UNIMAS 25 years of commitment towards excellence
UNIVERSITI MALAYSIA SARAWAK
1992 - 2017

BPPA BAHAGIAN PEMBANGUNAN & PENGURUSAN AKADEMIK

EDITORIAL

UNIMAS has participated in the iCGPA in 2016 when it was first introduced by the Ministry of Higher Education in 2015.

The task of implementing iCGPA-UNIMAS has involved relentless efforts from various committed parties including the Academic Development and Management Division (BPPA), Faculty of Engineering, Centre for Information Technology Development & Services (CITDS) with co-operations from all participating Faculties.

Congratulations to the authors who have worked wholeheartedly to produce this manual. We would also like to thank everyone for the endless cooperation in making this iCGPA-UNIMAS a success.

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2018

PREFACE

This iCGPA-UNIMAS manual publication is mainly served as a guideline and reference for all academics participating in iCGPA. Descriptions on the iCLASS and iMark are also included because these are the two new systems that have been developed to fit the iCGPA-UNIMAS requirements.

We hope that this manual publication will be beneficial to increase the academics' understanding on the iCGPA concept aspired by the Ministry of Higher Education.

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LIST OF ABBREVIATIONS

BPPA	*Bahagian Pembangunan dan Pengurusan Akademik*
BPPS	*Bahagian Pengajian Prasiswazah*
CITDS	Centre for Information Technology Development & Services
CLO	Course Learning Outcome
COPPA	Code of Practice for Programme Accreditation
CQI	Continuous Quality Improvement
iCGPA	Integrated Cumulative Grade Point Average
iCLASS	Integrated Learning and Assessments Support System
LOD	Learning Outcome Domain
MEB	Malaysian Higher Education Blueprint
MOHE	Ministry of Higher Education
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
OBE	Outcome Based Education
PEO	Programme Education Objective
PLO	Programme Learning Outcome
UNIMAS	Universiti Malaysia Sarawak
UPIK	*Unit Penilaian dan Inovasi Kurikulum*

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CHAPTER 1: INTRODUCTION

The 10 shifts highlighted in the Malaysian Higher Education Blueprint (MEB) serves as guideline for all institutions of higher learning to achieve their vision and mission. Refer to Figure 1.1: The 10 shifts of MEB.

Shift 1 of the blueprint aims to foster graduates who are holistic, balanced and entrepreneurial in line with the National Education Philosophy. One of the initiatives in Shift 1 is the implementation of the integrated assessment system which materialises student holistic attainment based on the learning experiences in higher education.

(Malaysian Education Blueprint 2015-2025)

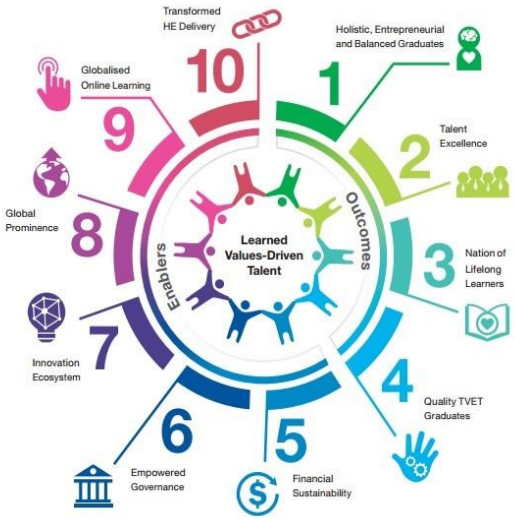


Figure 1.1: The 10 shifts of MEB

With the development of iCGPA, the designing of curriculum of academic programmes and its delivery becomes more critical because it will not only address the issue within the student's learning experience but also influence the student's post learning experience such as graduate employability.

What is iCGPA?

iCGPA is an evaluation and reporting system that represents a comprehensive development of students' achievement in their academic programmes. iCGPA is driven by the Outcome Based Education (OBE) system that has been long integrated in the higher education in Malaysia. iCGPA is not only a tool to enhance the OBE concept through constructive alignment but it is also an integrated mechanism to assist various stakeholders in making decisions or planning for programme improvement.

iCGPA is in line with the Malaysia Education Blueprint 2015-2025 (Higher Education) aiming to produce holistic, entrepreneurial, and balanced graduates who

possess the skills to excel in the employment market and/or have the skills to create their own influence on the nation's economy.

The outcome of this integrated system is the reporting of students' academic performance in terms of cognitive (knowledge), psychomotor (skills), and affective (attitude) of which the students acquire throughout the duration of their study. The iCGPA reporting illustrates the attainment of student's attribute in the eight domains of learning outcomes listed in the Malaysian Qualifications Framework (MQF). Refer to Figure 1.2: Eight MQF Domain.

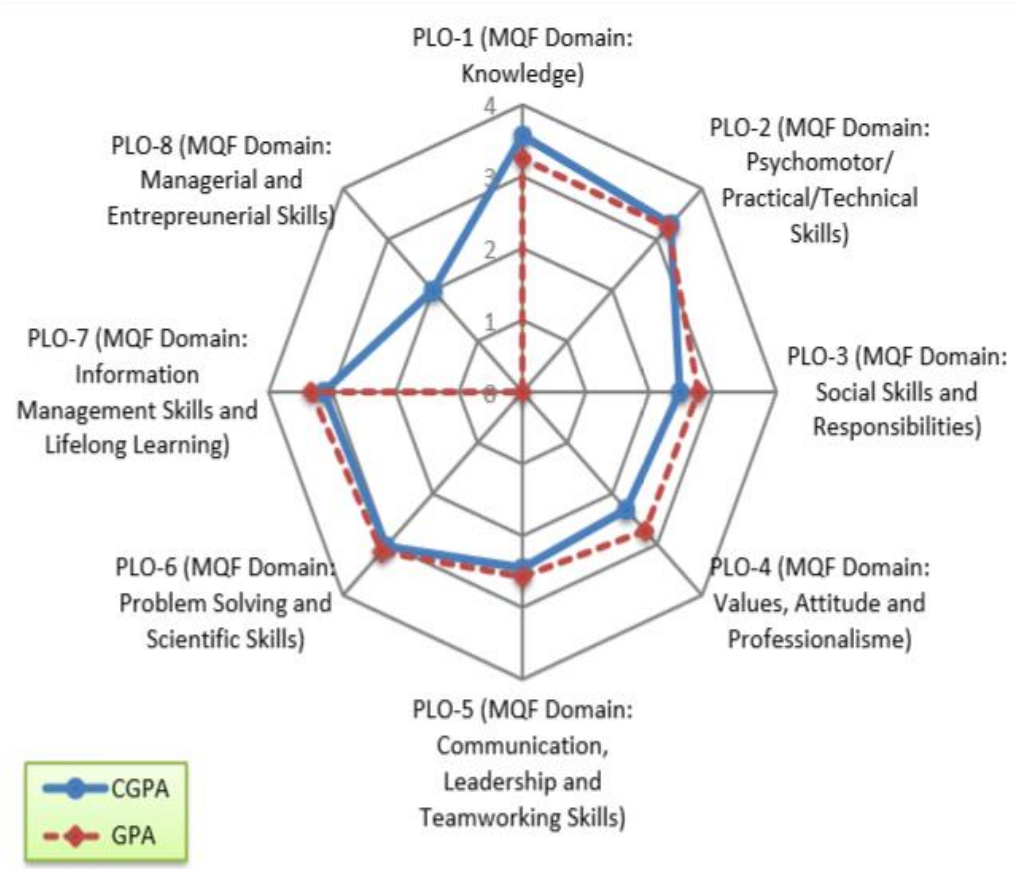
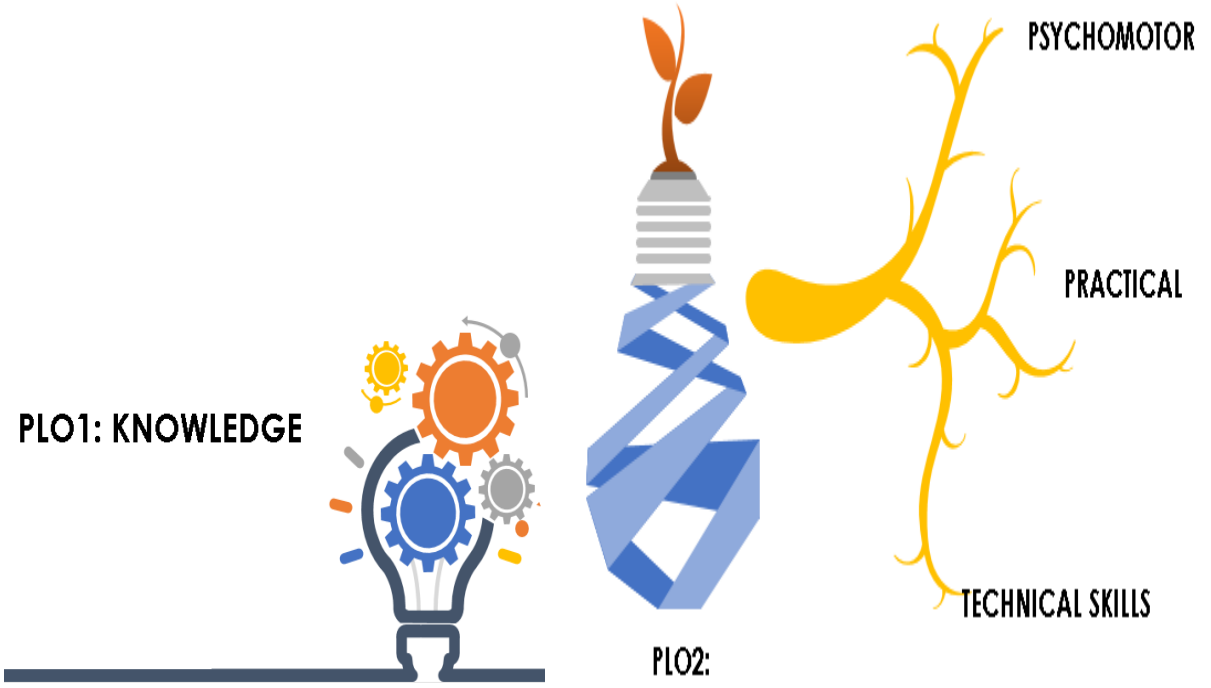


Figure 1.2: Eight MQF Domains

The Eight Learning Outcome Domains by MQF



PLO3: SOCIAL SKILLS AND RESPONSIBILITIES

PLO4: VALUES, ATTITUDES AND PROFESSIONALISM

Values & Attitudes

- Moral
- Identity
- Proactive
- Appearance
- Independence
- Volunteerism

Ethics & Professionalism

- Work Responsibility
- Work Relation
- Work Ethics
- Integrity

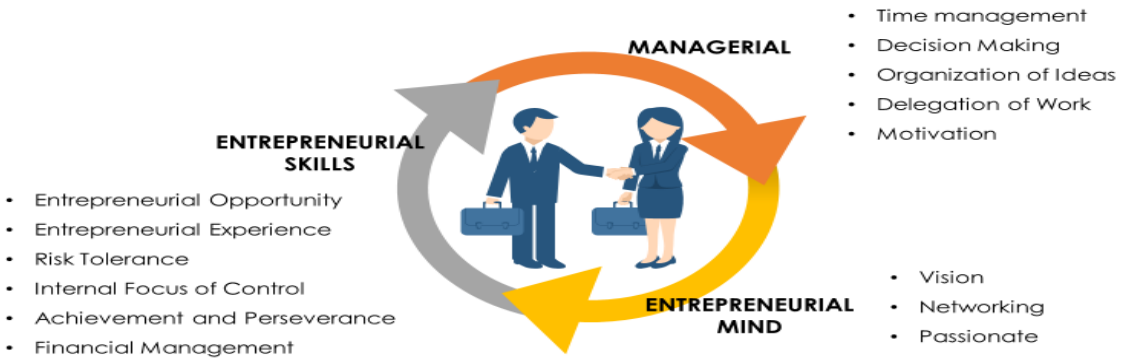
The Eight Learning Outcome Domains by MQF

PLO5: COMMUNICATION, LEADERSHIP AND TEAMWORK SKILLS

PLO6: PROBLEM SOLVING AND SCIENTIFIC SKILLS

PLO7:INFORMATION MANAGEMENT AND LIFELONG LEARNING SKILLS

PLO8: MANAGERIAL AND ENTREPRENEURIAL SKILLS



Implementation of iCGPA-UNIMAS

In June 2016, UNIMAS has been invited by the Department of Higher Education (Jabatan Pendidikan Tinggi) to participate in iCGPA. UNIMAS has also taken the steps in realizing the iCGPA system as part of commitment in ensuring the quality of curriculum design, delivery, and assessment in the higher education. The implementation of the iCGPA-UNIMAS system consists of the following stages:

(i) Phase 1: Participation from the Chemical Engineering Undergraduate Programme in Semester 1 of 2016-2017 session

(ii) Phase 2: Participation from all Programmes in the Faculty of Engineering in Semester 1 of 2016-2017 session

(iii) Phase 3: Participation from 43 undergraduate programmes from all Faculties in Semester 1 of 2017-2018 session (September, 2017)

How iCGPA-UNIMAS works?

All programme curriculum involved in the iCGPA-UNIMAS must be designed/recrafted using OBE approach. Each programme curriculum information/details will be input in the iCLASS system. To produce the iCGPA-UNIMAS results, all the students' performance scores will be keyed in to the iMark system. Finally, the iCGPA analysis will be generated and the students' iCGPA results can be accessed via iCLASS. (Refer to Figure 1.3: Infographics on how iCGPA-UNIMAS works)

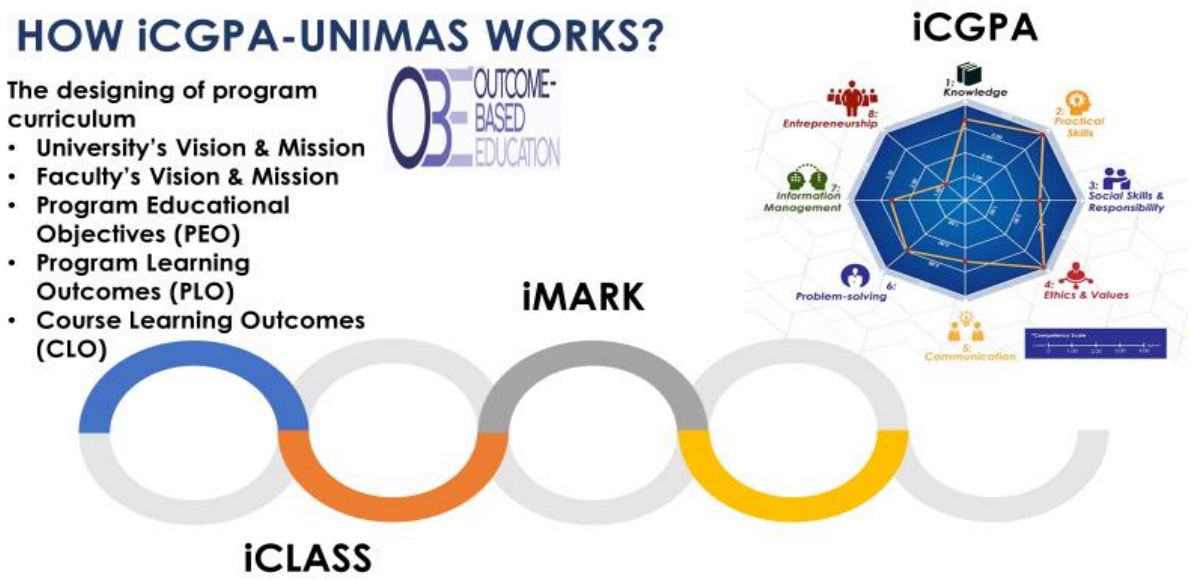


Figure 1.3: Infographics on how iCGPA-UNIMAS works

Benefits of iCGPA

ACADEMIC INTERVENTION

iCGPA Benefits to Students

- Improvement of the students' academic performances based on their learning outcome achievement every semester
- Continuous monitoring on the attainment of the students' knowledge and skills throughout their study
- Students can plan any non-academic activities to help them achieve the attributes needed from the programme

iCGPA Benefits to Lecturers

- Using the student's iCGPA results as one of the sources of references to guide and advise the students on how to improve their academic performances
- Ensuring the selection of teaching-learning activities and assessment used in the course are appropriate and effective for the students to achieve their learning outcome
- Enhancing the application of OBE in the curriculum design

CHAPTER 2: OUTCOME BASED EDUCATION (OBE)

What is Outcome Based Education (OBE)?

Any programme that is designed with the OBE will emphasise on the key things students should acquire and be able to implement the skills and develop the required qualities at the end of their learning experiences. In OBE, three aspects that are typically addressed include (Carter, 2003): (1) the outcomes that graduates should obtain (skills, knowledge, and other attributes), (2) the capacity of the programme to provide the means for graduates to attain the outcome, and (3) the utilisation of learning from programme assessment by the faculty to improve their academic programmes and better enable graduates to attain the outcomes.

Through OBE, the owner of the programme must fulfill the following requirements:

i. provide evidence how the need of the students and stakeholders are met because the OBE concept is centered around the needs of these groups.
ii. exhibit how PEOs and PLOs of the programme are to be achieved, and
iii. demonstrate an ability to perform Continuous Quality Improvement (CQI)

OBE versus Traditional Education

The significant difference between the OBE's instructional planning and traditional education is the desired outcome is defined first for the students. All the teaching and learning activities and materials as well as the assessments are developed to support the intended outcomes. The OBE approach will allow the students to instill an active learning practice to achieve their desired outcomes.

Why do we need Outcome Based Education (OBE)?

The programme needs to adopt OBE in the curriculum in accordance with requirements from the Malaysian Qualifications Framework of Malaysian Qualifications Agency (MQA), an agency entrusted to implement the Malaysian Qualifications Framework (MQF). The Ministry of Higher Education (MOHE) Malaysia also emphasised on OBE by requesting all public higher education institutions to align all their existing and new academic programmes with the MQF requirements.

Constructive Alignment in OBE

> "Constructive alignment is a term that refers to the principles used to design teaching and learning activities as well as assessment tasks that relate directly to the desired learning outcomes achieved through non-conventional methods that cannot be attained from traditional lectures, tutorials, and examinations".
>
> iCGPA Rubric Learning Outcomes Assessment Guide (2016)

Through the mechanisms of constructive alignment in an academic programme, the objective assessments, and effective teaching and learning activities will yield a significant outcome – student's Programme Learning Outcomes (PLO) attainment. The purpose of the constructive alignment is to drive the process of designing the curriculum, delivery, and assessment at the program and course level and to adapt a teaching and learning practice that matches with the student's academic experiences.

Constructive Alignment:

Program Level

The formulation of Programme Education Objectives (PEOs), Programme Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs) for each programme must be coherent with the Vision, and Mission of UNIMAS as well as the Vision and Mission of the Faculty when using the OBE approach (Refer Figure 2.1).

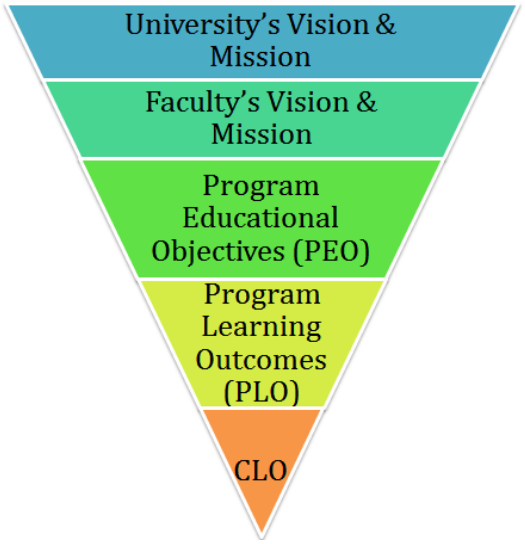


Figure 2.1

Mapping of PEO – PLO – MQF LOD in iCGPA-UNIMAS

Mapping of the PEOs should reflect the expected accomplishments of graduates upon completion of their programme. Each program is recommended to have 3 to 4 PEO statements that are in line with the MQF learning outcome domains. The PEOs of the programme must be mapped with the PLOs of the programme (Refer Figure 2.2). The

achievement of PEOs also signifies that the programme is meeting with the vision and mission of UNIMAS and the Faculty as well as the requirements of stakeholders.

Program Learning Outcomes (PLO) contain statements that describe the students' desired learning objectives as a result of their learning experience from the program (i.e. what learners should know, understand and be able to do upon completion from the programme). PLO should address the minimum competency level that will be achieved by the graduates. PLO statements must be written based on the MQF learning outcome domains (or 9 learning outcomes domain from the Ministry of Higher Education). PLOs should also reflect the attributes specified by the Professional body (for Professional Programmes such as Engineering, Accountancy, and Counselling Program).

Matrix of Programme Educational Objectives (PEO) vs Programme Learning Outcomes (PLO)

PEO\PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
PEO1	X	X							
PEO2			X	X		X	X		
PEO3					X			X	X

Figure 2.2: Matrix of PEO vs PLO for Bachelor of Computer Science with Honours (Computational Science)

Meanwhile, each MQF Learning Outcome Domain has been categorised under one taxonomy learning domain (i.e.; Cognitive, Psychomotor or Affective domain) as follows:

MQF1 Knowledge - Cognitive

MQF2 Practical Skills - Psychomotor

MQF3 Communication, Leadership and Team Skills - Affective

MQF4 Problem Solving and Scientific Skills - Cognitive

MQF5 Information Management and Lifelong Learning Skills - Affective

MQF6 Managerial and Entrepreneurial Skills - Affective

MQF7 Social Skills and Responsibilities - Affective

MQF8 Values, Attitudes and Professionalism - Affective

The constructive alignment mapping at the programme level is reflected through the mapping of PEOs, PLOs, and the 8 MQF Learning Outcome Domains (LOD) (Refer to Figure 2.3).

Figure 2.3

In iCGPA-UNIMAS, mapping of PEOs, PLOs and the MQF LOD of a programme is reflected in the iCLASS. The following table is an example of PEO, PLO and MQF LOD mapping for Bachelor of Computer Science with Honours (Computational Science).

PEO	PLO	MQF LOD
PEO 1: Producing graduates who are founded and possessing the ability to apply core knowledge of Computer Science with Computational Science specialization for the aspiration of the society.	PLO 1: Apply the knowledge of Computer Science with Computational Science specialization to meet industry needs.	Knowledge (Cognitive)
	PLO 2: Demonstrate technical and programming skills to solve Computer Science problems.	Practical Skills (Psychomotor)
PEO 2: Nurturing graduates who can think critically and possess ability to solve problems for the requirements of industry.	PLO 3: Communicate effectively with industry and society.	Communication, Leadership and Team Skills (Affective)
	PLO 4: Develop creative and innovative solutions in relative to problems which involve scientific approach.	Problem Solving and Scientific Skills (Cognitive)
	PLO 6: Manage information and perform life-long learning in the broadcast context of technological change.	Information Management and Lifelong Learning Skills (Affective)
	PLO 7: Build knowledge and skills in management and entrepreneurship.	Managerial and Entrepreneurial Skills (Affective)
PEO 3: Equipping graduates with leadership, professionalism, and ethics to meet the needs of the stakeholders.	PLO 5: Build teamwork skills as well as social responsibility.	Social Skills and Responsibilities (Affective)
	PLO 8: Practise professionalism, value, attitude, and ethical behaviour in the society.	Values, Attitudes and Professionalism (Affective)
	PLO 9: Demonstrate leadership skills in working environment.	Communication, Leadership and Team Skills (Affective)

Constructive Alignment: Course Level

Course Learning Outcome (CLO) consists of statements describing the intended learning for the course (i.e.; what learners should know, understand, and can do upon completion of the course). Consider the following rules of thumbs when constructing a good CLO:

1) Each CLO is mapped with one taxonomy learning domain only (i.e.; Cognitive, Psychomotor or Affective domain).
2) Should be written in a clear language.
3) Begin with an action verb. The taxonomy learning domain level is reflected by the 'action verb' chosen.
4) CLO statement cannot have 2 verbs in the same taxonomy learning domain (i.e.; state and explain the basic principles...).
5) It is not compulsory for the CLOs of a course to be mapped with all taxonomy learning domain (i.e.; Cognitive, Psychomotor, or Affective domain).

