● All sources are appropriately acknowledged ● Excellent control of language for task and level. Minor errors occur, but meaning is always clear
VERY GOOD	<p>Overall commendable piece of work that includes the majority of the following features</p> <ul style="list-style-type: none"> ● Demonstrates an understanding and achievement of the task that is above the course requirements and is generally relevant. ● Shows an appropriate critical perspective ● Links theory and practice ● Sustained commentary on evidence and materials used ● Clear structure and presentation ● Control of length ● Most sources are appropriately acknowledged ● Good control of language for this task and level. Errors may occur but meaning is generally clear.
GOOD	<p>Overall, a satisfactory piece of work that includes the majority of the following features</p> <ul style="list-style-type: none"> ● Demonstrates understanding and achievement of the task that satisfactorily meets the course requirements, and is mostly relevant ● Shows some evidence of critical awareness ● Links theory to practice, but in a pedestrian way ● Adequate range of evidence and source material is used ● Good structure and presentation. Minor problems in organization do not impede communication ● Control of length ● Some sources are appropriately acknowledged ● Satisfactory control of language for task and level. Errors intrude, but meaning is clear with some effort
PASS	<p>Overall, a piece of work that minimally meets the criteria, and includes the majority of the following features</p>

	<ul style="list-style-type: none"> ● Achievement that minimally meets the course requirement, and demonstrates some understanding and achievement of the task ● Shows very limited evidence of critical awareness. Mainly a descriptive account ● Makes incomplete links between theory and practice ● Some use of evidence and source material is made, but its range and/or relevance is very limited ● Attempt made at coherent presentation, but ideas are not well integrated ● Length may be considerably off target ● Some sources are acknowledged ● Limited control of language for this task and level. Errors intrude, making meaning unclear at times.
FAIL	<p>Overall, a very poor piece of work that includes the majority of the following features</p> <ul style="list-style-type: none"> ● Achievement that does not meet the course requirements. Demonstrates inadequate understanding or a misunderstanding of the task, and is often irrelevant ● Shows little or no critical awareness ● Makes inadequate or irrelevant links between theory and practice ● Uses little, or no, or irrelevant evidence and source material ● Unstructured presentation and/or lack of coherence, which impedes understanding ● Length is problematic ● Sources are not acknowledged ● Control of language is problematic for task and level. Errors are so frequent and intrusive that they impede meaning.

Appendix 12: Student Academic Issue Report

(if necessary)

Date	
Issue	
Faculty member	
Student	
Student ID	
Section / Class	

Summary of Discussion:

Student signature	
School Signature	

Appendix 13: Request for Late Submission of Assignment

*Assignments are normally due by 3.30 on the first working day of the week / as directed by the course academic staff / as indicated on the assessment schedule.

Student Name	
Student ID	
Course Title	
Course Code	
Section / Class	
Course Academic staff	
Assignment Title	
Due date	
Submission date	

I, _____ request late submission of my assignment as described above.

I agree to submit my assignment on a date and time agreed with the course teacher as follows:

[Date for submission:]

I am aware of the University's policy on late submission without prior approval.

Late Submission of Assignments without prior Approval

"In order to be fair to students who have submitted their assignments on time, and to encourage effective time-management skills, late submission of assignment without prior approval will normally receive the following penalties at the professional discretion of the relevant teacher:

Up to 2 working days late: the student work will receive the lowest possible passing grade D

More than 2 working days late: the student work will receive a fail F"

Signed:

Date:

[Student]

Signed:

Date:

[Academic staff]

Appendix 14: Protocol for Proctoring Examinations at AIU

When proctoring exams at AIU, members of academic staff should follow the following procedures to ensure equitable and fair assessment conditions for all students.

- Instructions to students before the day of the exam
- Students are informed about general exam procedures, as set out below, before the exam date
- Students are informed in advance that they must be seated in the exam room at least 15 minutes before the exam start time
- Students should also be told that they are expected to keep away from exam areas when they aren't doing an exam

15 mins before the exam starts

- Students place all personal belongings except pencil, pen and eraser at the back of the room
- Students switch off/silence their mobile phones and place them in their bags at the back of the room
- Proctors explain about the need for silence during the exam, and ensure silence before giving out papers
- Proctors take attendance on the attendance sheet provided
- Proctors start the exam on time

Starting the exam

Proctors should:

- Place question and answer papers face down on each desk
- Remind students to remain silent until all papers have been collected in at the end of the examination
- Tell students not to turn over the page until they are told to do so

- Tell students to turn over the paper and start
- Write the examination start and finish time clearly on the board
- Allow latecomers to be admitted up to 30 mins after the exam start time, but do not give them any extra time

During the examination

Proctors should:

- Tell students if they need anything, they should raise their hand
- Arrange to have students escorted to the bathroom by corridor floaters
- Avoid discussing or assisting students with the exam
- Remind students of the remaining time at 10 mins and at 1 min before the end of the exam
- Not allow students to leave within the last 10 mins of the exam

Finishing the exam

Proctors should:

- Tell students to remain in silence until all papers have been collected in at the end of the exam
- Tell the students that the exam is finished

Collect all papers

- Make sure students do not take any papers from the exam room, including students' notes
- Make sure students take all personal belongings with them from the room
- Hand examination answering papers / book over to the chief invigilator

The details regarding this protocol can be found in AIU Academic Regulations.



ALBUKHARY INTERNATIONAL UNIVERSITY

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