INFORMATION ON AREA 3: ASSESSMENT OF STUDENTS

3.1 Relationship between Assessment and Learning

Information on Benchmarked Standards

3.1.1 Explain how assessment principles, methods and practices are aligned to the learning outcomes and curricula.

The alignment of assessment to the learning outcomes and the curriculum signifies an important cycle as to assessing student learning. UiTM Pahang practices the principles of good practice for assessing student learning. Thus, the relationship between assessment principles, methods and practices employed by all programmes in UiTM Pahang are clearly compatible with the learning outcomes and programme content as to ensure that students are engaged in the learning process.

Students’ achievement of course outcomes is evaluated through lectures, tutorials, assignments, tests, laboratory sessions and the final examination. The assessments will be prepared appropriately based on the different domains of the thinking skills.

Analysis of student achievements is made available to staff to facilitate further improvement within the course and the curriculum of the programmes.

References:

1. Course’s syllabus
2. CLOs
3. CO-PO matrix’s
4. Grading scheme
5. Student Feedback Online (SuFO)
6. Prosedur Penilai Kerja Kursus - PK.UiTM.KPH.(O).08
3.1.2 State how assessment of students is consistent with the levels defined in the MQF and its eight domains of learning outcomes.

Assessment of students is consistent with the levels defined in the MQF and its domains of learning outcomes based on the matrix between course outcome and assessment of student learning.

A comprehensive view of test items based on Bloom’s Taxonomy, namely the Cognitive, Psychomotor and Affective Domains are incorporated in a given test either formative or summative test.

References:
1. Curriculum of Civil Engineering Program based on OBE
2. CO-PO matrix’s
3. Rubrics
4. Grading scheme
5. Sample of final examination paper
6. Prosedur Penilai Kerja Kursus - PK.UiTM.KPH.(O).08

3.1.3 Indicate how the HEP monitors student assessment to reduce curriculum overload and encourage integrated learning.

UiTM Pahang applies best practice in the assessment of student learning; therefore it is imperative that UiTM Pahang monitors the amount of students’ assessment. This can be clearly seen in the matrix of Student Learning Time (SLT) where the number of assessments is tailored to students’ learning time. Also the number of credits taken by UiTM Pahang students in a given semester is closely supervised as to not overload students.

References:
1. SLT matrix
2. Students Timetable
3. Course Curriculum
4. Penasihat Akademik (PA)
5. Peraturan Akademik

3.1.4 Describe how the HEP ensures that appropriate attitudes are assessed and inculcated (e.g., respect for socio-cultural diversity, sensitivity to rights of others, teamwork, lifelong learning).

As a comprehensive university, UiTM Pahang ensures that all students are given full access to develop their potentials and talents. Thus, variables on attitudes towards other aspects are also assessed. This is evident in the co-curricular activities conducted by the Office of Student Affairs. At the programme level, enrichment activities to extend learning beyond the classroom are also aplenty to foster lifelong learning such as Community Outreach Projects, Final Year projects and Projects.

References:
1. Case Studies
2. Group Projects
3. Fieldwork Based projects
4. Pengendalian dan Penilaian Latihan Praktik - PK.UiTM.KPH.(O).10
5. UPKP Modules
6. Co-Curriculum (KI) assessment

Information on Enhanced Standards

3.1.5 Describe how the link between assessment and learning outcomes are periodically reviewed to ensure its effectiveness.

The link between assessments and learning outcomes is periodically reviewed through the discussions and deliberations of students’ academic performance at the end of each semester. All assessments must be closely linked to the learning outcomes. Performance Criteria
for each of the learning outcomes are spelled out to students through assessments.

References:
1. Student Feedback Online (SuFO)
2. Prosedur Penilai Kerja Kursus - PK.UiTM.KPH.(O).08

3.2 Assessment Methods

Information on Benchmarked Standards

3.2.1 Describe the student assessment methods and show how these methods, including that of practical training, clinical training, studio projects, demonstrations and the like, can measure the students’ achievement of the learning outcomes.

Since UiTM Pahang incorporates best practice in the assessment of students’ learning, the assessment methods conducted in UiTM Pahang are of a wide range consisting of both Formative and Summative modes of assessments. Thus, the assessment methods are almost universal where it consists of both on-going assessments and final exams. It is only fair that students are given a variety of assessments such as practical training, performance based projects, etc so that students achievement are reflective of real life and real world problems. The seven programmes require their students to do practical training before they graduate.