CLO in iCGPA-UNIMAS

1) Each course has 3 - 5 CLO statements that are mapped with 3 - 4 PLOs.
2) Each CLO is to be mapped with 1 dominant PLO/MQF LOD only. This is to ensure the PLO can be measured.
3) Each CLO to be mapped with 1 dominant taxonomy learning domain (i.e.; Cognitive, Psychomotor, or Affective domain.
4) Each assessment can be mapped with more than 1 CLO.

Curriculum Matrix of MQF LOD-PLO-CLO in iCGPA-UNIMAS

The matrix of MQF LOD vs PLO vs Courses is created to design the nature and characteristics of an academic programme. An example is illustrated in Figure 2.4.

Matrix of Courses vs Programme Learning Outcomes (PLO)

YEAR/ SEM	COURSE	CR	Malaysian Qualification Framework(MQF)								
			1	2	3	4	5	5	6	7	8
			Programme Outcomes(PLO)								
			1	2	5	8	3	9	4	6	7
FACULTY CORE											
Y1 / S1	**TMF1014** [Ver2.0] - System Analysis and Design	4	CLO1	CLO2			CLO3				
Y1 / S1	**TMF1414** [Ver2.0] - Introduction to Programming	4		CLO2, CLO3	CLO4				CLO1		
Y1 / S1	**TMF1814** [Ver2.0] - Discrete Mathematics	4	CLO1, CLO2		CLO3						
Y1 / S2	**TMF1214** [Ver2.0] - Computer Architecture	4	CLO1, CLO3						CLO2		
Y1 / S2	**TMF1254** [Ver2.0] - Communication and Computer Network	4	CLO1		CLO3				CLO2		
Y1 / S2	**TMF1434** [Ver2.0] - Data Structure and Algorithms	4	CLO1	CLO2	CLO4				CLO3		
Y1 / S2	**TMF1874** [Ver2.0] - Mathematics for Computing	4	CLO1		CLO3				CLO2		
Y2 / S1	**TMF2034** [Ver2.0] - Database Concept and Design	4	CLO1	CLO2	CLO3						
Y2 / S1	**TMF2234** [Ver2.0] - Operating System	4	CLO1, CLO2, CLO3						CLO4		

//academia.unimas.my/iclass/prgMatrices.php

Figure 2.4: The matrix of MQF LOD vs PLO vs Courses

CHAPTER 3: THE ACADEMIA SYSTEM

To support the iCGPA implementation in UNIMAS, CITDS with the collaboration of BPPA, has developed an integrated system for managing the academic matters, known as The Academia.

The Academia has two fundamental components that account for the iCGPA implementation: Integrated Learning and Assessments Support System (iCLASS) and iMark.

iCLASS System

iCLASS encompasses the curriculum details for all undergraduates and postgraduate programmes offered in UNIMAS. iCLASS has been opened for access to all UNIMAS faculties in March 2017.

iCLASS Functions

(i) View programme details
(ii) Update PEOs and PLOs of the programme
(iii) Mapping of the programme PLOs to PEOs and MQF PLOs
(iv) Mapping of the programme CLOs to PLOs
(v) Update course details
(vi) View and download course outline
(vii) Create course plan
(viii) Set constructive alignment mapping for a course
(ix) View iCGPA analysis - (only accessible to Dean, Deputy Dean of Academics (Undergraduate), Programme Coordinators, and Head of UPIK)
(x) View course evaluation result - (only accessible to Dean, Deputy Dean of Academics (Undergraduate), and Programme Coordinators)

iCLASS is accessible for all academicians at https://academia.unimas.my/iclass/. Single sign on ID and password is required to access this system. Figure 3.1 is the main page of the iCLASS system.

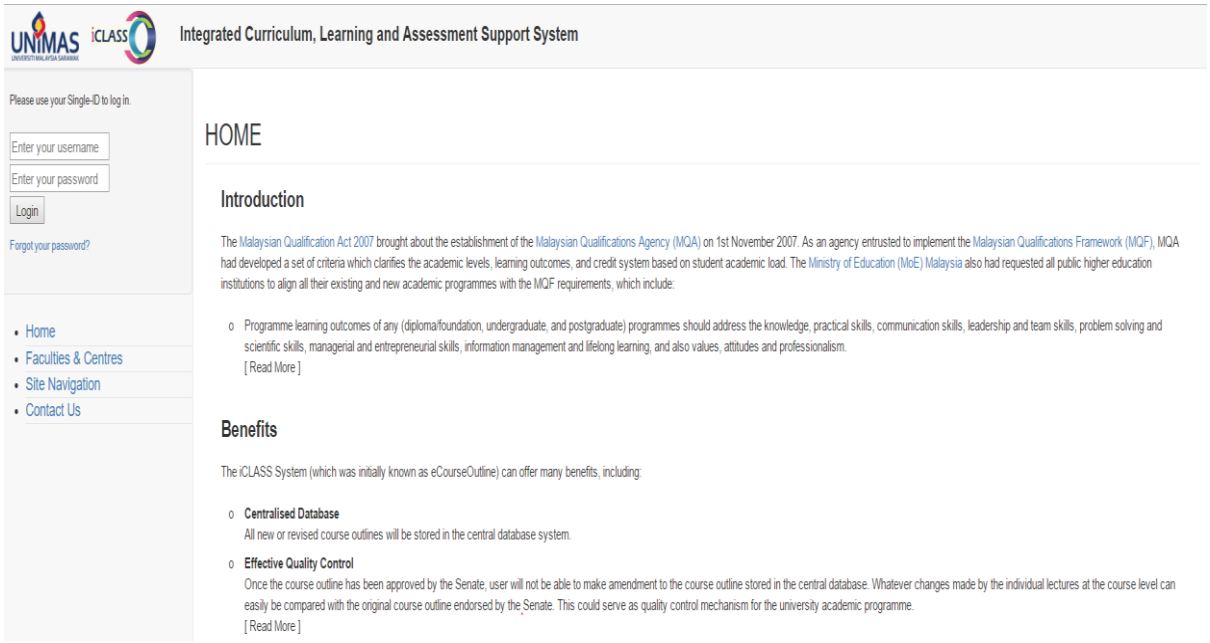


Figure 3.1: Main Page of the iCLASS

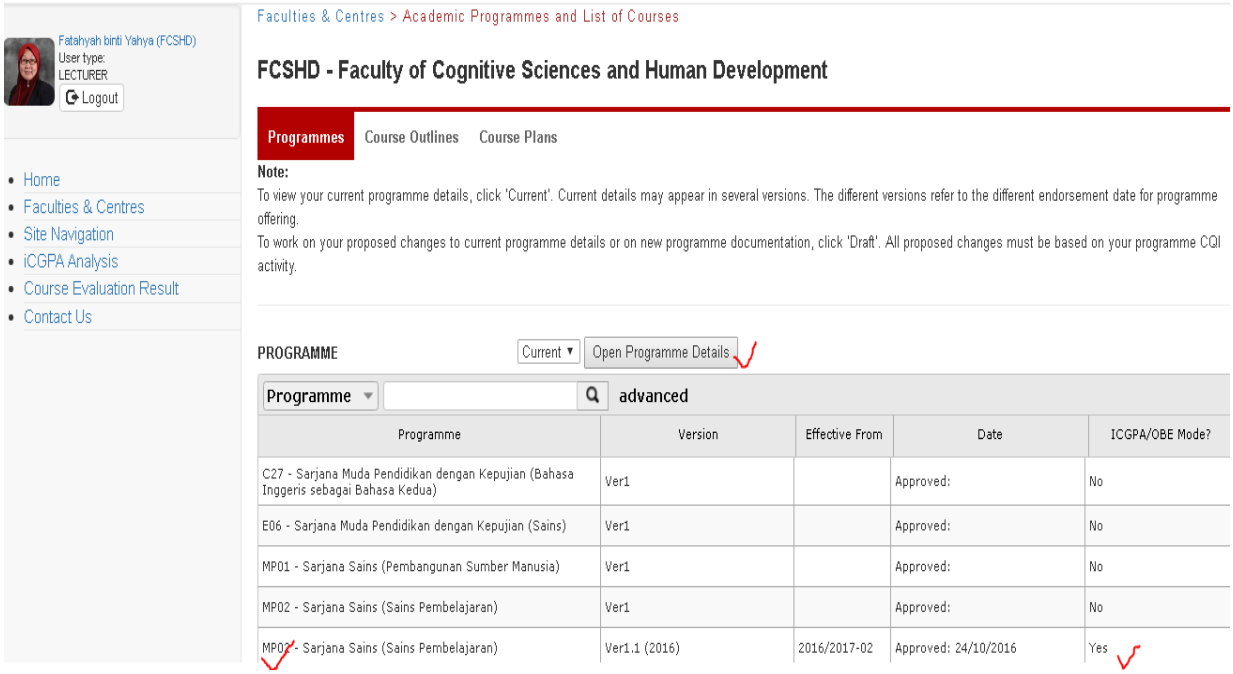
Upon entering the correct ID and password, a list of faculties and centres in UNIMAS is displayed on the left side of the page. The bold sentence indicates the user's faculty (Refer Figure 3.2: Faculty and Centres view). The following entities have the access to view and edit their programme information/details in the iCLASS:

1) Deputy Dean of Academic (Undergraduate)
2) Programme Coordinators
3) Faculty's Unit Penilaian dan Inovasi Kurikulum (UPIK) committee

Figure 3.2: Faculties and Centres view

iCLASS Features

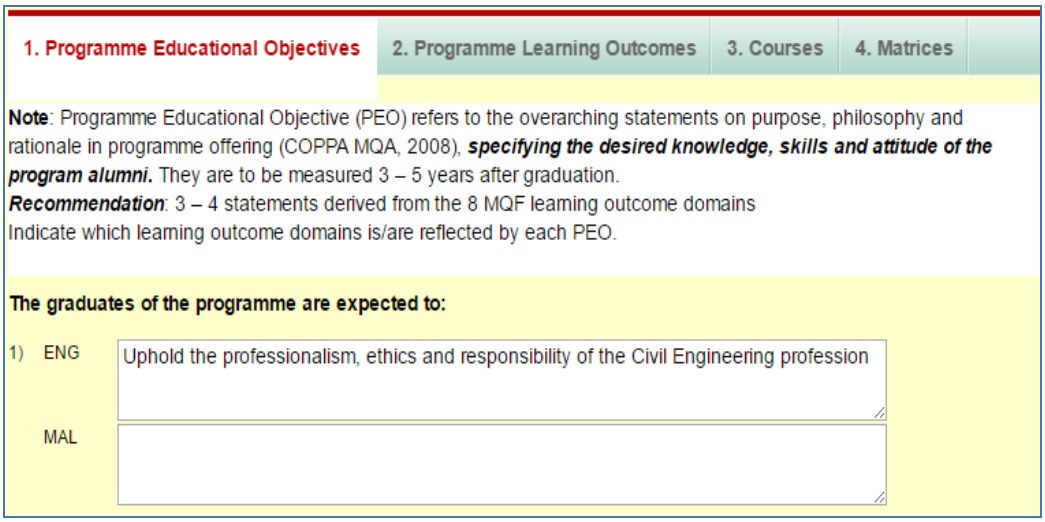
(1) To view or/and update programme/course information, click on *Programmes*. Then, select a programme and click on *Open Programme Details*.



The following display will appear after clicking on *Open Programme Details*.

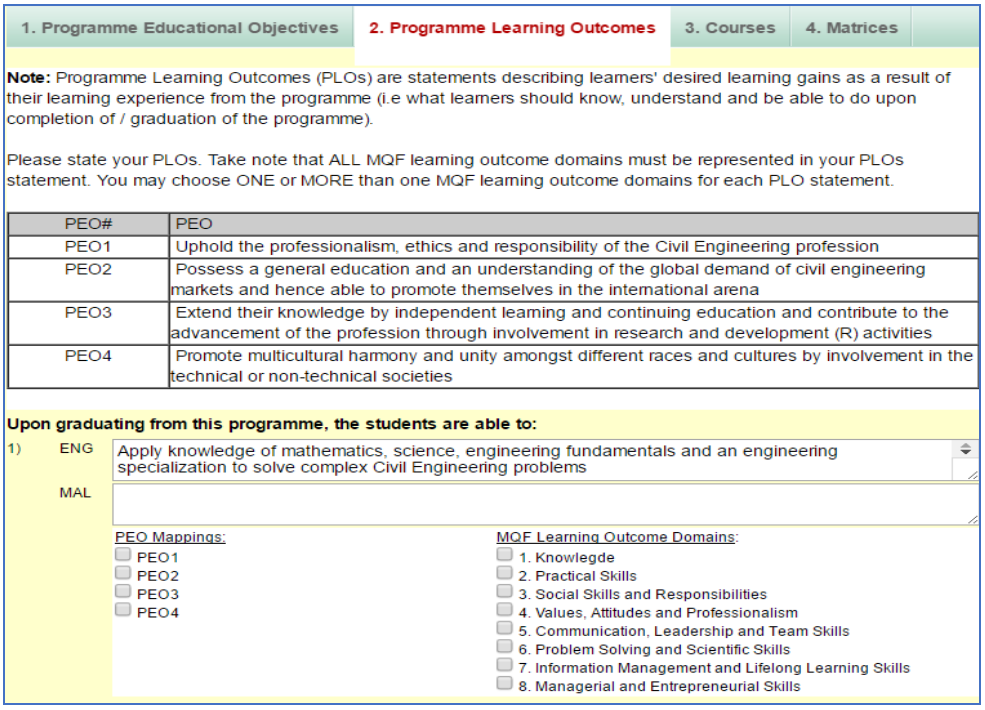
i. Programme Educational Objective (PEO)

Each PEO information is filled in and no mapping is done.



ii. Programme Learning Outcome (PLO)

Each PLO is mapped with PEO and 8 MQF LOD. PEO information is provided for lecturer's reference.



iii. Courses

Course is listed based on the course category including University and Programme (Faculty Core, Programme Specialization) courses.

To view/edit the mapping of the course, click on the *Action* tab. CLOs of the courses that have been listed are mapped with PLO by clicking on the given boxes in Figure 3.3. List of PLOs are based on the set PLOs for the Programme meanwhile CLO is based on the CLO of the courses based on the selected version.

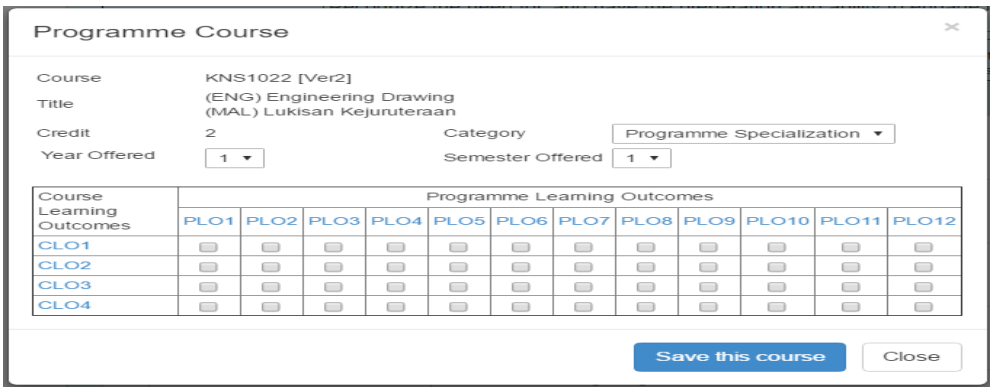
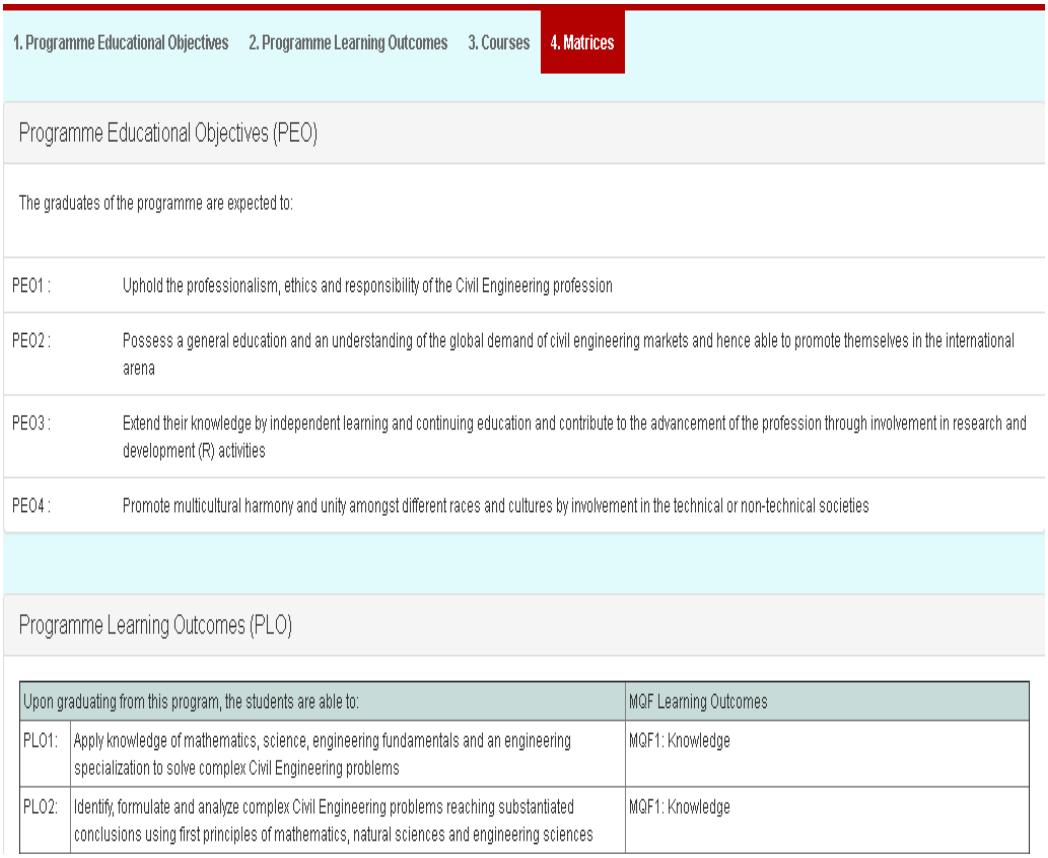


Figure 3.3: Mapping of the CLO and PLO

iv. Matrices

This section consists of information on PEOs, PLOs, Matrix of PEO vs PLO, and Matrix of Courses vs PLO.



Matrix of Programme Educational Objectives (PEO) vs Programme Learning Outcomes (PLO)

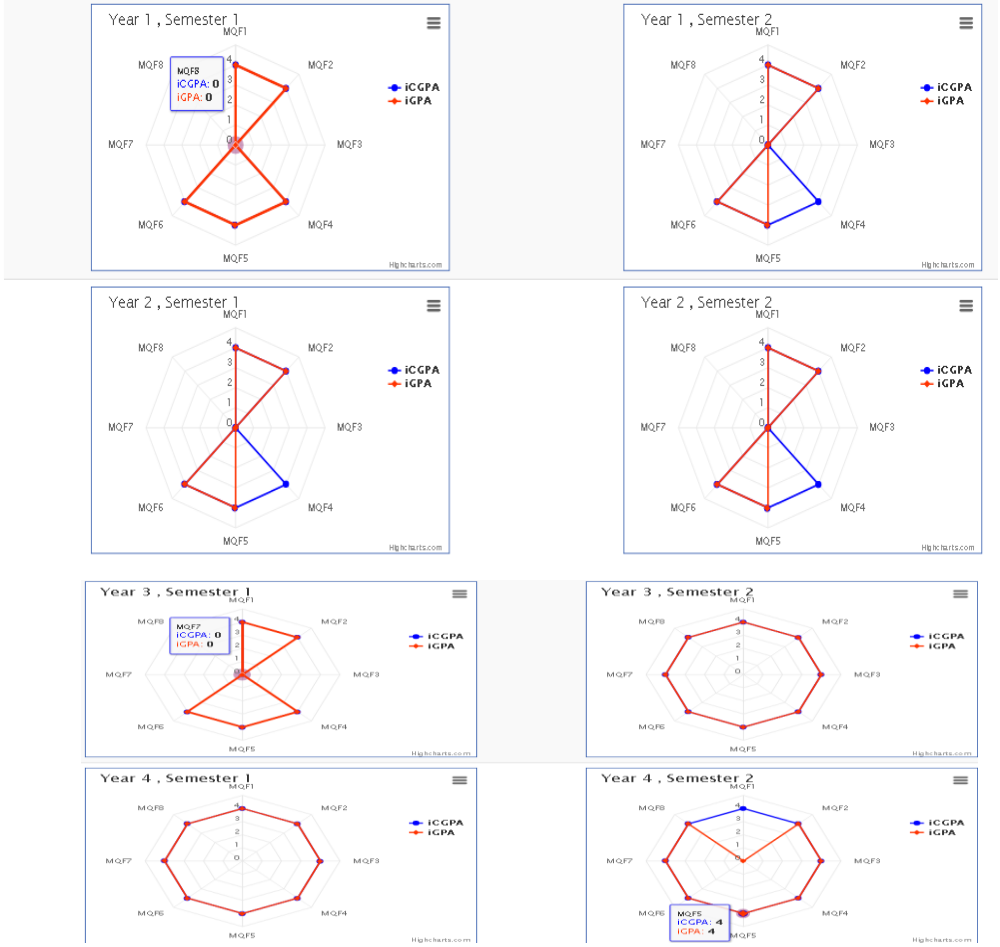
PEO\PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12

Matrix of Courses vs Programme Learning Outcomes (PLO)

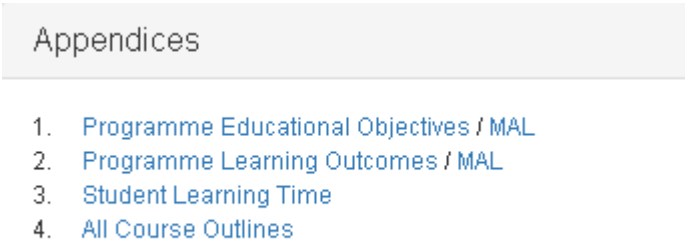
YEAR/ SEM	COURSE	CR	Malaysian Qualification Framework(MQF)											
			1	1	2	3	4	4	5	5	6	6	7	8
			Programme Outcomes(PLO)											
			1	2	5	6	7	8	9	10	3	4	11	12
FACULTY CORE														
Y1 / S1	**KNF1013** [Ver2.1] - Engineering Mathematics I	3	CLO1, CLO2	CLO3										
Y1 / S2	**KNF1023** [Ver2.1] - Engineering Mathematics II	3	CLO1, CLO3, CLO4	CLO2										
Y3 / S3	**KNF3065** [Ver2.1] - Industrial Training	5				CLO1	CLO2	CLO3	CLO4	CLO5				

This section also includes the iCGPA Spiderweb Projection based on Core Courses to reflect on how a programme is designed and mapped with the 8 MQF learning outcome domains.