References:
1. Practical Training Manual / Log Book
2. Course Syllabus
3. Assessment method of programmes
4. Pengendalian dan Penilaian Latihan Praktik - PK.UiTM.KPH.(O).10
5. Prosedur Penilai Kerja Kursus - PK.UiTM.KPH.(O).08
3.2.2 Provide information on the summative and formative assessment methods.

All courses offered in UiTM Pahang have both components of assessment, namely, formative and summative assessment methods. The assessment methods are outlined in the course syllabus where students are given first-hand information on the types of assessments to be done for that semester. Formative assessments are in the form of tests, quizzes, projects, assignments, simulations, case studies, etc. Most of the final exams in UiTM Pahang are 60 per cent in weightage, and 40 per cent is allocated for continuous assessments. The variety of measures for student learning is implemented to meet the educational objectives of the programmes.

References:
1. Course Syllabus
2. Scheme of Work
3. Hal Ehwal Peperiksaan UiTM
4. Buku Peraturan Akademik, Pindaan 2009
5. Prosedur Penilai Kerja Kursus - PK.UiTM.KPH.(O).08

3.2.3 Describe the mechanism to ensure validity, reliability and fairness of the student assessment system.

Ensuring the validity, reliability and fairness of a given assessment is foremost and much stressed by UiTM Pahang in any student assessment. All new lecturers are given training through the Module on Measurement and Assessment in Teaching conducted by iLQaM. Several mechanisms exist such as workshops on inter-rater reliability, development of the Table of Specifications on a given test and the process of validation and moderation of assessments.
Students are also informed of the different assessments for a given semester during the first day of classes, followed by the scheme of work for each week.

Detail description of each type of assessment is also given to ensure that students know what to expect for a graded assignment. Most programmes would also explain the rubrics or performance criteria of a graded assignment or a test.

To ensure fairness, students’ results are moderated through first and second examiner system. Above it all, most of the test items would have gone through the vetting committee to ensure only what is taught is tested and the results are consistent to reflect the true score of a student.

References:
1. Table of Specifications
2. Moderation reports
3. Vetting Committee
4. Course Syllabus
5. Samples of Final Examination Paper
6. RES (Result Entry System) Templates
7. Prosedur Penilai Kerja Kursus - PK.UiTM.KPH.(O).08

3.2.4 Explain how the HEP monitors the reliability and validity of assessment over time and across sites.

Since UiTM Pahang operates on three-site campuses, it is very critical that the reliability and validity of assessments on student learning in all the campuses be monitored closely. UiTM Pahang monitors the reliability and validity of assessment through resource’s person and coordinator meeting as a platform to discuss matters pertaining to the standardisation of continuous assessments and final exams.
3.2.5 Describe how internal assessments are validated against external standards (e.g., external examiners, external examinations).

All programmes in UiTM Pahang practise the mechanisms of validation and moderation of assessments. Faculties from the main always monitor the programmes and assessments and its compliances.

References:
1. Minutes Resource's person and Coordinator meeting
3.2.6 Explain the various feedback mechanisms to ensure validity, reliability, consistency, currency and fairness of the assessment methods. Explain whether records are available to students for feedback on performance and corrective measures.

Several methods are used to ensure validity, reliability, consistency, currency and fairness of assessments. These methods include Syndicated Marking, Central Marking, Second Examiner and Moderator. UiTM Pahang practises common tests/quizzes to maintain the quality of learning opportunities.

Individual lecturers adopt a standard guideline on timeliness of feedback to their students. Feedback is usually given after an assessment is administered.

References:
1. i-learn
2. Lesson Plan
3. Moderation and Validation of Marks (LE)
4. Prosedur Penilai Kerja Kursus - PK.UiTM.KPH.(O).8

3.2.7 Explain how the HEP provides feedback to students on their academic performance, including making records available, to ensure that they have sufficient time to undertake remedial measures.

Feedback is very important to students as to early remedial measures can be made known to both lecturers and students. Feedbacks on ongoing assessments are made known throughout of the semester. At times, students are given the opportunities to rewrite and resubmit academic work if it does not meet the basic standard required by the lecturer. Students are also allowed to consult individual lecturers during the consultation hours posted outside of the lecturers’ office door.

References:
1. On-going assessments
2. Written feedback on assignments
3. Grading of Assignments and Portfolios
4. Prosedur Penilai Kerja Kursus - PK.UiTM.KPH.(O).08
5 Teaching Portfolio/Course Portfolio

3.2.8 Describe how assessment methods are reviewed to ensure currency.

Assessment methods are constantly reviewed through the process of programmes. Reviews and feedbacks from student evaluations are accounted. Today, in UiTM Pahang more and more performance based assessments are utilized, peer assessment and self assessment are also utilized in the classroom, plus the use of portfolios assessments.
3.2.9 How are student assessments methods documented and communicated to students?

Students’ assessment methods are available as of the first day of classes for a particular course through the course syllabus. All on-going assessment of students are managed by the respective lecturer and the final exams documented through the use of the Result Entry System (RES). Result Entry System (RES) is on-going marks can be displayed by the lecturers. Once, all results are endorsed through the Faculty Academic Board and the Senate, all results will be made available through the Student i-Portal and transcripts generated.

References:
1. Result Entry System (RES Template)
2. i-learn portal
3. Prosedur Penilai Kerja Kursus - PK.UiTM.KPH.(O).08

Information on Enhanced Standards

3.2.10 Describe how the internal assessments are comparable to that of external best practices.

The internal assessments are comparable to that of external best practices through evaluation by external examiners, in comparison with student assessment held in reputable institutions. Some institutional
research has been done and it is documented in several internal journals which will be made available during panel site visit.

3.2.11 State whether the curriculum have mechanisms to review and implement new methods of assessment.

The policy that requires review of assessment methods is thru Curriculum Review (LAF and Senate). However; Resource Persons for particular courses have the authority to review and implement new methods of assessment when deemed necessary. The Resource Person and other academic staff teaching the same course code will make the necessary changes, then propose to the Faculty Curriculum Committee and proceed to the Faculty Board for endorsement. Changes that constitute per cent or less are endorsed at the Faculty Board level, while changes beyond per cent need to be presented to the University Senate.

3.2.12 How does the review of the assessment method incorporate current global developments and best practices in the discipline?

The review of the assessment method incorporates current global developments and best practices in the discipline done at faculty level.

References:
1. Course Syllabus (Course Information)
2. Methods of assessment
3. Sample of assessment (performance based, portfolios, etc.)

3.2.13 Describe how external expertise, locally and internationally, are consulted in the review of the assessment system.

The review of the assessment system is done at faculty level.
3.3 Management of Student Assessment

Information on Benchmarked Standards

3.3.1 How autonomous are the departments in the management of student assessment?

The process of formative and summative assessment and developing content for final exam papers are done by the faculties in the main campus. The Head of Programmes upon receiving directive and Garis Panduan Penyediaan Kertas Soalan from the Examination Coordinator of the Faculty assigns academic staff responsible for the final examination paper. Selected Academic staff that set the final examination paper vet the examination paper that take place once/twice a year.

The management of final examination paper printing, however, lies with the Examination Unit under the Academic Affairs Division at the Campus level. The Examination Unit is headed by the Assistant Registrar assisted by a reasonable number of support staff responsible for the processes related to final examination invigilation, security and confidentiality. The process begins when the representatives of Examination Unit collect the final examination question papers.

References:
1. Faculty Directive
2. Faculty Letter of Appointment as Final Examination Setter
3. Garis Panduan Mesyuarat Penggubalan Kertas Soalan FTMSK
4. Borang Penyerahan Kertas Soalan (Produk Pelanggan) – BP(KS) DS Akt-02-02 (Semakan B)
5. Borang Pengakuan Staf – BHEPep (KS) DS Akt. 03-07-01 (Semakan B)

3.3.2 Indicate the committees and the processes for verification and moderation of assessments, and benchmarking academic standards of assessment. How autonomous are they?

Verification and moderation of assessments are firstly done at department level through department meeting and at Campus level through Academic Committee meeting. Next, the assessment is verified and moderated at the Faculty Level through Faculty Academic Board meeting.

References:
1. Peraturan Akademik
2. Lembaga Akademik Fakulti
3. Jawatankuasa Akademik/ Peperiksaan Kampus
4. Unit Peperiksaan, Bahagian HEA Kampus

3.3.3 Explain how the committees ensure that standards are met.

The Examination Committee at the faculty will ensure that all standards are met through the different procedures and rigor of the examination processes. The Examination Unit ensures that the ISO standards for printing of exams are observed so that exam papers are of high quality in appearance and high readability for the test takers. The numbers of errors in marking are also closely monitored as to ensure fairness for students.