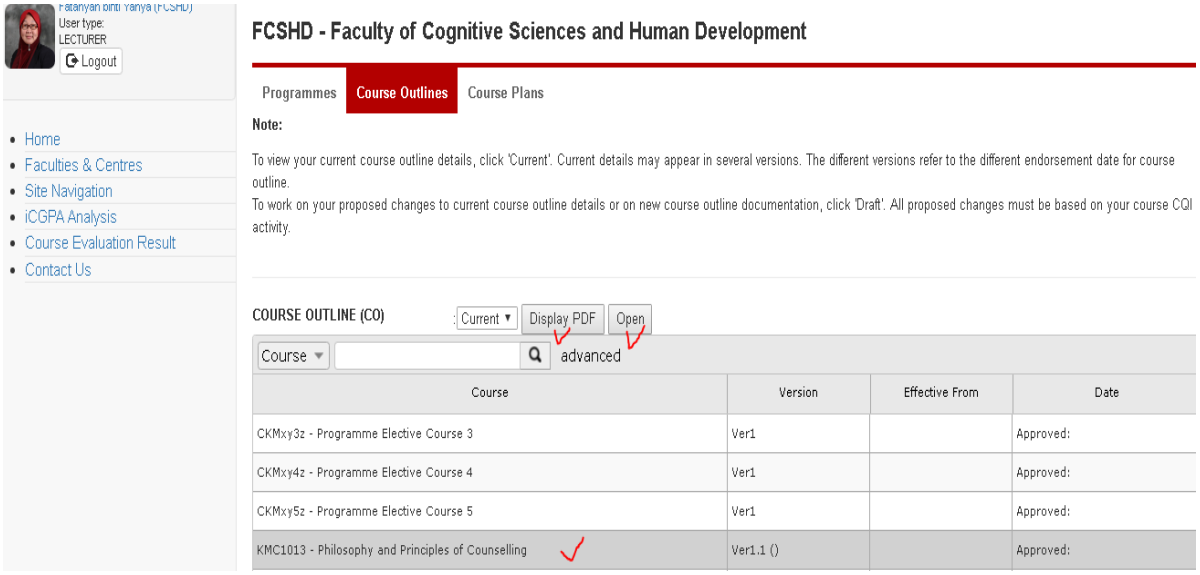
iCGPA Spiderweb Projection based on Core Courses



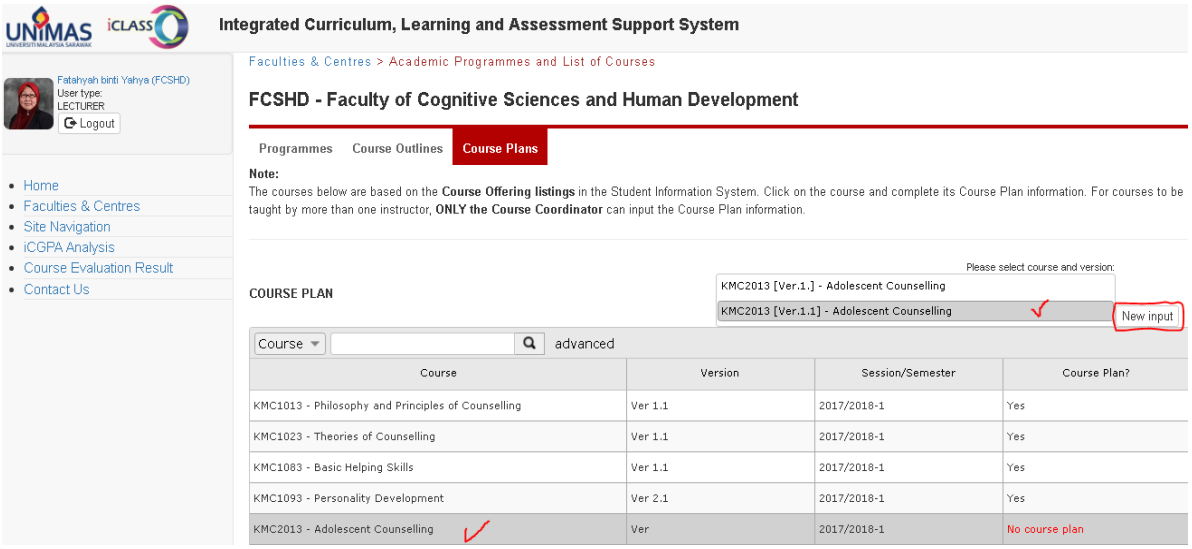
PEO, PLO, Student Learning Time and Course Outlines can be accessed and printed from the *Appendices* section.



(2) To view and download course outline, click on *Course Outlines*. Select a course and click on *Display PDF* to view and download the course outline. Click *Open* to edit the course outline (cannot be edited without Senate approval).

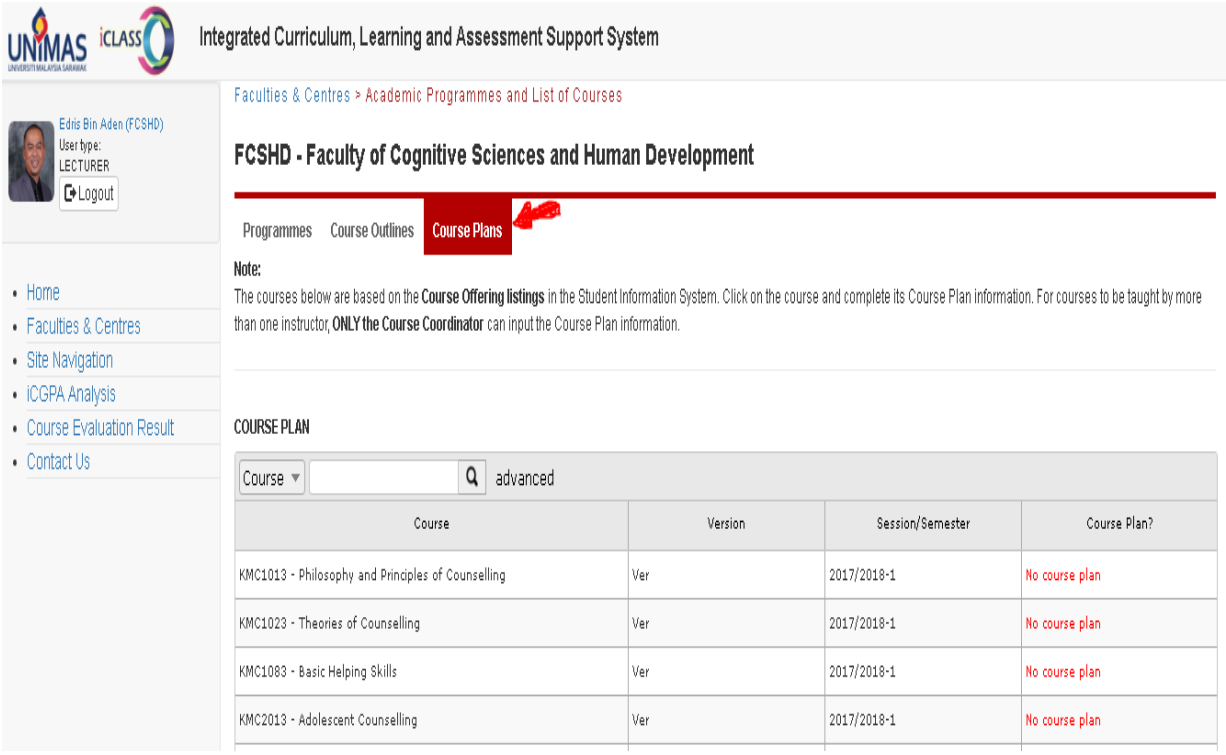


(3) To update the course plan, click on *Course Plans*. Select a course. Then, select version of the course and click *New input*.

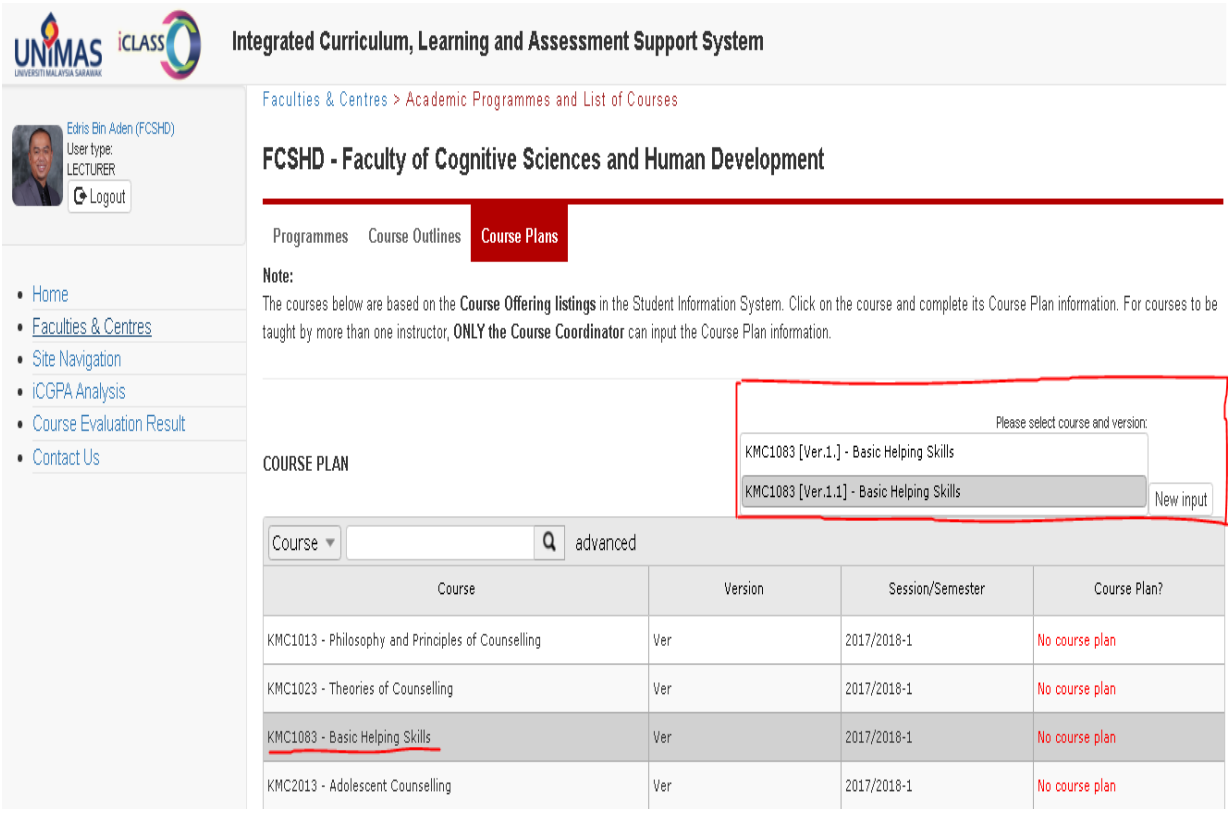


How to update a course plan in the iCLASS system?

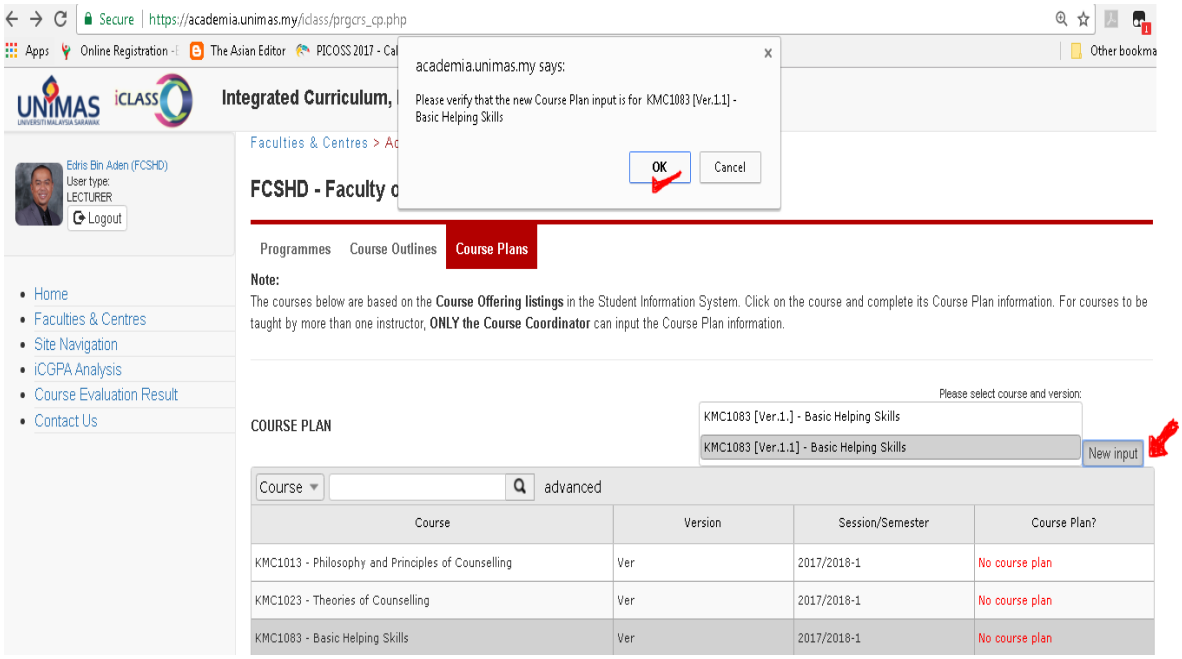
(i) Click on the *Course Plans* to view all the offered courses in your programme.



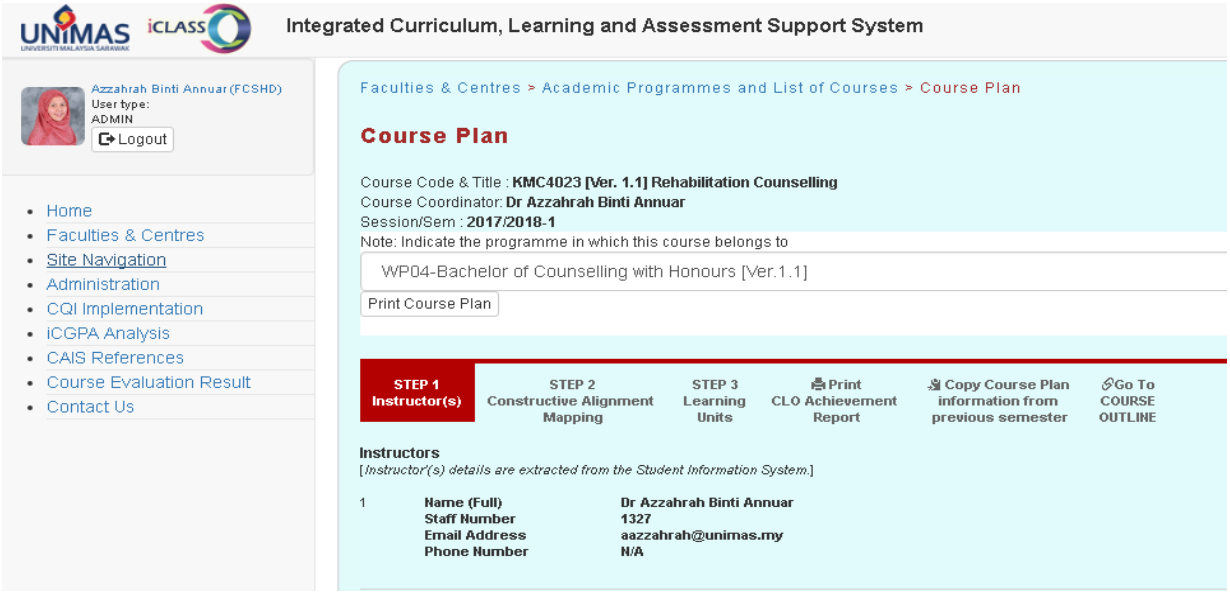
(ii) Select your course and click on it. Choose the course version that will be used for the student in that particular semester.



(iii) Click on *New input* and click *OK* to get to your Course Plan.

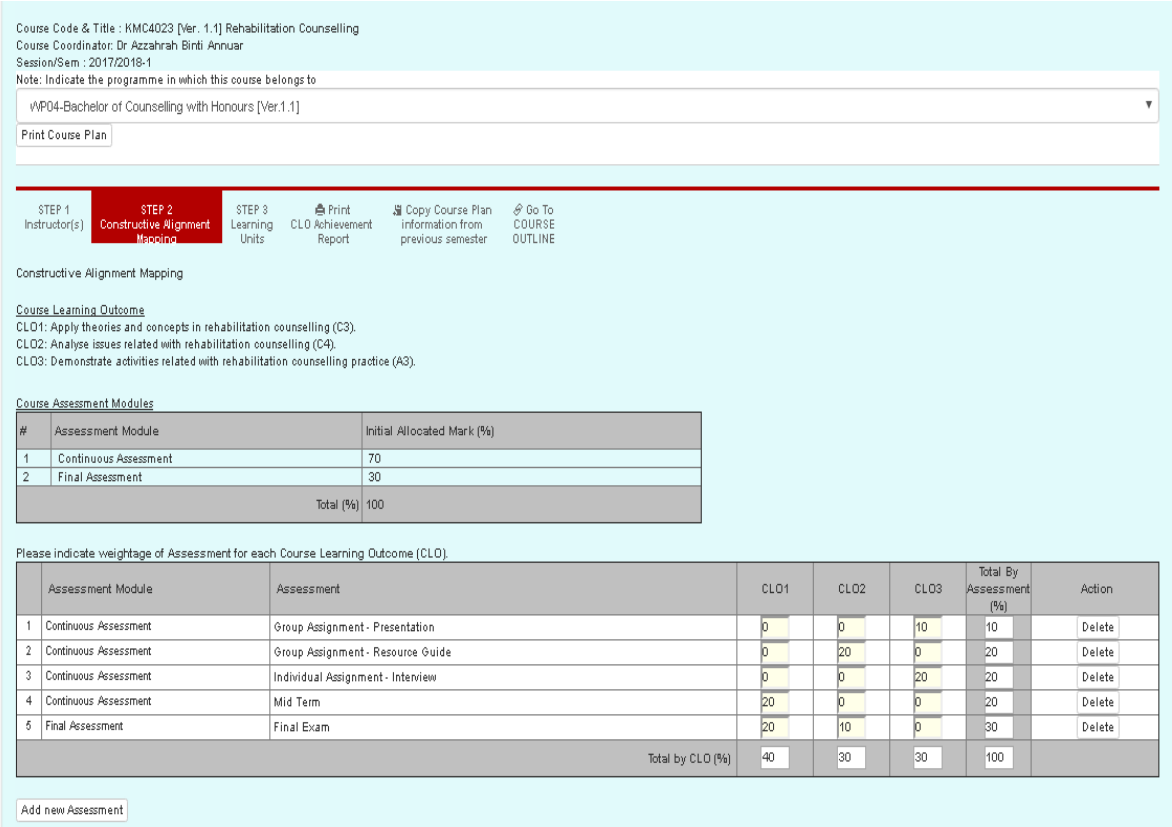


(iv) In the *STEP 1: Instructor(s)* section, the instructor's details are extracted from the Student Information System. If there is a need to make any changes on this section, contact the administrator.



(v) Fill in the *Step 2: Constructive Alignment Mapping* section

The CLOs of the course are outlined in this section. There should be 2 components only in the Assessment Strategy that is Continuous Assessment and Final Assessment. Fill in the table by setting the CLO mapping for each assessment that will be used in the course as well as the percentage for each CLO.



Course Code & Title : KMC4023 [Ver. 1.1] Rehabilitation Counselling
Course Coordinator: Dr Azzahrah Binti Annuar
Session/Sem : 2017/2018-1
Note: Indicate the programme in which this course belongs to
WP04-Bachelor of Counselling with Honours [Ver.1.1]
Print Course Plan

STEP 1 Instructor(s) | STEP 2 Constructive Alignment Mapping | STEP 3 Learning Units | Print CLO Achievement Report | Copy Course Plan information from previous semester | Go To COURSE OUTLINE

Constructive Alignment Mapping

Course Learning Outcome
CLO1: Apply theories and concepts in rehabilitation counselling (C3).
CLO2: Analyse issues related with rehabilitation counselling (C4).
CLO3: Demonstrate activities related with rehabilitation counselling practice (A3).

Course Assessment Modules

#	Assessment Module	Initial Allocated Mark (%)
1	Continuous Assessment	70
2	Final Assessment	30
	Total (%)	100

Please indicate weightage of Assessment for each Course Learning Outcome (CLO).

	Assessment Module	Assessment	CLO1	CLO2	CLO3	Total By Assessment (%)	Action
1	Continuous Assessment	Group Assignment - Presentation	0	0	10	10	Delete
2	Continuous Assessment	Group Assignment - Resource Guide	0	20	0	20	Delete
3	Continuous Assessment	Individual Assignment - Interview	0	0	20	20	Delete
4	Continuous Assessment	Mid Term	20	0	0	20	Delete
5	Final Assessment	Final Exam	20	10	0	30	Delete
		Total by CLO (%)	40	30	30	100	

Add new Assessment

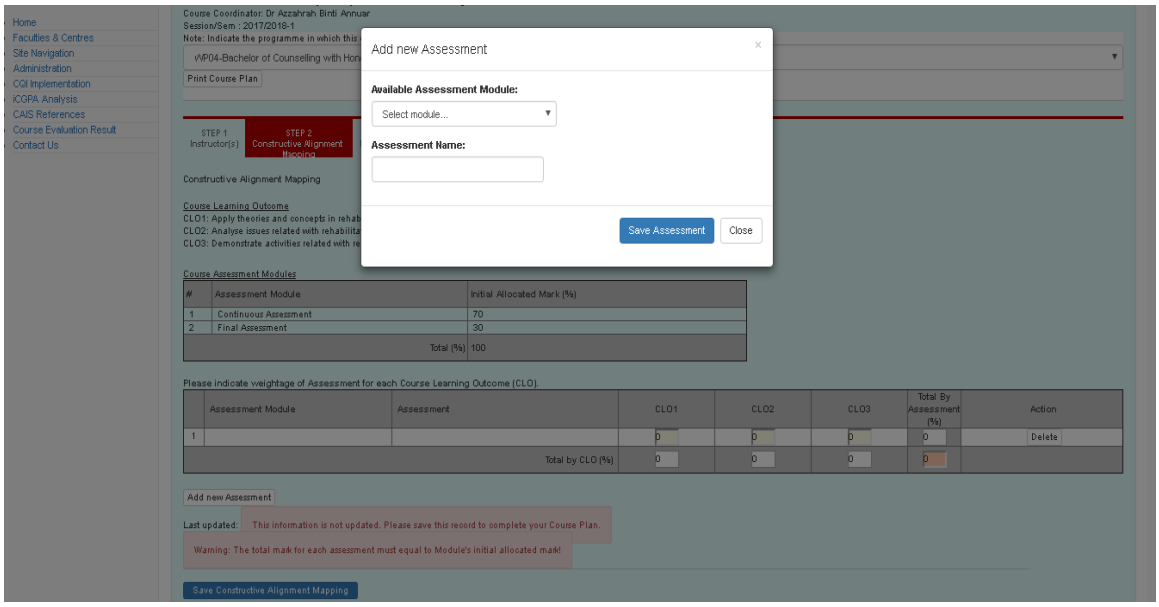
The following table (Figure 3.4: Constructive Alignment Mapping for KMC4023 Rehabilitation Counselling) is an example that a lecturer uses as a guideline before mapping the assessment to CLOs in the iCLASS system. The lecturer has set each of the assessment to the CLOs, allocated mark/percentage, and set type of assessment for each of them either as continuous or final assessment.

CONSTRUCTIVE ALIGNMENT MAPPING OF KMC4023 REHABILITATION COUNSELING

Course Learning Outcome (CLO)	Assessment	Weightage	Types of Assessment
CLO1: Apply theories and concepts in rehabilitation counselling (C3)	**Mid-term Exam** 6 MCQ Questions – 6% 5 Short Answer Questions – 14% Total question: 11	20%	**Continuous**
	Final Exam 3 essay questions – 40% (convert to 20%) Total question: 3	**CLO1 – 20%**	**Final**
CLO2: Analyse issues related with rehabilitation counselling (C4)	**Group Assignment (Resource Guide/Manual)** Developing a resource guide or manual related to any disability topic	20%	**Continuous**
	Final Exam 7 short answer questions – 20% (convert to 10%) Total question: 7	**CLO2 – 10%**	**Final**
CLO3: Demonstrate activities related with rehabilitation counselling practice (A3)	**Individual Assignment (Interview)** Conducting a rehabilitation counseling process with a client with disability	20%	**Continuous**
	Presentation Presentation of the disability topic (from group assignment)	10%	**Continuous**

Figure 3.4: Constructive Alignment Mapping for KMC4023 Rehabilitation Counselling

Then, click on *Add new Assessment* to list all the assessments that will be used in the course. Using the previous table (Figure 3.4) as a guideline, select type of assessment module and type the assessment name. Then, click on *Save Assessment* to save the information. Repeat the same process by clicking on *Add new Assessment* to list all the assessments used in the course.



Next, map each of the assessment to CLO and indicate percentage for each CLO. Make sure that the total mark of the assessment used in the course is equal with the allocated marks stated under the Course Assessment Module. Else, the box will turn red. Click on *Save Constructive Alignment Mapping* to save all the information.

Course Assessment Modules

#	Assessment Module	Initial Allocated Mark (%)
1	Continuous Assessment	70
2	Final Assessment	30
	Total (%)	100

Please indicate weightage of Assessment for each Course Learning Outcome (CLO).

	Assessment Module	Assessment	CLO1	CLO2	CLO3	Total By Assessment (%)	Action
1	Continuous Assessment	Group Assignment - Resource Guide-Manual	0	20	0	20	Delete
2	Continuous Assessment	Individual Assignment (Interview)	0	0	20	20	Delete
3	Continuous Assessment	Mid Term Exam	0	20	0	20	Delete
4	Continuous Assessment	Presentation	0	0	0	0	Delete
5	Final Assessment	Final Examination	20	10	0	30	Delete
		Total by CLO (%)	20	50	20	90	

Add new Assessment

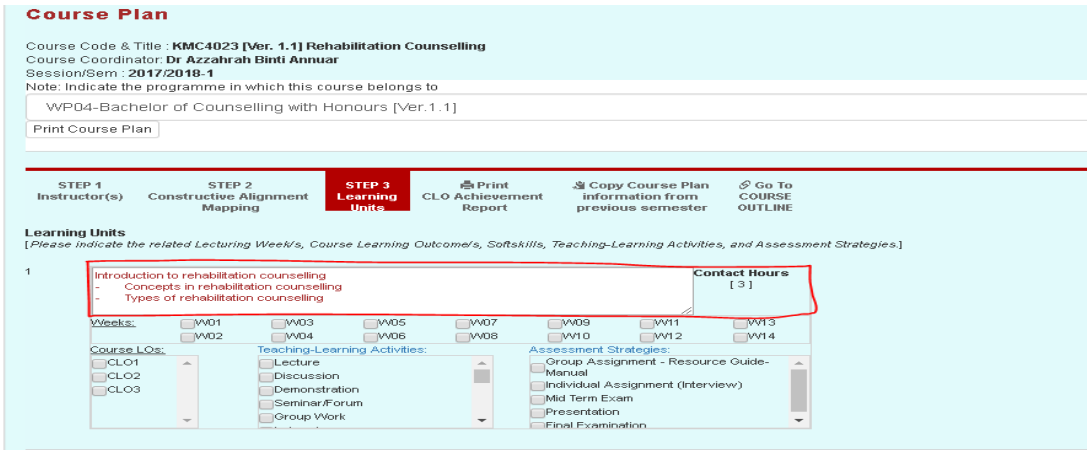
Last updated: **20-AUG-17 by aazzahrah**

Warning: The total mark for each assessment must equal to Module's initial allocated mark!

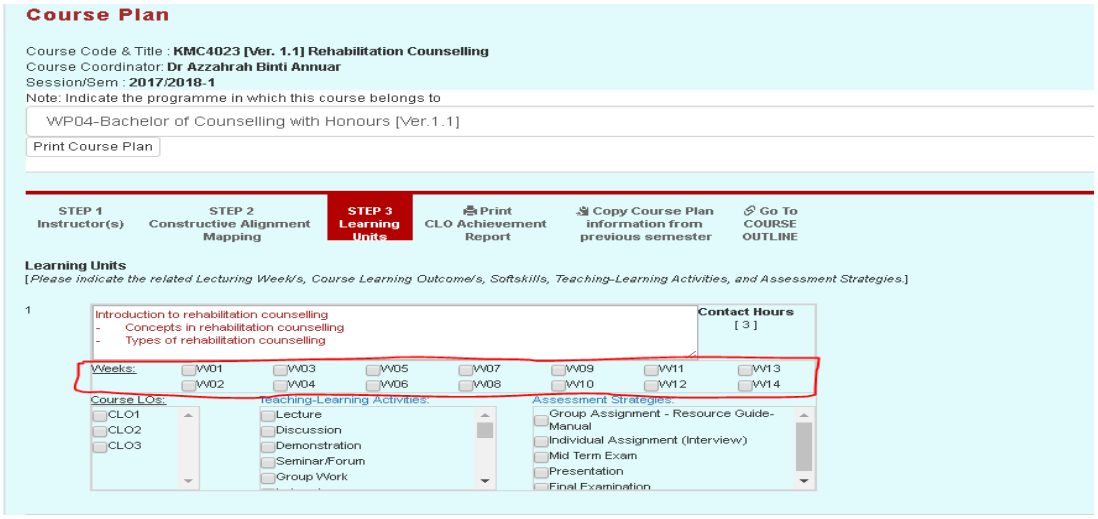
Save Constructive Alignment Mapping

(vi) Fill in the *Step 3: Learning Units*

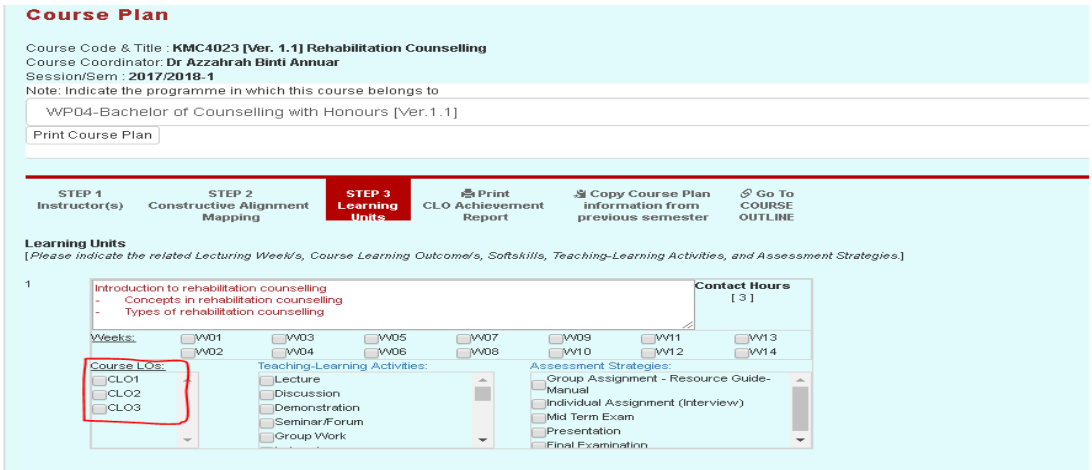
The unit content and contact hours are retrieved from the Course Outline (cannot be modified without permission).



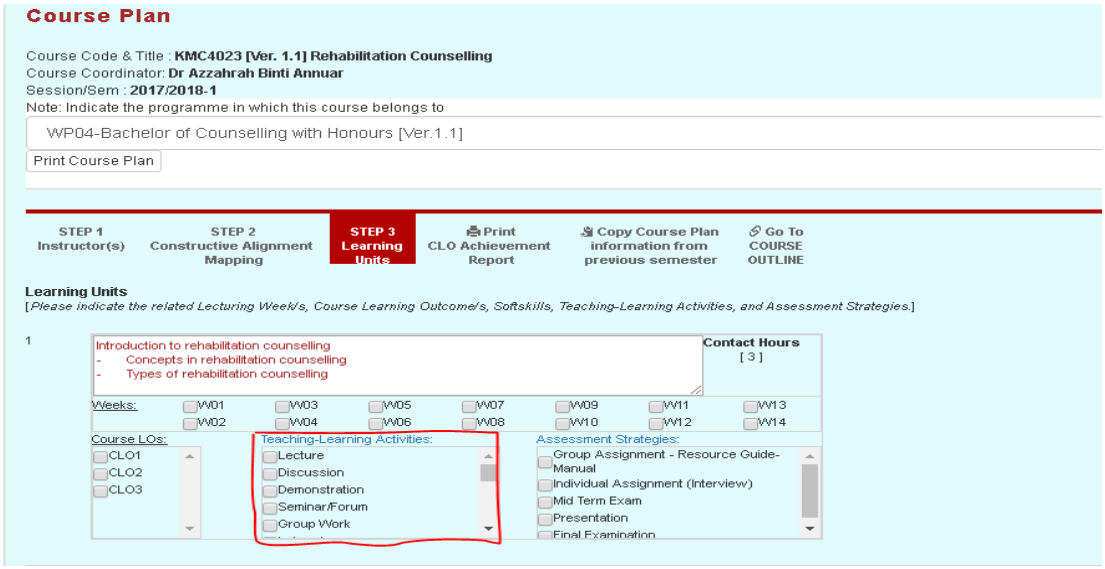
Select the lecture week for each of the learning unit that the lecturer intends to cover (lecturers are allowed to select more than 1 option).



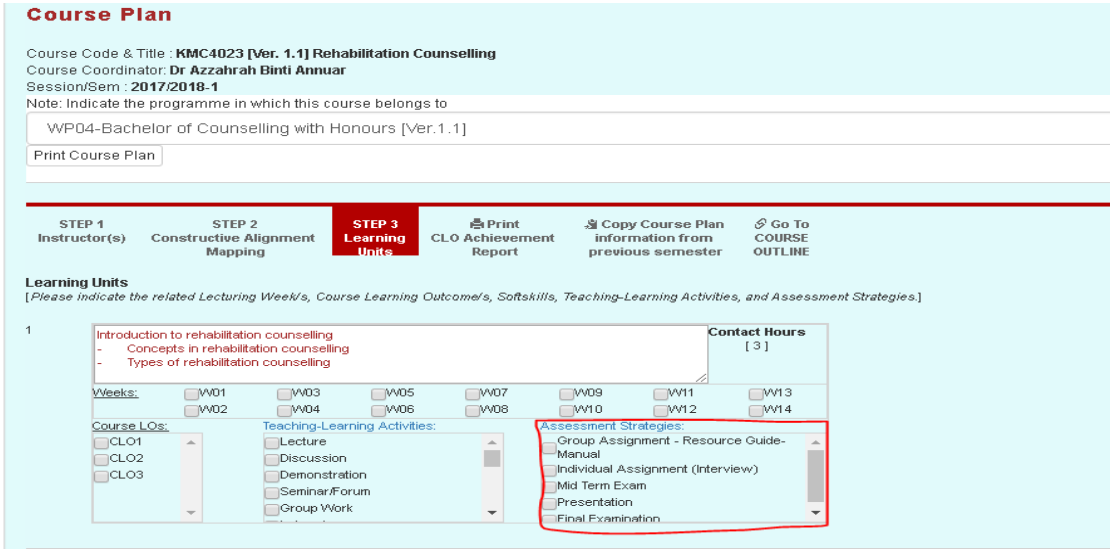
Align each unit with the CLO (lecturers are allowed to select more than 1 CLO). Mouse over to view the CLO.



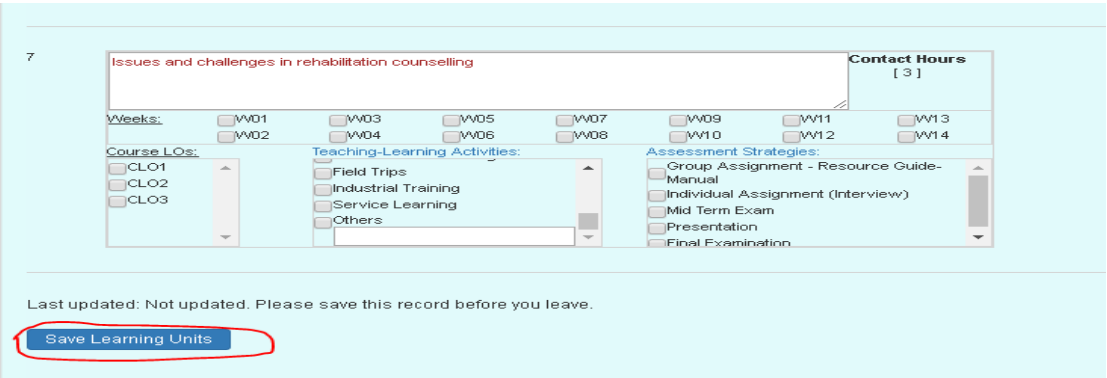
Choose the Teaching-Learning Activities for each Learning Unit.



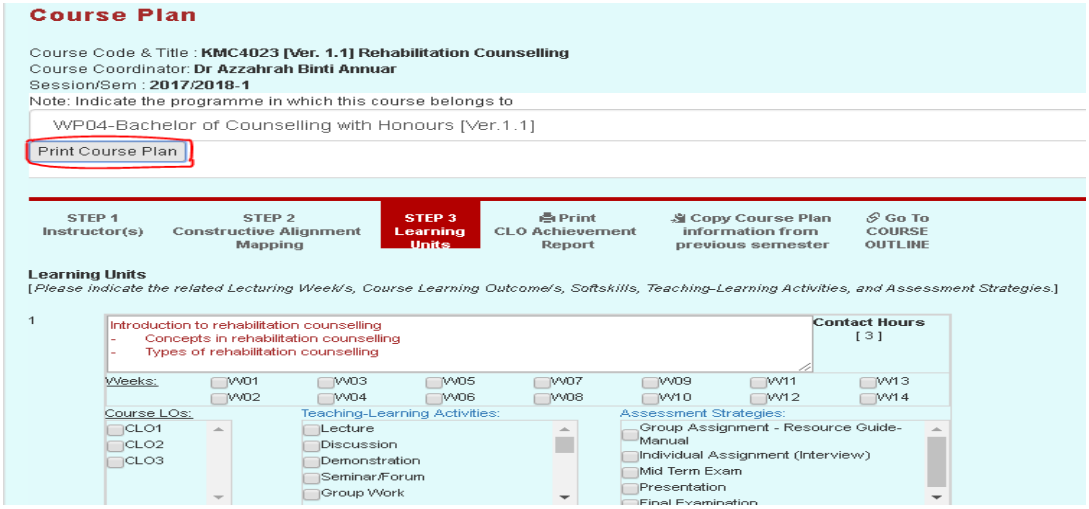
Choose the assessment strategies for each learning unit. These assessment strategies are extracted from the assessment listed in the *Constructive Alignment Mapping* section.



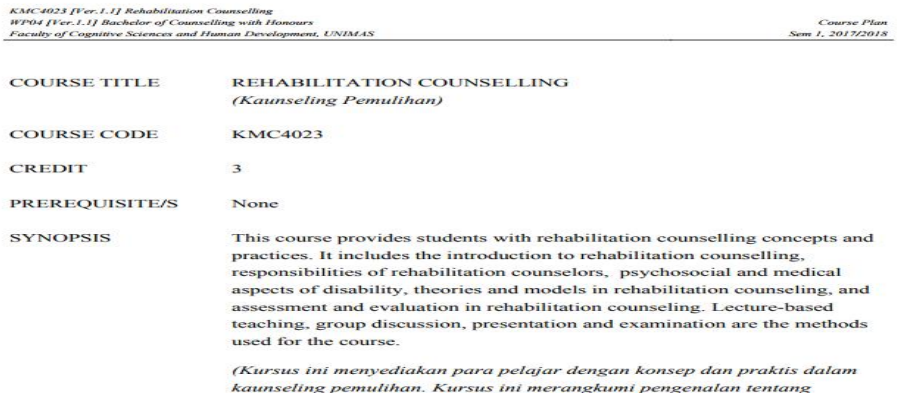
Repeat the same steps for the rest of the learning units.Click *Save Learning Units* after completing all the information.



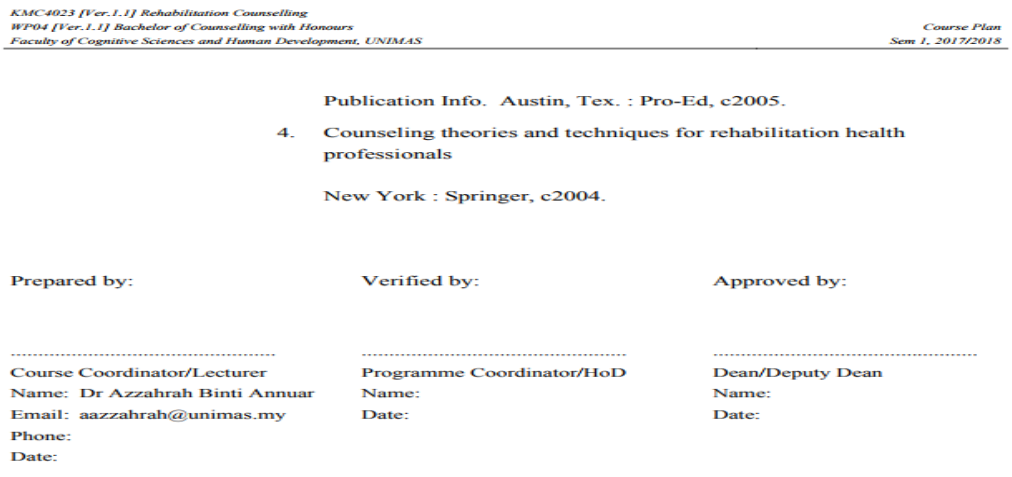
(vii) Once you complete all the three steps, click on *Print Course Plan* to generate your course plan in PDF format.



Check through the generated course plan before printing it out for verification and approval. This course plan can be provided to the students.



The course plan verification is a check and balance mechanism to ensure aspect of Constructive Alignment has been considered when planning a course implementation.



iMark System

The second phase of iCGPA-UNIMAS is marked with the redesigning of the eMarkah system based on the criteria needed for iCGPA implementation. The iMark prototype was developed by the Centre for Information Technology Development & Services (CITDS) and OBE Unit of Engineering Faculty. The rebranding of eMarkah to iMark took effect in May 2017. This new system will be used by the lecturers to input their assessment marks. iMark is open for access to all academics in Semester 1 of 2017/2018 Session. The link to iMark is https://smpweb.unimas.my/iMark/.

iMark Functions

(i) Map assessment components to CLO

(ii) Input assessment marks

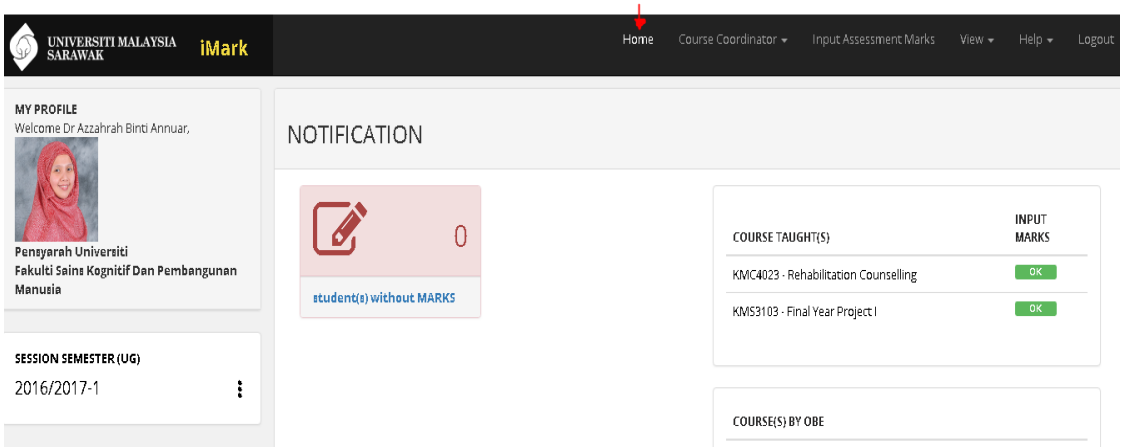
(iii) View and print all the documents such as Undergraduate Marking Sheet, Course Marking Form, Examination Performance, Carry Mark, Student Grade and Mark, and Student Attendance Sheet

(iv) View teaching timetable

(v) View teaching history

(vi) View and download iMark user manual

iMark Tutorial



Once you log in successfully, click on *Home*. In this section, you will be able to view your profile name, semester session, and the courses you teach at the current semester.

What needs to be done to key in results in the iMark?