References:
1. Mesyuarat Peperiksaan Jabatan
2. Jawatankuasa Peperiksaan/Akademik Kampus
3. ISO Bahagian Peperiksaan
4. Lembaga Akademik Fakulti
3.3.4 Explain how assessment performance and results are made available to students.

The Academic Affairs Division has created a Student Portal as a hub for student information including Academic Calendar, Examination Schedule, Course Registration Cycle, Pre-Registration & Course Registration, Academic Regulations version 2008 and checking of Examination Results. Access is through the use of UiTM Pahang Student Identification Number. Students can only access their final examination results once the announcement is made over the Portal. Continuous assessment is made available at the Campus. Lecturers are required to post the students assessment marks outside of the lecturer’s office door one week before the Final Examination day.

References:
1. Student Portal UiTM
2. Evidence of Continuous Assessment from various programmes

3.3.5 State the authority responsible for assessment policy. Describe the composition of the committees involved and their terms of reference.

The BHEA (Bahagian Hal Ehwal Akademik) in the Main Campus is responsible for the all academic matters at UiTM Pahang including assessment of learning.

3.3.6 State whether student representatives, academic staff and stakeholders are involved in making changes to the system of student assessment and their mode of involvement.
Input from academic staff and student will be brought forward to the Faculty through various meetings. Student’s feedback on the system of assessment is obtained from the Student Feedback Online (SuFO) done at the end of the Semester. The Student Council is open to give feedback on matters pertaining to examination. The industry representatives are open to give feedback on system of students’ assessment.

References:
1. Majlis Perwakilan Pelajar
2. Mesyuarat Peperiksaan Peringkat Kampus
3. Mesyuarat Jawatankuasa Akademik Kampus
4. Academic Staff
5. Student Feedback Online (SuFO)

3.3.7 Provide information on the appeal policy.

A student is allowed to appeal for review of final examination marks. The process involves applying to the Campus and paying a charge of RM50. The Campus appoints an examiner, other than the first and second examiners, to mark the script again. The results are presented to the Academic Committee at the Campus level.

References:
1. Buku Peraturan Akademik, Pindaan 2009
2. Minit Mesyuarat Jawatankuasa Akademik UiTM Pahang
3. Borang Permohonan Penyemakan Semula Keputusan Peperiksaan – Borang BP 89-3(2) Pin 2-97
5. Surat Lantikan Pemeriksa
3.3.8 Describe how confidentiality and security are ensured in student assessment processes and academic records.

The confidentiality and security in student final assessment processes are guided by the ISO procedure on records and policies by the Examination Affairs Office.

There are five (5) Standard Operating Procedures (SOP):

- In case of an emergency and natural disaster, there are several mechanisms in place for the printing of final examination papers.
- There are mechanisms for the management of final examinations in case of an emergency.
- A Policy on the case of leak/theft in the final examination.
- The control mechanism for confidentiality and safety policy and examination results.
- The policy on the safety of final examination answer scripts when taken out from the Examination Unit for marking by lecturers.

References:
2. Bilik Kebal Peperiksaan Kampus
4. Surat Memohon Perlanjutan Tempoh Pemeriksaan Kertas Jawapan Pelajar – 600-CPH (AKA.2/1)
5. Safety Procedure
6. SOP of assessment
7. Examination Procedure
9. Unit Peperiksaan dan Kurikulum Akademik (UPKA) UiTM Pahang
10. Regulations of Examination.
Information on Enhanced Standards

3.3.9 Explain the nature of the independent external scrutiny of student assessment to management of the assessment system.

The ISO Provision of the Examination Unit of UiTM Pahang and the Corporate ISO Certification in teaching and learning serve as independent external scrutiny to the management of the assessment system in UiTM Pahang. All cases and episodes of improvements are brought to the Management Meeting at the highest level in UiTM Pahang. Thus, the continuous improvement strategies are constantly in action as to best serve the stakeholders and to ensure that assessment of student learning are of world class standard.

References:

1. Mesyuarat Kaji Semula Pengurusan UiTM Pahang
2. Audit Internal/Lyord