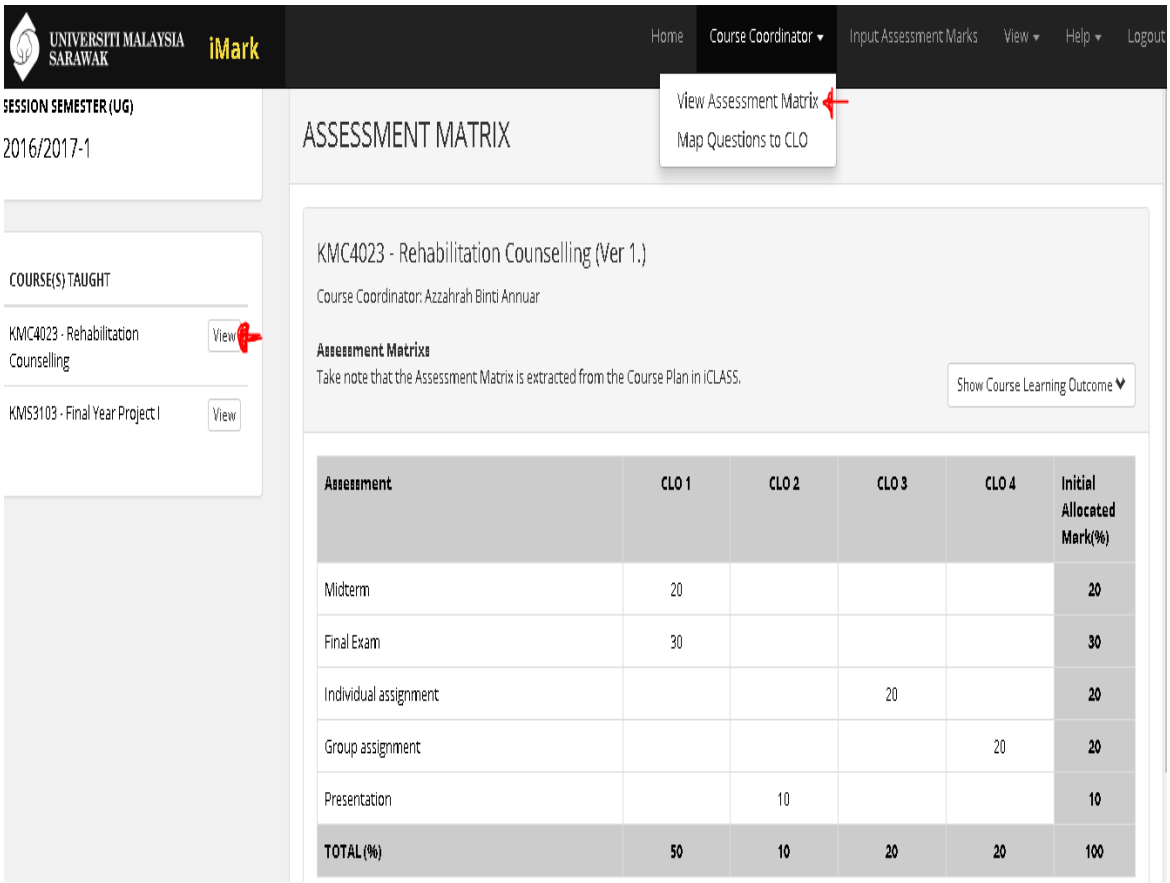
There are three (3) steps to key in the students' marks:

Step 1: Check Assessment Matrix

Step 2: Map Assessments Components to CLO

Step 3: Input Assessments Marks

(i) Step 1: Check Assessment Matrix

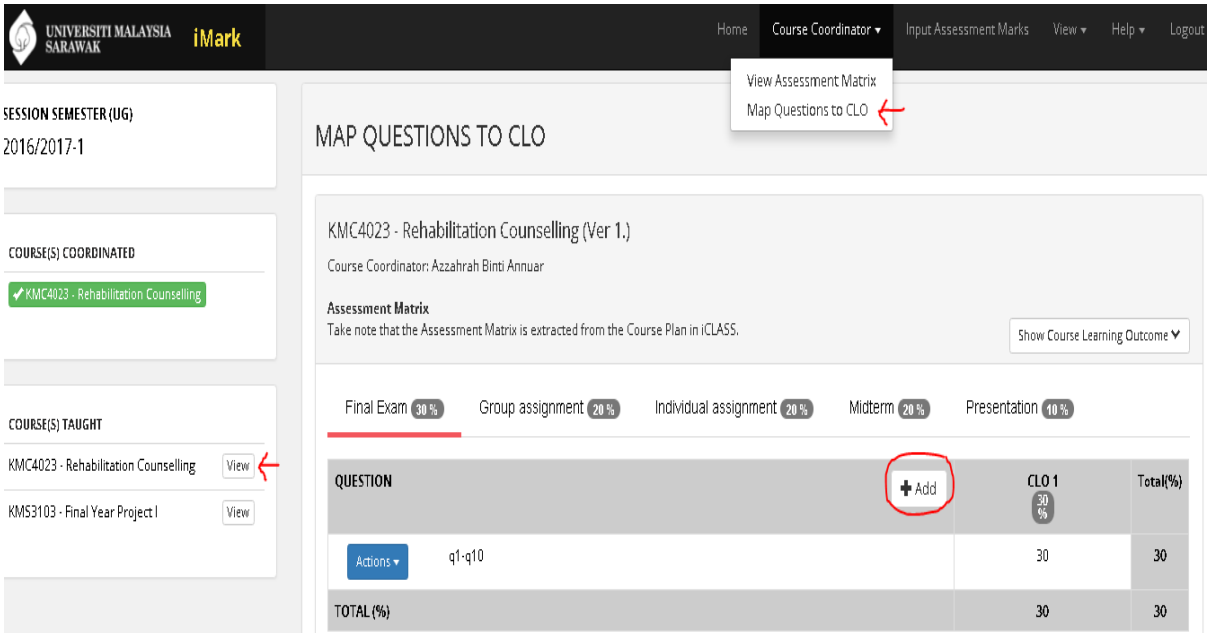


Assessment	CLO 1	CLO 2	CLO 3	CLO 4	Initial Allocated Mark(%)
Midterm	20				20
Final Exam	30				30
Individual assignment			20		20
Group assignment				20	20
Presentation		10			10
TOTAL (%)	50	10	20	20	100

Click on *View Assessment Matrix*.

Then, select a course under *Course(s) Taught* to view the assessment matrix for the selected course. Please note that the *Assessment Matrix* for the course is extracted automatically from the *Constructive Alignment Mapping* section under the Course Plan in iCLASS. Make sure the information in the assessment matrix is accurate.

(ii) Step 2: Map Assessments Components to CLO

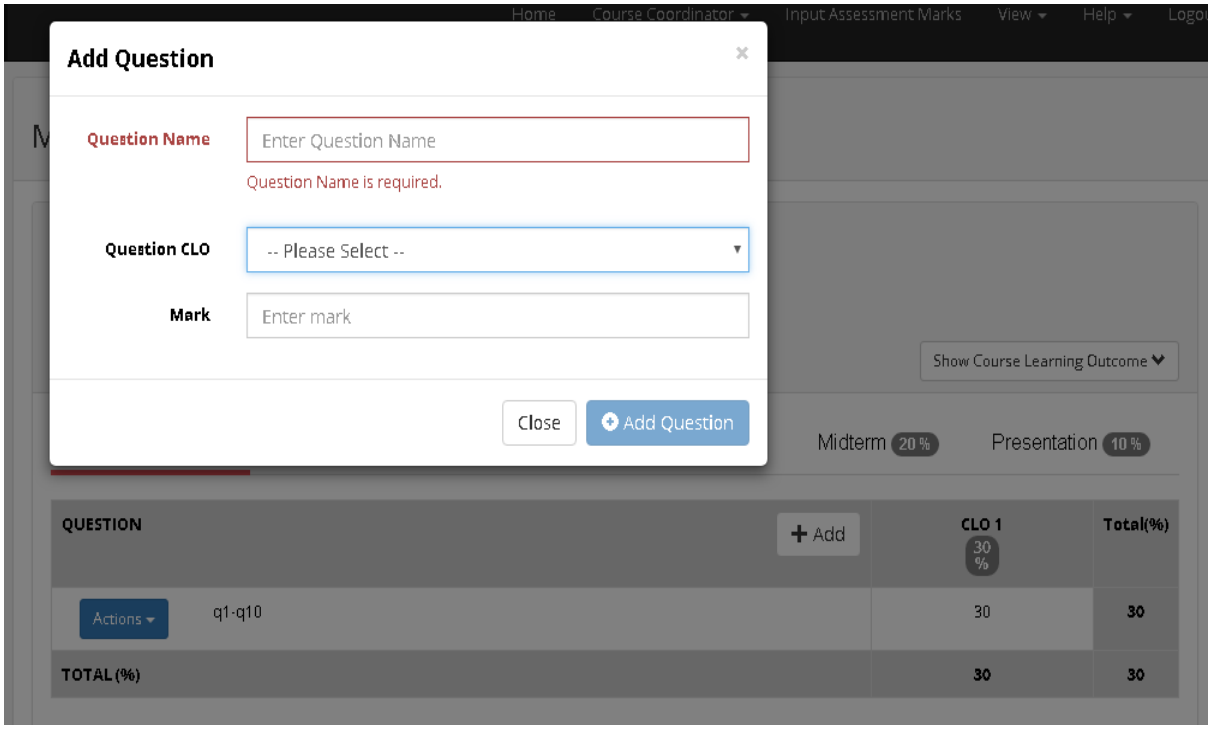


Click on *Map Questions to CLO*.

Then, select a course under *Course(s) Taught* to view all the assessments for the selected course.

Each of the listed assessment must be mapped with CLO.

Select one assessment and Click on *+Add* to do the mapping. This *Add Question* (below) feature will be displayed after you click on *+Add*.



How do you map your assessment questions to CLO?

The following table (Figure 3.5) is an example of the assessment mapping for KMC4023 Rehabilitation Counselling course. The following constructive alignment mapping table is created as a guideline for mapping the assessment questions to CLOs in the iMark.

Each of the assessment is labelled (under *Question name*), mapped with CLO, and set the mark for each of them.

Constructive Alignment Mapping KMC4023 Rehabilitation Counseling (to be translated into iMARK)

MQF Program Learning Outcome (PLO)	Course Learning Outcome (CLO)	Assessment	Question Name	Mark
PLO 1	**CLO1**: construct concepts and practices in rehabilitation counselling in written exam.	**Mid-term Exam** 6 MCQ Questions – 6% 5 Short Answer Questions – 14% Total question: 11	Q1 – Q11	20%
		Final Exam 7 short answer questions – 10% 3 essay questions – 20% Total question: 10	Q1 – Q10	30%
PLO 6	**CLO2**: organise theories and models in rehabilitation counselling through case study.	**Presentation** Presentation of the case study of the client (from group assignment)	Case Study	10%
PLO 4	**CLO3**: integrate the relevant issues and challenges in rehabilitation counselling via individual assignment.	**Individual Assignment** Developing a resource guide or manual related to any disability topic	Resource Guide	20%
PLO 2	**CLO4**: organise basic rehabilitation counselling skills via experiential learning at the rehabilitation center.	**Group Assignment** Conducting a rehabilitation counseling process with a client with disability and prepare a counseling report.	Interview Report	20%

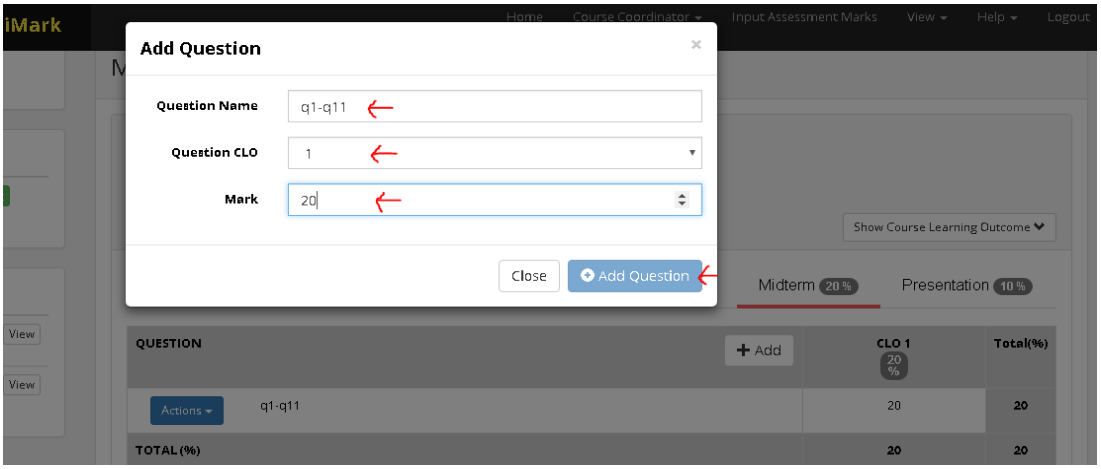
Figure 3.5: Constructive Alignment Mapping table for KMC4023 Rehabilitation Counselling course

(i) Using the above table (Figure 3.5) as reference, map your assessment questions to CLO. Click on +Add to do the mapping.

Mapping of Midterm exam questions to CLO

Label the *Midterm exam* assessment questions as q1-q11 (under *Question Name*). Then, these questions are mapped with CLO 1 (under Question CLO) and indicate the allocated Mark (20%). Then, click +*Add Question* and *Close.*

Now, the mapping of assessment questions to CLO for Midterm Exam is complete.



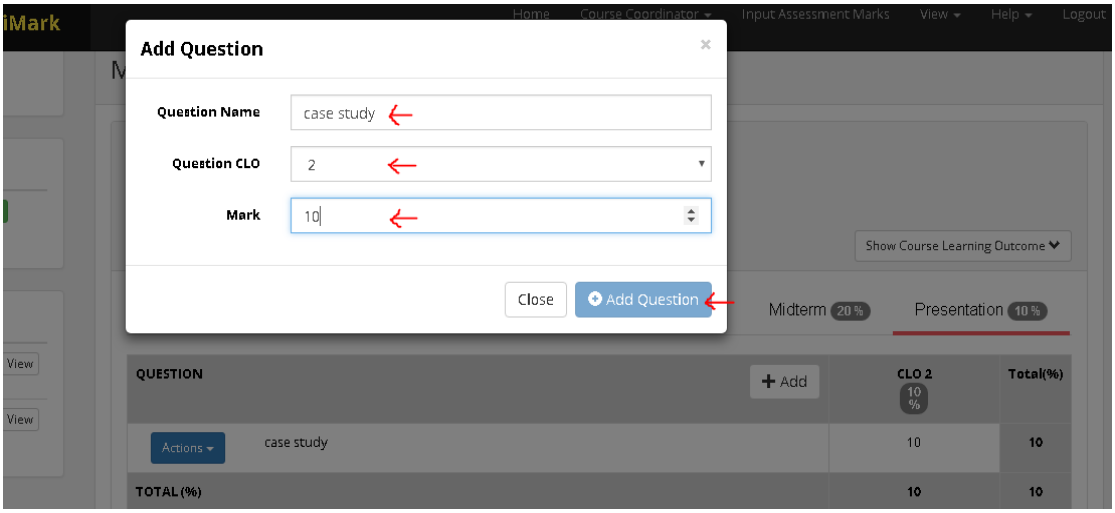
Mapping of Presentation assessment to CLO

Label the *Presentation* assessment as *case study* (under *Question Name*)

Then, this assessment is mapped with CLO 2 (under *Question CLO*) and indicate the allocated Mark (10%). Then, click +*Add Question* and *Close.*

Now the mapping of assessment questions to CLO for Presentation is complete.

Continue with the same process for the remaining assessments for the course.



Few notes on Map Assessment Questions to CLO

(i) Assessment questions can be grouped together as long as they are mapped with the same CLO.

Example:

The final exam assessment is mapped with one CLO and the total number of questions for the final exam is 10. Therefore, all of these questions can be grouped and labeled as q1 – q10 under *Question Name*.

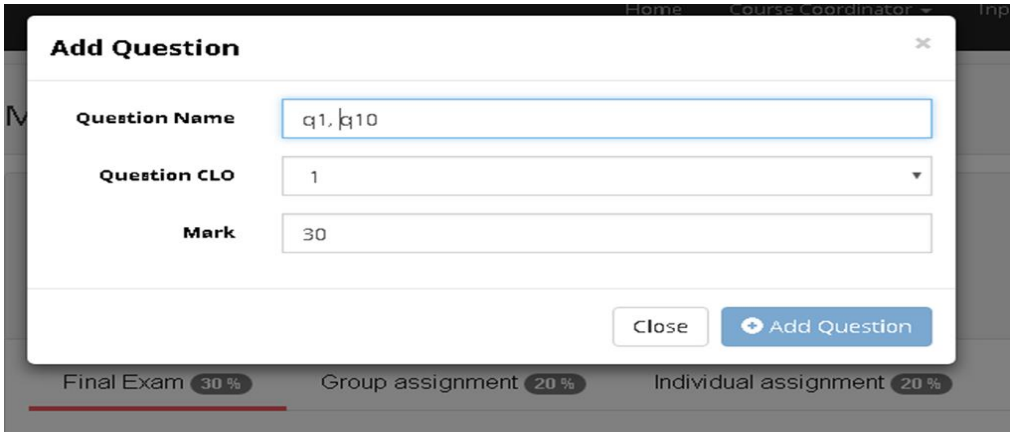
Constructive Alignment Mapping KMC4023 Rehabilitation Counseling (to be translated into iMARK)

MQF Program Learning Outcome (PLO)	Course Learning Outcome (CLO)	Assessment	Question Name	Mark
PLO 1	**CLO1**: construct concepts and practices in rehabilitation counselling in written exam.	**Mid-term Exam** 6 MCQ Questions – 6% 5 Short Answer Questions – 14% Total question: 11	Q1 – Q11	20%
		Final Exam 7 short answer questions – 10% 3 essay questions – 20% Total question: 10	Q1 – Q10	30%
PLO 6	**CLO2**: organise theories and models in rehabilitation counselling through case study.	**Presentation** Presentation of the case study of the client (from group assignment)	**Case Study**	10%
PLO 4	**CLO3**: integrate the relevant issues and challenges in rehabilitation counselling via individual assignment.	**Individual Assignment** Developing a resource guide or manual related to any disability topic	**Resource Guide**	20%
PLO 2	**CLO4**: organise basic rehabilitation counselling skills via experiential learning at the rehabilitation center.	**Group Assignment** Conducting a rehabilitation counseling process with a client with disability and prepare a counseling report.	**Interview Report**	20%

(ii) Assessment questions can be grouped together (though it is not in sequence) as long as they are mapped with the same CLO.

Example:

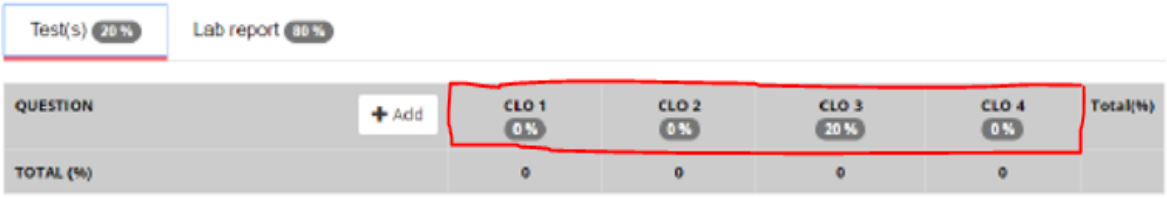
If q1 and q10 were to map with CLO1 only, then it can be grouped and labeled as q1, q10 under *Question Name*



(iii) Please note that the number of column to input the assessment mark will be determined by the number of CLO.

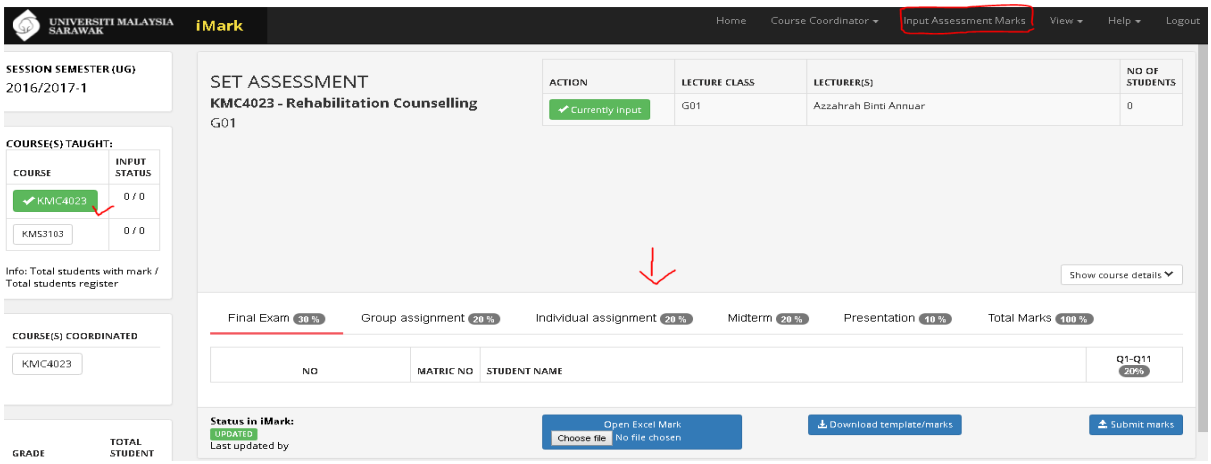
Example:

If the Final exam questions were mapped with 4 CLOs, then there will be four (4) columns of mark for each of the CLO.



(iii) Step 3: Input Assessments Marks

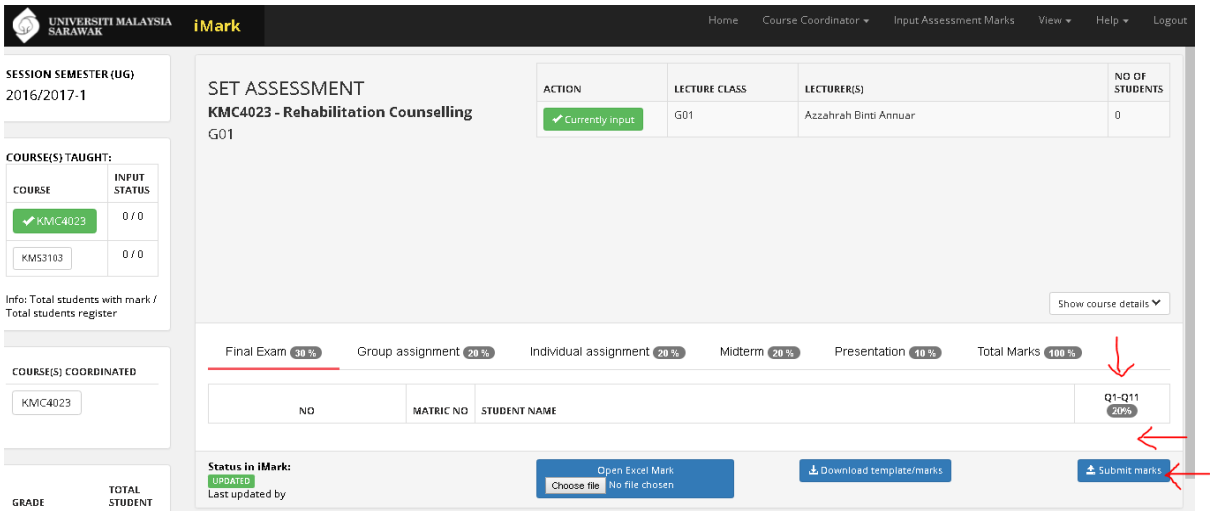
Click on *Input Assessment Marks*. Select a course under *Course(s) Taught*. All the assessment sections to input marks will be displayed.



There are two (2) methods to input the assessment marks:

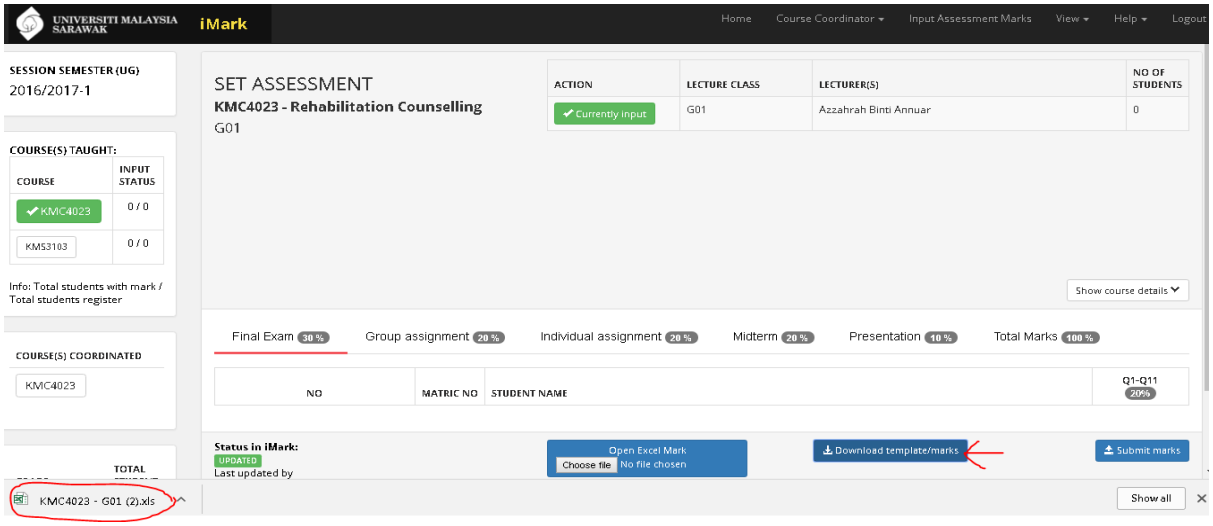
<u>First method</u>

Input the marks directly in the designated column/s and click *Submit marks.*

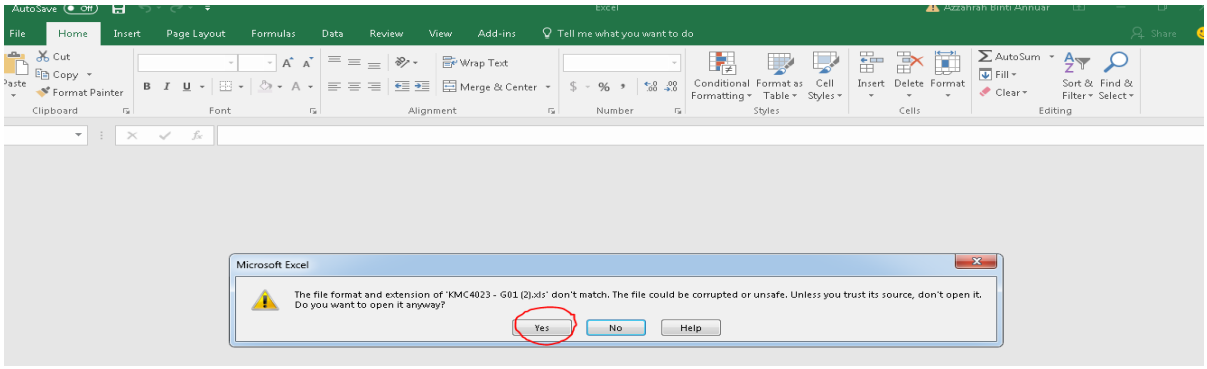


Second method

(1) Input the marks in the Excel template by clicking on *Download template marks.*



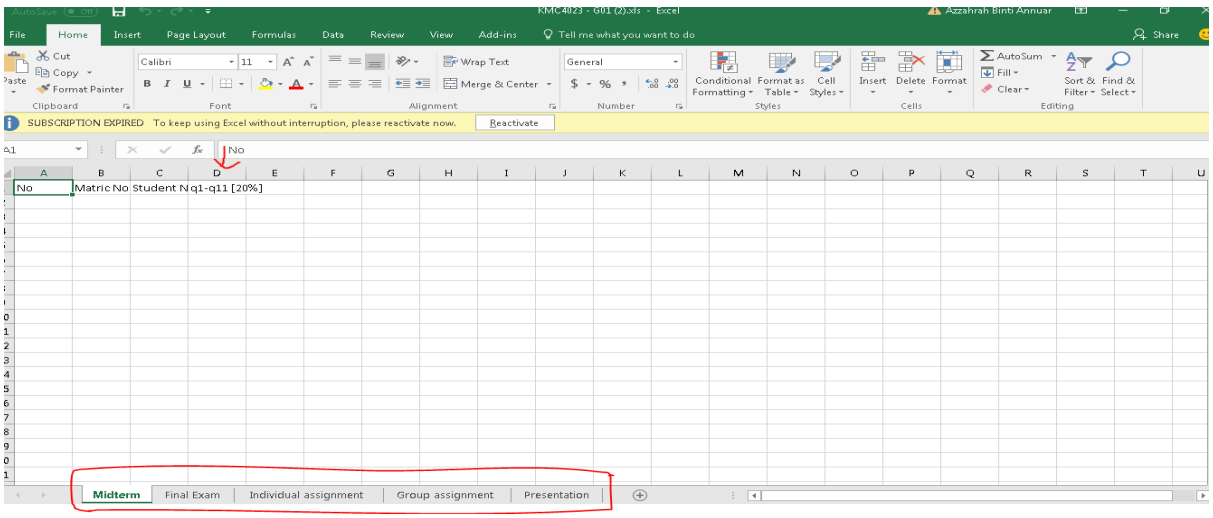
(2) Click *Yes* to download the Excel template.



(3) Input all the assessment marks in the designated column/s.

Note: Do not change any format in the downloaded Excel template because it may affect the mark generation process.

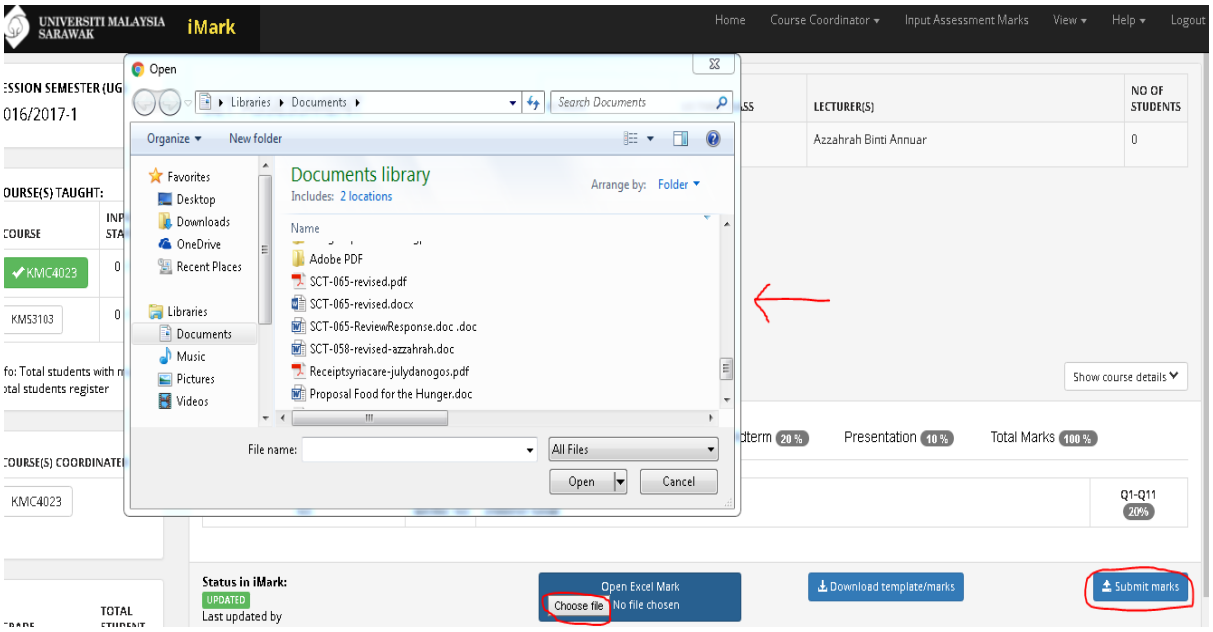
(4) Save the assessment marks file.



(5) Click on *Choose File* and select the previous saved assessment Excel file.

(6) Click *Submit marks* to upload the file and all the marks will appear on the screen.

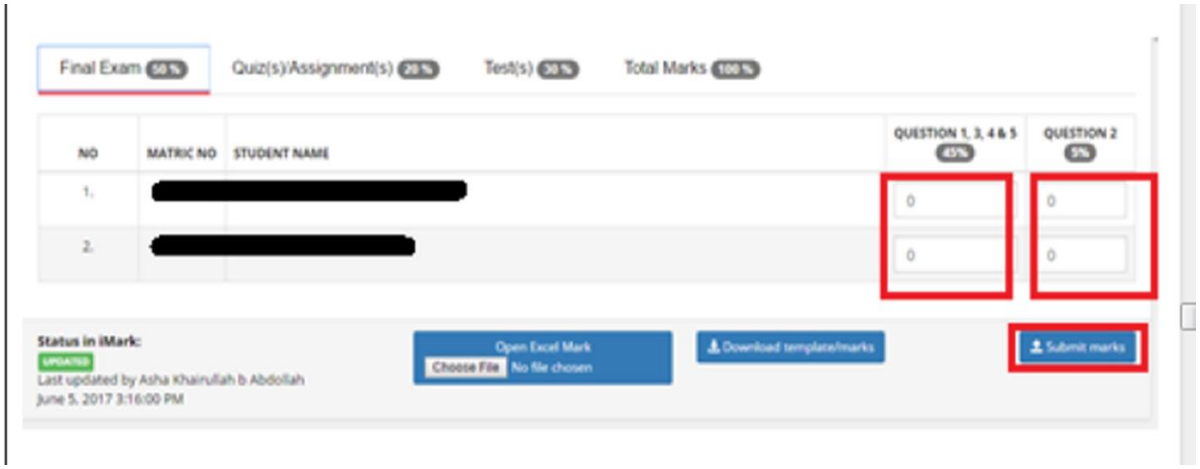
Note: If the marks were not displayed on the screen after you click on *Submit marks*, the marks that have been input may not be done correctly. Recheck the marks in the assessment Excel file to make corrections, upload the file again until you successfully submit the marks.



Note: The number of column for inputting the assessment marks will be determined by the number of CLO.

Example:

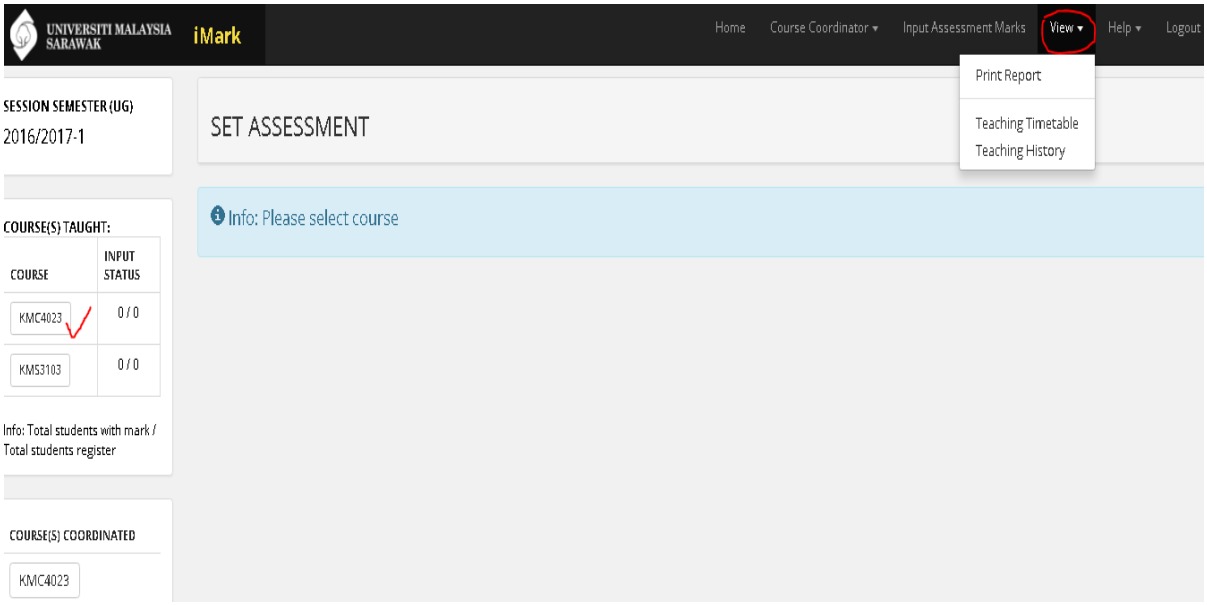
If the lecturer map the final exam assessment questions to 2 CLOs, then there will be 2 columns that the lecturer need to key in the marks for each of the student taking the course.



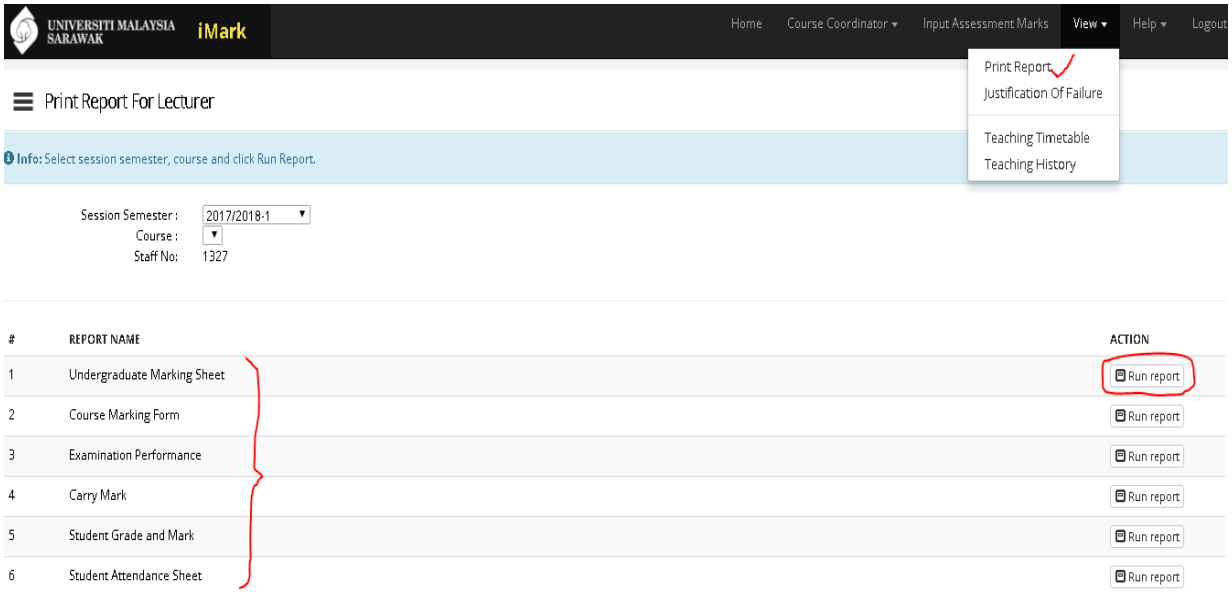
Other Features in iMark

(1) View and print all the documents such as Undergraduate Marking Sheet, Course Marking Form, Examination Performance, Carry Mark, Student Grade and Mark, and Student Attendance Sheet.

Click on *View* and select a course under *Course(s) Taught* to view all the documents needed.

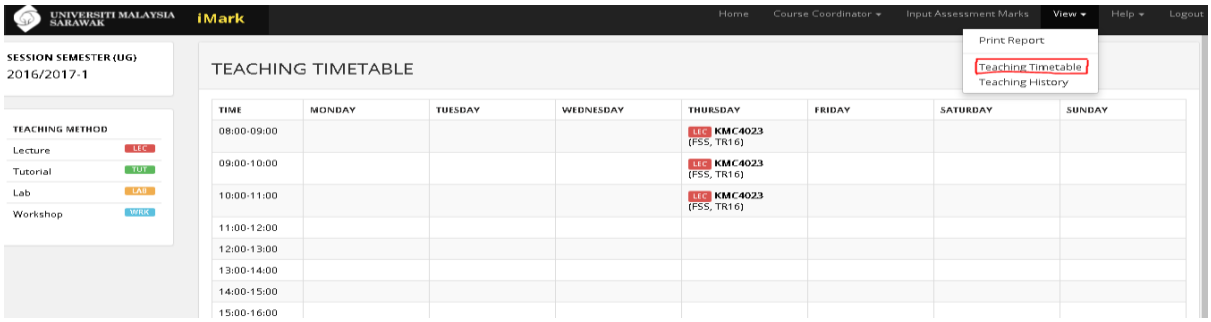


Click on *Print Report* and *Run Report* to view and print all the documents needed including: Undergraduate Marking Sheet, Course Marking Form, Examination Performance, Carry Mark, Student Grade and Mark and Student Attendance Sheet.



(2) View teaching timetable

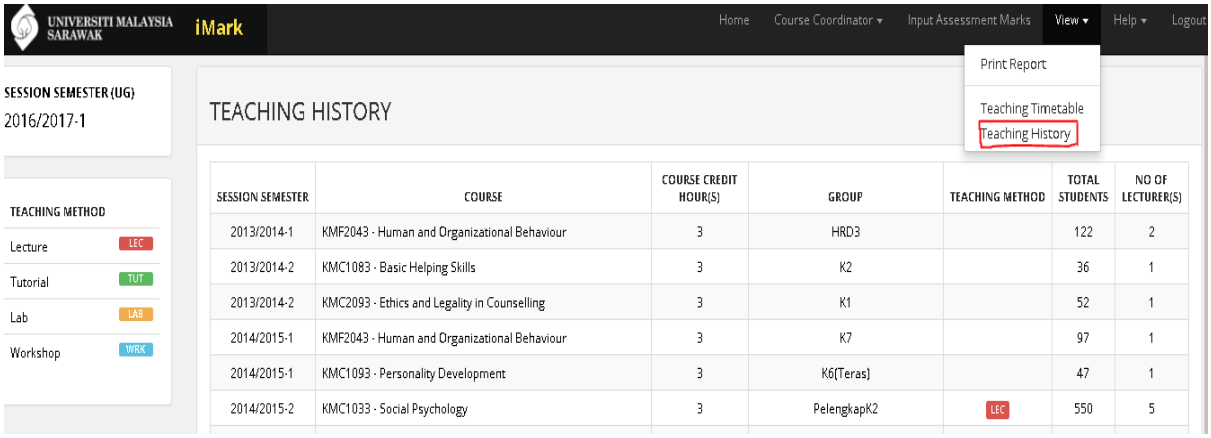
Lecturers can view their teaching schedule by clicking on *Teaching Timetable.*



(3) View teaching history

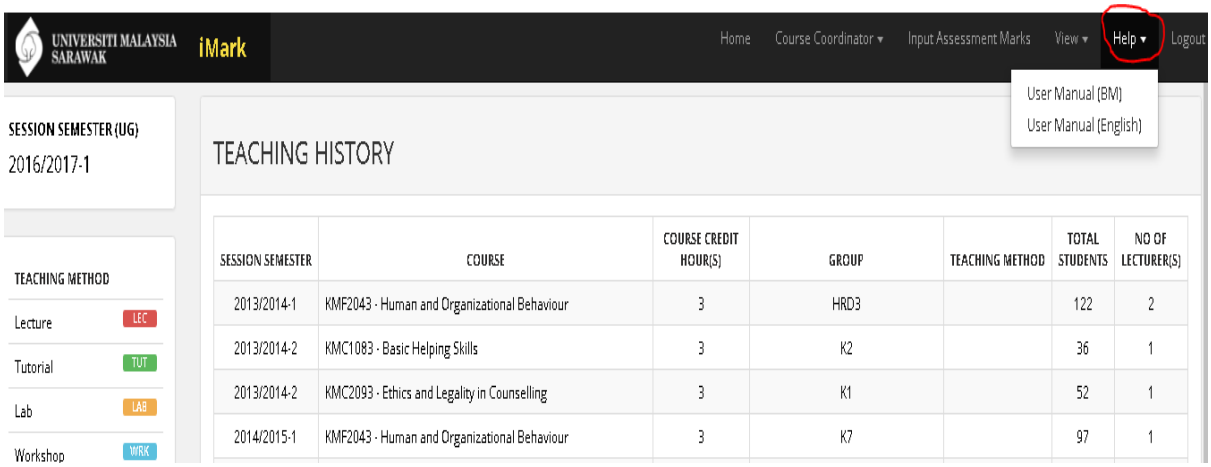
Lecturers can view courses that they have taught throughout their service by clicking on *Teaching History*.

Note: Please check the teaching history list and report to CITDS if there are any courses that were not listed.



(4) View and download iMark user manual

Click on *Help* to download the iMark User Manual. You can either choose Malay or English version for reference.

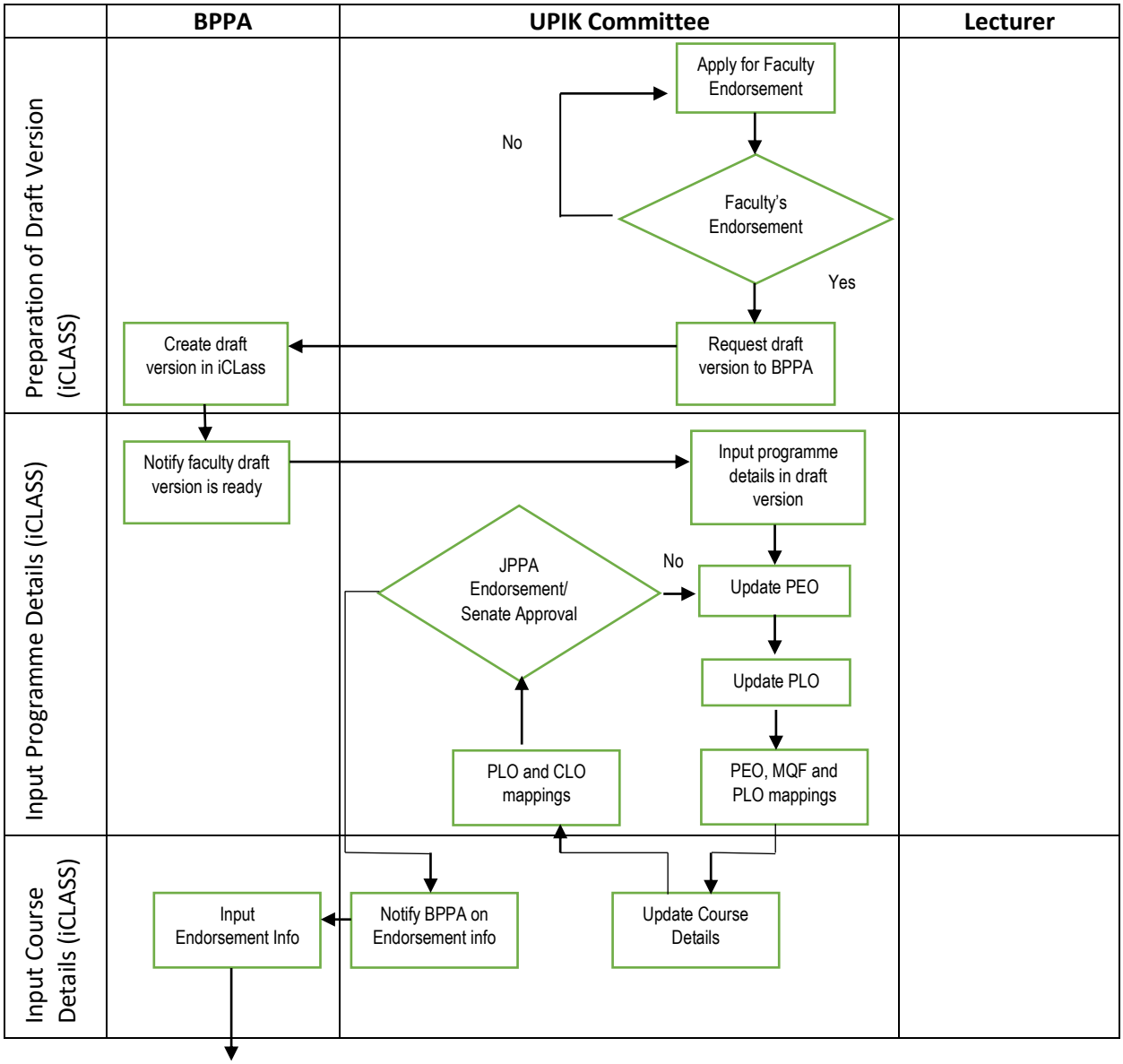


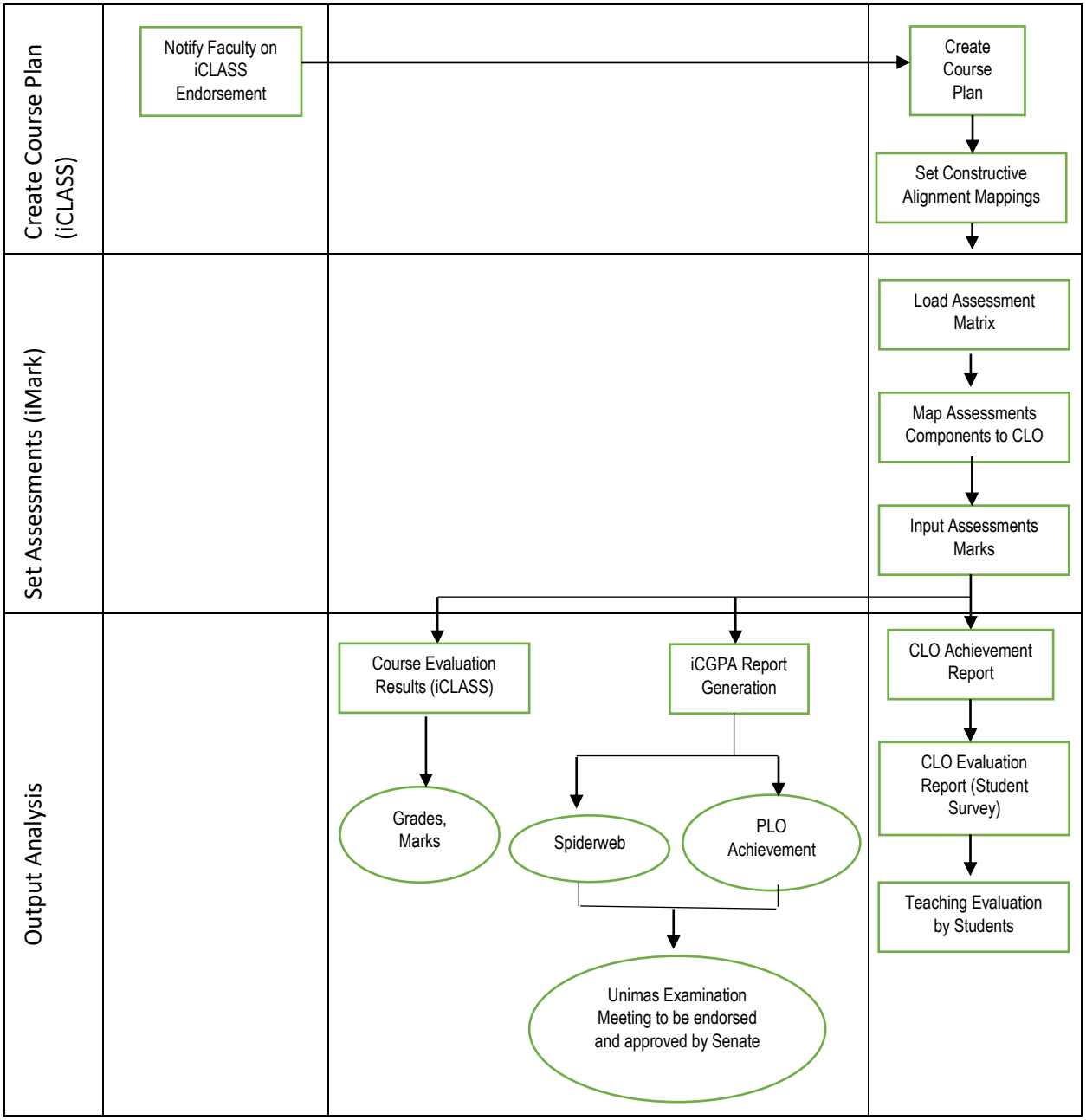
CHAPTER 4: iCGPA-UNIMAS IMPLEMENTATION

Work Process of iCGPA Implementation for Faculty

The implementation of iCGPA-UNIMAS involves a thorough work procedures from the designing of the programme curriculum according to the OBE approach by the UPIK team from all Faculties to the involvement of lecturers in using the new iCLASS and iMark systems.

The following diagram is the work process of iCGPA implementation for Faculty endorsed in the UNIMAS Senate Meeting (*Mesyuarat Senat Bil 05/2017 ke-161*).




Create Course Plan (iCLASS)
Notify Faculty on iCLASS Endorsement
Create Course Plan
Set Constructive Alignment Mappings
Set Assessments (iMark)
Load Assessment Matrix
Map Assessments Components to CLO
Input Assessments Marks
Output Analysis
Course Evaluation Results (iCLASS)
iCGPA Report Generation
CLO Achievement Report
CLO Evaluation Report (Student Survey)
Teaching Evaluation by Students
Grades, Marks
Spiderweb
PLO Achievement
Unimas Examination Meeting to be endorsed and approved by Senate

Work Procedures for the Implementation of iCGPA-UNIMAS Evaluation

The post-iCGPA analysis is an important process that completes the iCGPA-UNIMAS implementation. The work procedures have been outlined to ensure a smooth running of the iCGPA-UNIMAS operation.

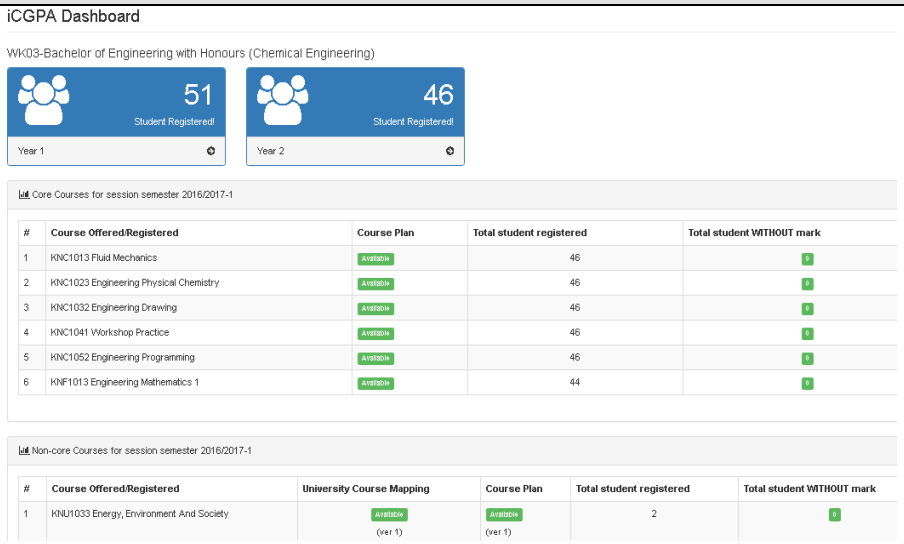
The following table is the work procedures set by the Academic Development and Management Division (BPPA) for all Faculties' reference. The timeline for each activity is coherent with the evaluation work procedures set by the Undergraduate Studies Division (BPPS).

Academic Development and Management Division
Bahagian Pembangunan dan Pengurusan Akademik (BPPA)

Work Procedures Schedule for the Implementation of iCGPA Evaluation
Jadual Proses Kerja Pelaksanaan Penilaian iCGPA

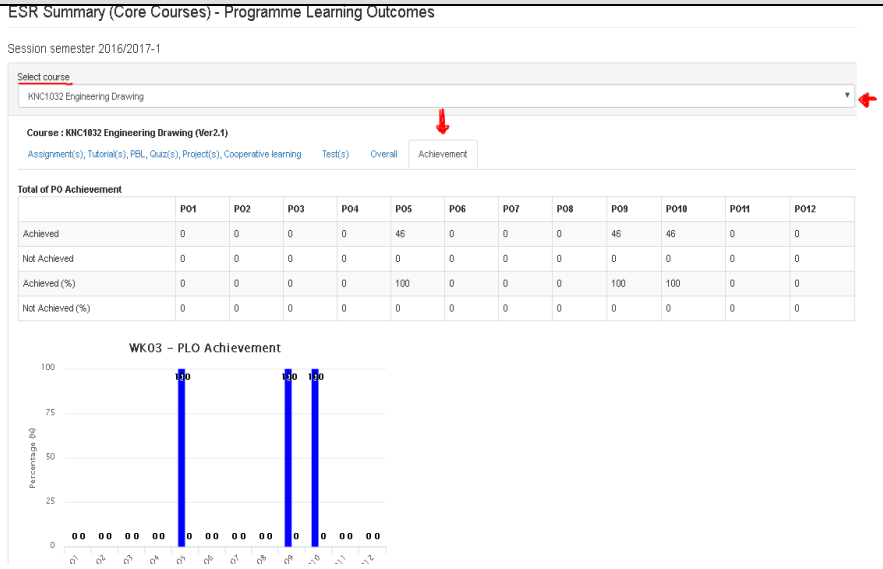
Semester 1 Session 2017/2018
Semester 1 Sesi 2017/2018

DATE	ACTIVITY	ACTION
4/9/2017 (Monday) – 19/01/2018 (Friday)	Create course plan in the iCLASS. *Menghasilkan pelan kursus di dalam iCLASS.* Set constructive alignment mapping in the iCLASS. *Membuat pemetaan penjajaran konstruktif di dalam iCLASS.*	Programme Coordinator
	Ensuring all courses involved in iCGPA have been updated in the iCLASS. *Membuat semakan ke atas semua kursus yang terlibat dalam iCGPA telah dikemaskini di dalam iCLASS.* Monitoring via iCLASS by the Deputy Dean of Academic and Programme Coordinator (under *iCGPA Analysis* section and click on *Dashboard*) *TD Akademik dan Penyelaras Program boleh membuat pemantauan di dalam iCLASS (di bawah Bahagian* iCGPA Analysis *dan klik* Dashboard*).*	Deputy Dean of Academic (Undergraduate) & Programme Coordinator

DATE	ACTIVITY	ACTION
	 Note: Lecturers should inform the Deputy Dean of Academic/Programme Coordinator if their course have not been updated in the iCLASS and report to BPPA and CITDS. *Nota: Pensyarah perlu memaklumkan kepada pihak TD Akademik/ Penyelaras Program sekiranya terdapat kursus yang masih belum dikemaskini di dalam iCLASS dan dimaklumkan kepada BPPA dan CITDS.*	
	Ensuring all the course plans have been updated in the iCLASS (based on the Faculty's report) *Memastikan semua pelan kursus berdasarkan kursus yang ditawarkan telah dikemaskini di dalam iCLASS (berdasarkan pelaporan daripada Fakulti).*	BPPA & CITDS
	Ensuring the assessment matrix in the iMark is aligned with the information input in the iCLASS (under *Constructive Alignment Mapping*). The false assessment matrix information must be reported to BPPA and CITDS. *Memastikan matrik penilaian dalam iMark adalah selari dengan maklumat yang diinput di dalam pelan kursus di dalam iCLASS (di bawah* Constructive Alignment Mapping*). Maklumat matrik penilaian yang tidak selari perlu dilaporkan kepada BPPA dan CITDS.*	Programme Coordinator
	Mapping of the assessment components to CLO in the iMark. *Memetakan komponen penilaian kepada CLO dalam iMark.*	Programme Coordinator
	Ensuring the lectures to prepare the assessments (assignment, mid term examination, and final examination) so they can do mapping of the assessment components to CLO. *Memastikan pensyarah menyediakan penilaian (tugasan, peperiksaan pertengahan semester, dan peperiksaan akhir) supaya pemetaan komponen penilaian kepada CLO dapat dijalankan.* The course mapping must be based on the version of course outline that has been selected and agreed at the Programme level. *Memastikan pemetaan kursus dibuat berdasarkan versi rangka kursus (course outline) yang betul dan yang telah dipersetujui bersama di*	Deputy Dean of Academic (Undergraduate) & Programme Coordinator

DATE	ACTIVITY	ACTION
	peringkat Program.	
11/09/2017 (Monday) – 19/01/2018 (Friday)	Input continuous assessment marks in the iMark. *Proses input markah penilaian berterusan (continuous assessment) dalam iMark.*	Programme Coordinator
2/1/2018 (Tuesday) – 19/1/2018 (Friday)	Examination Week	
2/1/2018 (Tuesday) – 23/1/2018 (Tuesday)	Input the final assessment marks and check all the marks and grades in the iMark in within the timeline set by BPPs. *Proses input markah penilaian akhir dan membuat semakan markah dan gred kursus dalam iMark mengikut tempoh yang ditetapkan oleh BPPs* Note: There are (2) methods to input marks in the iMark: (i) Input marks in the designated table in the iMark (ii) Input marks in the Excel template (the template can be downloaded after mapping the assessment components to CLO in the iMark) and upload the template in the iMark. *Nota:* *Terdapat dua (2) kaedah untuk input markah dalam iMark iaitu:* *(i) Input markah secara langsung di dalam iMark* *(ii) Input markah di dalam templet Excel (yang boleh dimuat turun selepas membuat pemetaan penilaian kepada CLO di dalam iMark) dan dimuatnaik semula ke dalam iMark.*	Programme Coordinator
	Ensuring all lectures to input the final assessment marks and check all the marks and grades in the iMark. *Memastikan pensyarah input markah dan membuat semakan markah dan gred kursus dalam iMark.* Note: (i) Lectures are reminded to upload the Excel template with marks in the iMark and click on *Submit Marks*. Make sure all the marks are displayed on the iMark screen after clicking on the *Submit Marks* button. (ii) Lecturers are reminded to not change any format and content in the downloaded Excel template. *Nota:* *(i) Pensyarah yang input markah di dalam templet Excel diingatkan untuk memuatnaik semula templet yang telah diisi tersebut di dalam iMark dan klik butang* Submit Marks *dan pastikan markah terpapar di dalam skrin iMark selepas butang* Submit Marks *diklik.* *(ii) Pensyarah yang input markah diingatkan untuk tidak mengubah sebarang kandungan di dalam templet Excel yang telah dimuat turun dari iMark.* Monitoring via iCLASS by the Deputy Dean of Academic and Programme Coordinator (under *iCGPA Analysis* section and click on *Dashboard*)	Deputy Dean of Academic (Undergraduate) & Programme Coordinator

DATE	ACTIVITY	ACTION
	TD Akademik dan Penyelaras Program boleh membuat pemantauan di dalam iCLASS (di bawah Bahagian iCGPA Analysis *dan klik* Dashboard*).*	
22/01/2018 (Isnin) - 23/1/2018 (Selasa)	<u>iCGPA Analysis Coordination Meeting at Programme Level/</u> <u>*Mesyuarat Penyelarasan Analisis iCGPA di Peringkat Program*</u> Each Programme should present: (i) Summary of CLO Achievement of the course Note: - The document can be printed from the iCLASS system under *iCGPA Analysis* - Click on *ESR Summary (Core Courses)* - Click on *Course Learning Outcomes* - Click on *Select Course* to select a course - Click on *Achievement* to view the *CLO Achievement* (ii) Summary of PLO Achievement of the course Note: - The document can be printed from the iCLASS system under iCGPA Analysis - Click on *ESR Summary (Core Courses)* - Click on *Programme Learning Outcomes* - Click on *Select Course* to select a course - Click on *Achievement* to view the *PLO Achievement* *Setiap program perlu membentangkan:* *(i) Rumusan Pencapaian CLO mengikut kursus* *Nota:* - *Dokumen ini boleh dicetak daripada sistem iCLASS di bawah* iCGPA Analysis - *Klik* ESR Summary (Core Courses) - *Klik* Course Learning Outcomes - *Klik* Select Course *untuk memilih kursus* - *Klik* Achievement *untuk mendapat paparan* CLO Achievement *(ii) Rumusan Pencapaian PLO mengikut kursus* *Nota:* - *Dokumen ini boleh dicetak daripada sistem iCLASS di bawah* iCGPA Analysis - *Klik* ESR Summary (Core Courses) - *Klik* Programme Learning Outcomes - *Klik* Select Course *untuk memilih kursus* - *Klik* Achievement *untuk mendapat paparan* PLO Achievement	Programme Coordinator, UPIK team and Course Coordinator

DATE	ACTIVITY	ACTION
		

ESR Summary (Core Courses) - Programme Learning Outcomes

Session semester 2016/2017-1

Select course

KNC1032 Engineering Drawing

Course : KNC1032 Engineering Drawing (Ver2.1)

Assignment(s), Tutorial(s), PBL, Quiz(s), Project(s), Cooperative learning | Test(s) | Overall | Achievement

Total of PO Achievement

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Achieved	0	0	0	0	46	0	0	0	46	46	0	0
Not Achieved	0	0	0	0	0	0	0	0	0	0	0	0
Achieved (%)	0	0	0	0	100	0	0	0	100	100	0	0
Not Achieved (%)	0	0	0	0	0	0	0	0	0	0	0	0

(iii) Summary of PLO achievement for each Programme

(iv) Provide an explanation on the PLO achievement of the course (example: why do certain PLOs have not been achieved?)

(v) Provide recommendation based on the PLO achievement of the course (example: students should improve their performance in courses that have been mapped with PLO3 Social Skills and Responsibilities in the future semesters if the students were not performing in the current course that has been mapped with the same PLO or attend "community work" training module)

Note:

- All the recommendations are based on the Faculty's initiatives and will be implemented by the Programme/Faculty.
- Faculty is encouraged to revise the iCGPA Spiderweb of each student to improve the student's performance and lecturer's teaching quality.

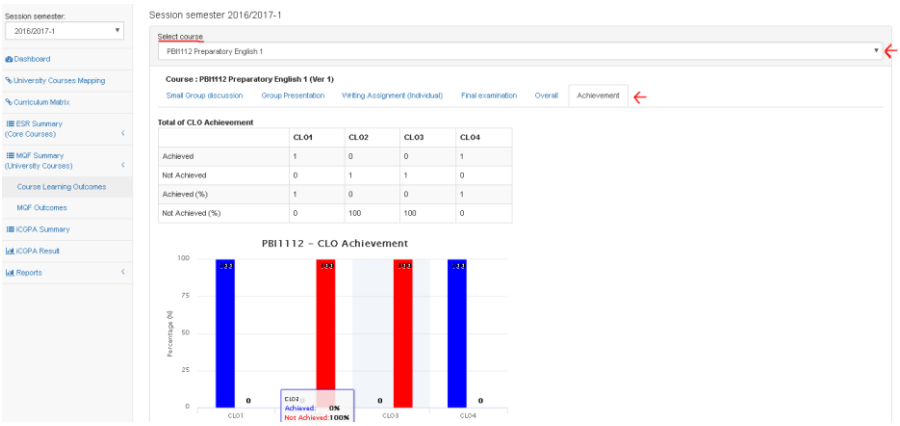
(iii) Rumusan Pencapaian PLO mengikut program

(iv) Membuat ulasan berkaitan pencapaian PLO setiap kursus (contoh: kenapa PLO tertentu tidak dapat dicapai)

(v) Memberikan cadangan berdasarkan pencapaian PLO setiap kursus (contoh: pelajar perlu meningkatkan prestasi dalam kursus yang dipetakan kepada PLO 3 Kemahiran dan Tanggungjawab Sosial pada semester yang akan datang sekiranya pelajar kurang berprestasi dalam kursus yang dipetakan kepada PLO yang sama pada semester semasa atau mengikuti modul latihan "kerja komuniti")

Nota:

- *Kesemua cadangan yang dikemukakan adalah berdasarkan inisiatif dan di bawah tanggungjawab program/Fakulti masing-masing.*
- *Fakulti digalakkan untuk membuat semakan ke atas Spiderweb iCGPA setiap pelajar bagi menambahbaik prestasi pelajar serta kualiti pengajaran pensyarah*

DATE	ACTIVITY	ACTION
22/01/2018 (Monday) - 23/1/2018 (Tuesday)	<u>iCGPA Analysis Coordination Meeting for Universiti Courses (if available)/</u> <u>*Mesyuarat Penyelarasan Analisis iCGPA bagi Kursus Universiti (jika berkaitan)*</u> Documents to be presented include: (iii) Summary of CLO Achievement of the course Note: - The document can be printed from the iCLASS system under iCGPA Analysis - Click on *MQF Summary (University Courses)* - Click on *Course Learning Outcomes* - Click on *Select Course* to select a course - Click on *Achievement* to view the *CLO Achievement* *Dokumen yang perlu dibentangkan adalah seperti berikut:* *(i) Rumusan Pencapaian CLO mengikut kursus* *Nota:* - *Dokumen ini boleh dicetak daripada sistem iCLASS di bawah* iCGPA Analysis - *Klik* MQF Summary (University Courses) - *Klik* Course Learning Outcomes - *Klik* Select Course *untuk memilih kursus* - *Klik* Achievement *untuk mendapat paparan* CLO Achievement  (iv) Summary of PLO MQF Achievement of the course Note: - The document can be printed from the iCLASS system under iCGPA Analysis - Click on *MQF Summary (University Courses)* - Click on *MQF Outcomes* - Click on *Select Course* to select a course - Click on *Achievement* to view the *PLO Achievement* (ii) *Rumusan Pencapaian PLO MQF mengikut kursus* *Nota:* - *Dokumen ini boleh dicetak daripada sistem iCLASS di bawah* iCGPA Analysis - *Klik* MQF Summary (University Courses) - *Klik* MQF Outcomes - *Klik* Select Course *untuk memilih kursus*	University Courses Coordinator

DATE	ACTIVITY	ACTION
	- *Klik* Achievement *untuk mendapat paparan* PLO Achievement  (vi) Provide an explanation on the PLO MQF achievement of the university courses (example: why do certain PLOs have not been achieved?) (vii) Provide recommendation based on the PLO MQF of the university course (example: students should improve their performance in courses that have been mapped with PLO5 Communication Skills in the future semesters if the students were not performing in the current course that has been mapped with the same PLO or attend "public speaking skills" training module) Note: All the recommendations are based on the Faculty's initiatives and will be implemented by the Faculty. *(v) Membuat ulasan berkaitan pencapaian PLO MQF setiap kursus universiti (contoh: kenapa PLO tertentu tidak dapat dicapai)* *(vi) Memberikan cadangan berdasarkan pencapaian PLO MQF setiap kursus universiti (contoh: pelajar perlu meningkatkan prestasi dalam kursus yang dipetakan kepada PLO 5 Kemahiran Komunikasi pada semester yang akan datang sekiranya pelajar kurang berprestasi dalam kursus yang dipetakan kepada PLO yang sama pada semester semasa atau mengikuti modul latihan "kemahiran pengucapan awam")* *Nota:* *Kesemua cadangan yang dikemukakan adalah berdasarkan inisiatif dan di bawah tanggungjawab Fakulti masing-masing.*	
24/01/2018 (Wednesday)	Generation of the iCGPA results of Semester 1 of 2017/2018 Session • Run Evaluation Module (1) *Penjanaan Keputusan Penilaian iCGPA Semester 1 Sesi 2017/2018* • *Run Modul Penilaian (1)*	CITDS and BPPs
25/01/2018 (Thursday)	<u>iCGPA Analysis Coordination Meeting at Faculty Level/</u> <u>*Mesyuarat Penyelarasan Analisis iCGPA di Peringkat Fakulti*</u> The purposes of the meeting include:	Deputy Dean of Academic (Undergraduate), Assistant

DATE	ACTIVITY	ACTION
	- Endorse the summary of CLO and PLO achievement of the courses for each Programme - Endorse the summary of CLO and PLO MQF achievement of the university courses (if available) - Report and endorse the PLO achievement of each Programme by the Deputy Dean of Academic - Report and endorse the iCGPA Spiderweb of each Program by the Deputy Dean of Academic - Report the summary of Programme recommendations by the Program Coordinator - Endorse the summary of all recommendations reported by all Programme and agreed at the Faculty level by the Deputy Dean of Academic *Antara fungsi mesyuarat adalah:* - *Mengesahkan Rumusan Pencapaian CLO dan PLO mengikut kursus bagi setiap Program* - *Mengesahkan Rumusan Pencapaian CLO dan PLO MQF bagi kursus universiti (jika berkaitan)* - *Melaporkan dan mengesahkan Pencapaian PLO mengikut Program oleh TD Akademik* - *Melaporkan dan mengesahkan Spiderweb iCGPA mengikut Program oleh TD Akademik* - *Melaporkan rumusan cadangan yang akan dilaksanakan bagi setiap Program oleh Penyelaras Program* - *Mengesahkan rumusan cadangan yang dipersetujui di peringkat Fakulti untuk semua Program oleh TD Akademik*	Registrar, Programme Coordinator, Head of Faculty UPF Unit, and Head of UPIK
25/01/2018 (Thursday) – 28/01/2018 (Sunday)	i) Temporary Result released in the eStudent ii) Result Appeal Process for Semester 1 of 2017/2018 Session *i) Semakan Keputusan Sementara dalam aplikasi eStudent dikeluarkan.* ii) *Proses Rayuan Semakan Semula Keputusan Penilaian Semester 1 Sesi 2017/2018*	Faculty
29/01/2018 (Monday)	<u>iCGPA Analysis Coordination Meeting at Faculty Level/</u> <u>*Mesyuarat Penyelarasan Analisis iCGPA di Peringkat Fakulti*</u> Result Appeal Case Updating grades by Faculty (after result appeal case) *Kes rayuan semakan semula keputusan* *Kemaskini gred oleh fakulti (selepas rayuan semakan semula).*	Deputy Dean of Academic (Undergraduate), Assistant Registrar, Programme Coordinator, Head of Faculty UPF Unit, and Head of UPIK
30/01/2018 (Tuesday)	Generation of the iCGPA results of Semester 1 of 2017/2018 Session • Run Evaluation Module (2) *Penjanaan Keputusan Penilaian iCGPA Semester 1 Sesi 2017/2018* • *Run Modul Penilaian (2)*	CITDS and BPPs

DATE	ACTIVITY	ACTION
30/01/2018 (Tuesday) - 31/01/2018 (Wednesday)	<u>iCGPA Analysis Report Preparation /</u> <u>*Penyediaan Pelaporan Analisis iCGPA*</u> The content of the report includes: i. Summary of PLO Achievement by Student (year of study) for each program ii. iCGPA Spiderweb by Programme iii. Recommendation/Intervention *Antara kandungan di dalam pelaporan adalah seperti berikut:* *i. Rumusan Pencapaian PLO mengikut tahun pengajian pelajar bagi setiap program* *ii. iCGPA Spiderweb mengikut program* *iii. Cadangan/Intervensi*	Dean/Deputy Dean of Academic (Undergraduate)
01/02/2018 (Thursday)	**iCGPA Analysis Report Presentation at the Jawatankuasa Perancangan dan Pembangunan Akademik (JPPA) Examination Meeting** ***Pembentangan Pelaporan Analisis iCGPA di Mesyuarat Jawatankuasa Perancangan dan Pembangunan Akademik (JPPA) Peperiksaan***	**Dean/Deputy Dean of Academic (Undergraduate)**
02/02/2018 (Friday)	**iCGPA Analysis Report Presentation at the Senate Meeting (Examination)** ***Pembentangan Pelaporan Analisis iCGPA di Mesyuarat Senat (Peperiksaan)***	**Dean/Deputy Dean of Academic (Undergraduate)**
02/02/2018 (Friday)	Generation of the iCGPA results of Semester 1 of 2017/2018 Session approved by Senate • Run Evaluation Module (3) (If needed) *Penjanaan keputusan Penilaian iCGPA Semester 1 Sesi 2017/2018 yang telah diluluskan oleh Senat* • *Run Modul Penilaian (3) (Jika perlu)* The current results approved by Senate released in the eStudent (for any changes if needed). *Keputusan terkini yang telah diluluskan oleh Senat dalam aplikasi eStudent (untuk sebarang perubahan jika perlu).*	CITDS and BPPs
02/02/2018 (Friday)	Student's iCGPA results for Semester 1 of 2017/2018 Session are displayed in the eStudent. *Keputusan Penilaian iCGPA Pelajar untuk Semester 1 Sesi 2017/2018 dipaparkan di dalam eStudent di laman web berikut*: https://smpweb.unimas.my/eStudent	CITDS and BPPs

 # Subject to change / *Tertakluk kepada perubahan*

CHAPTER 5: THE REPORTING OF iCGPA-UNIMAS

"Through the iCGPA Spiderweb, students will be aware of their academic achievement levels based on the PLOs that cover all three learning domains – cognitive, affective, and psychomotor. Students will no longer rely on the single CGPA to understand their academic performance throughout their study period".

The iCGPA-UNIMAS reports should be used for the following purposes:

(i) A tool to report the students' achievement of CLO, PLO, PEO, and the MQF LOD.

(ii) A source to be utilized in the academic advisor system that serves as a reference for the lecturers to guide/advise their students especially in the academic matters.

(iii) A source of reference for the Faculty to strategize in planning appropriate activities/programs that help improve the student's academic quality.

The formula for the calculation of the iCGPA Analysis is based on the recommended formula endorsed by the Ministry of Higher Education (MOHE).

$$\text{GPA}_i = \frac{\sum_i w_i c_i g_i}{\sum_i w_i c_i}$$

with w_i as the assessment weightage for the assessment component or the PLO that is already mapped to the assessed CLO; c_i is the course credit and g_i is the grade point for the assessment component or CLO.

(iCGPA Rubric Learning Outcomes Assessment Guide, 2016)

Analysis of iCGPA-UNIMAS

The students' iCGPA results can be accessed via the iCLASS system. The students' iCGPA results are currently made accessible to the following entities:

(i) Dean

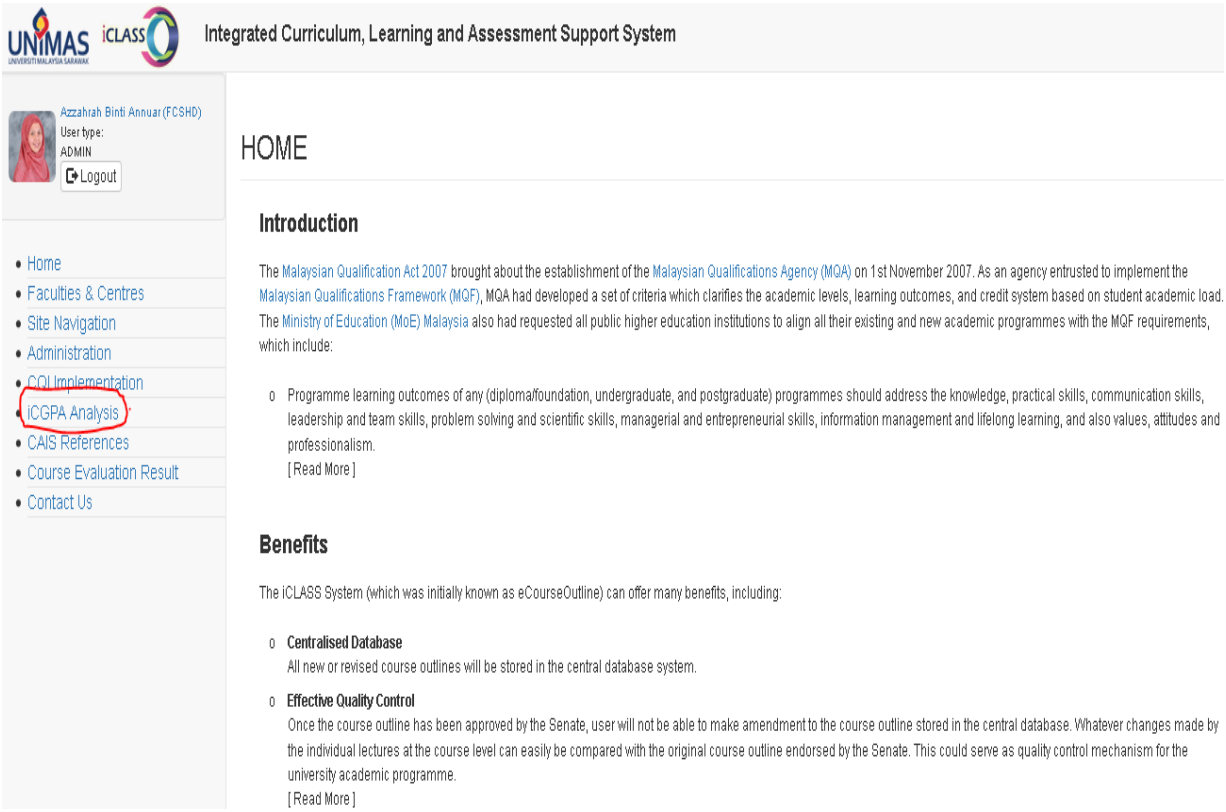
(ii) Deputy Dean of Academic (Undergraduate)

(iii) Programme Coordinators

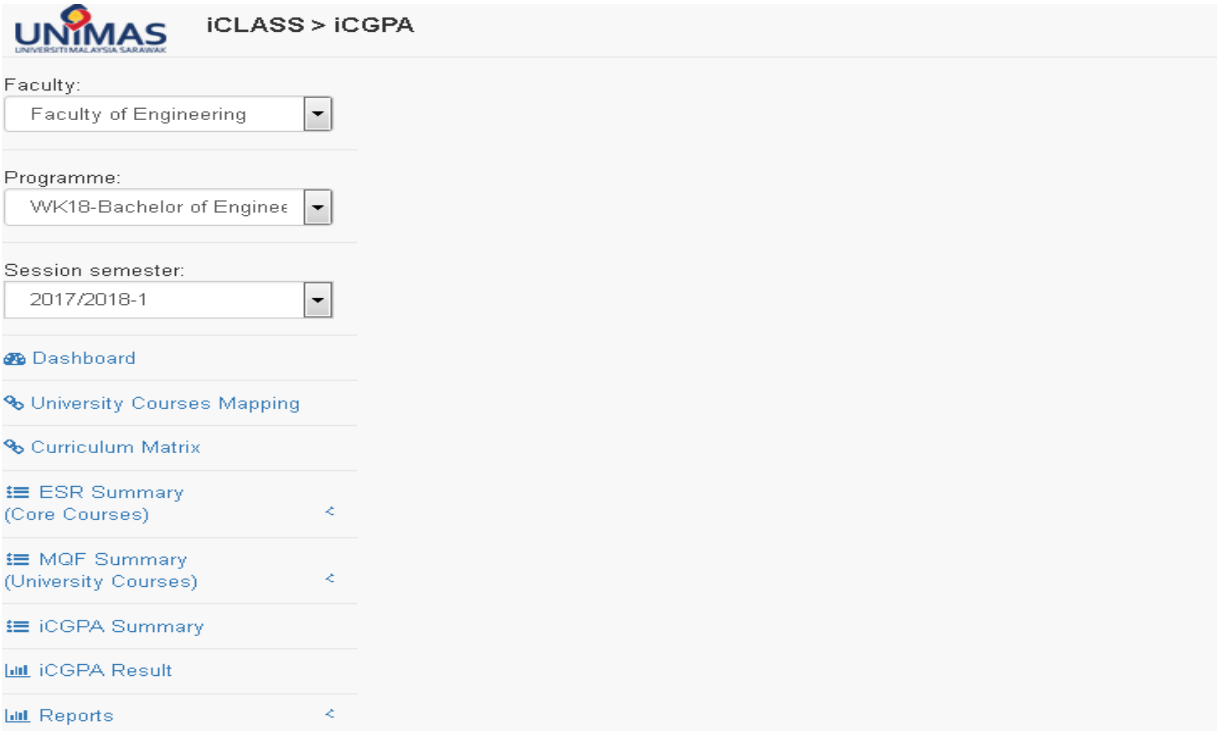
(iv) Head of Faculty's Unit Penilaian dan Inovasi Kurikulum (UPIK)

How to access the students' iCGPA results in the iCLASS?

(i) To access the students' iCGPA analysis, click on *iCGPA Analysis*.



(ii) Select *Faculty, Programme,* and *Session Semester*



(iii) Click on iCGPA Summary to view the *iCGPA Spiderweb, MQF-PLO Achievement,* and *Student Mark vs Course Mark* for each of the identified student

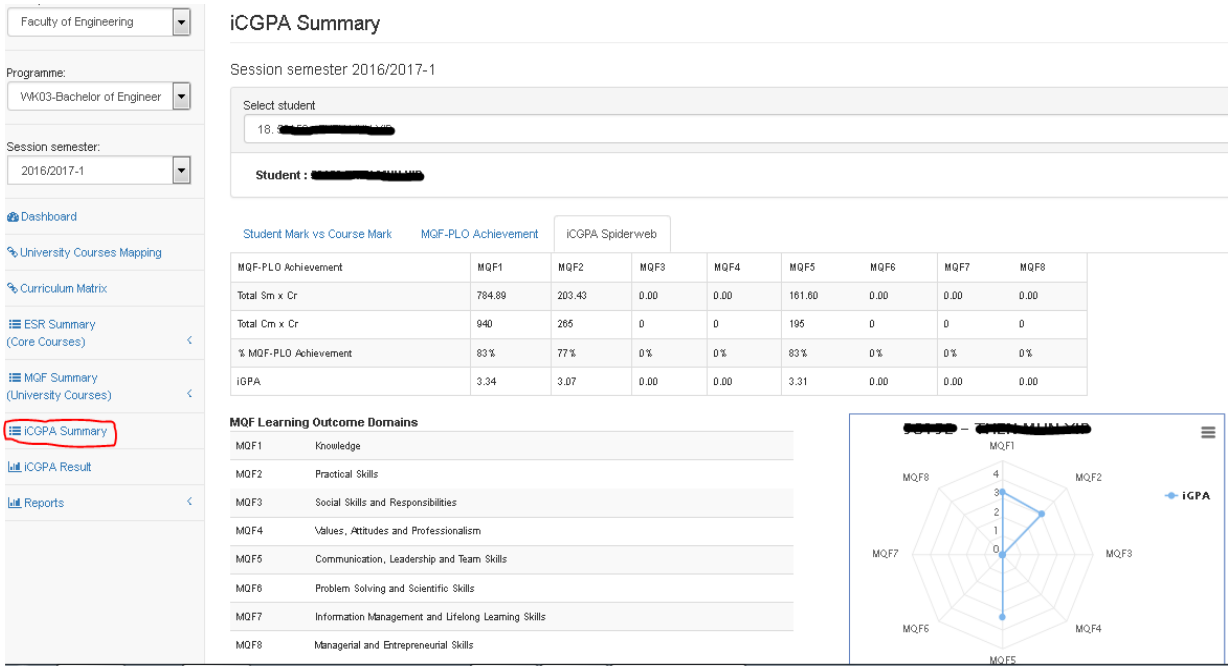
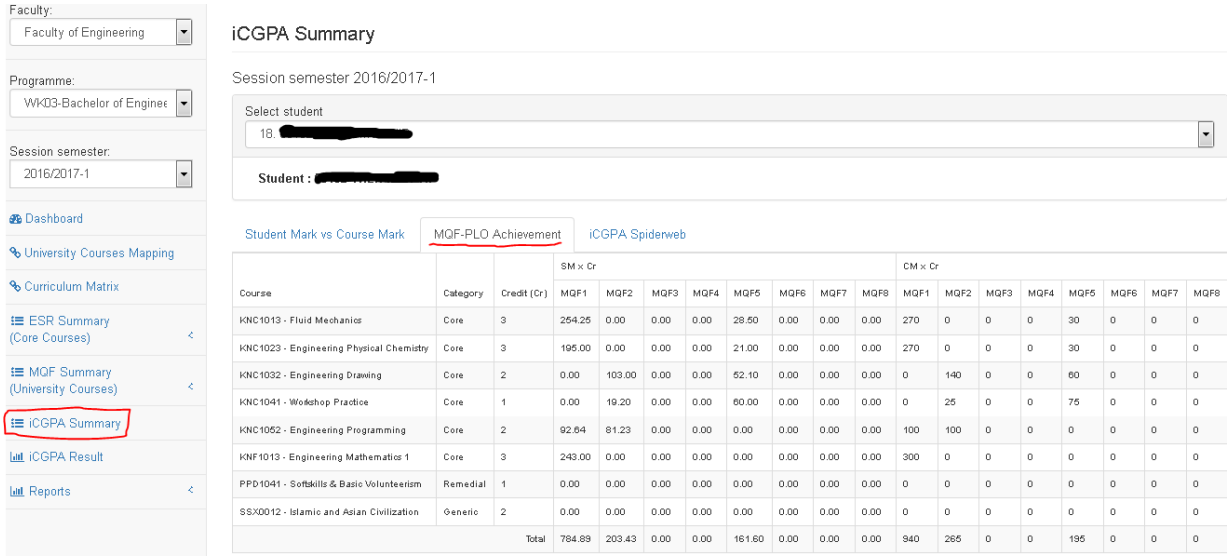


Figure 6.1: iCGPA Spiderweb View of a student

Based on the results, the student has scored iCGPA of 3.34 in MQF1: Knowledge, 3.07 in MQF2: Psychomotor/Technical/Practical Skills, and 3.31 in MQF5: Communication, Leadership, and Team Skills. All these scores have been translated into a spiderweb projection as featured on the above Figure 6.1.

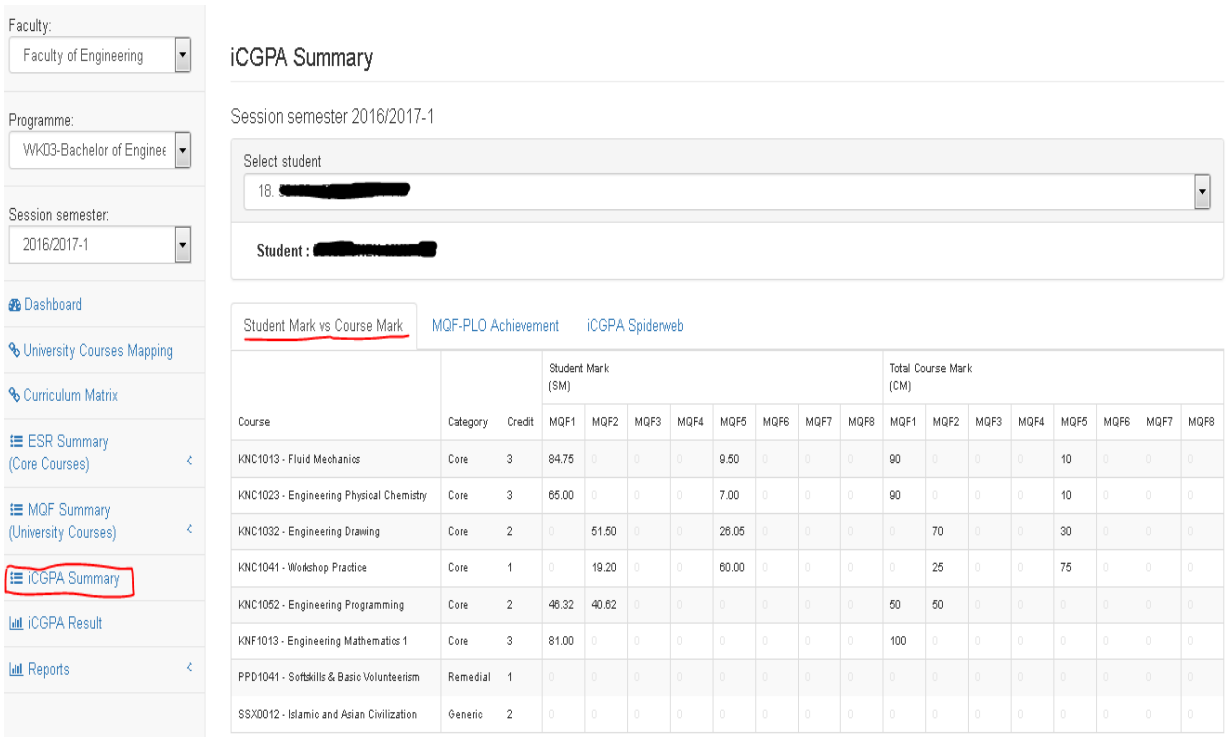
Note: The above iCGPA results are based on one semester only and the offered courses for the semester have only been mapped with MQF1 LOD, MQF2 LOD, and MQF5 LOD.



Course	Category	Credit (Cr)	SM x Cr								CM x Cr							
			MQF1	MQF2	MQF3	MQF4	MQF5	MQF6	MQF7	MQF8	MQF1	MQF2	MQF3	MQF4	MQF5	MQF6	MQF7	MQF8
KNC1013 - Fluid Mechanics	Core	3	254.25	0.00	0.00	0.00	28.50	0.00	0.00	0.00	270	0	0	0	30	0	0	0
KNC1023 - Engineering Physical Chemistry	Core	3	195.00	0.00	0.00	0.00	21.00	0.00	0.00	0.00	270	0	0	0	30	0	0	0
KNC1032 - Engineering Drawing	Core	2	0.00	103.00	0.00	0.00	52.10	0.00	0.00	0.00	0	140	0	0	60	0	0	0
KNC1041 - Workshop Practice	Core	1	0.00	19.20	0.00	0.00	60.00	0.00	0.00	0.00	0	25	0	0	75	0	0	0
KNC1052 - Engineering Programming	Core	2	92.64	81.23	0.00	0.00	0.00	0.00	0.00	0.00	100	100	0	0	0	0	0	0
KNF1013 - Engineering Mathematics 1	Core	3	243.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	300	0	0	0	0	0	0	0
PPD1041 - Softskills & Basic Volunteerism	Remedial	1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0	0	0	0	0	0	0
SSX0012 - Islamic and Asian Civilization	Generic	2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0	0	0	0	0	0	0
		Total	784.89	203.43	0.00	0.00	161.60	0.00	0.00	0.00	940	265	0	0	195	0	0	0

Figure 6.2: MQF-PLO Achievement View of a student

The student has scored a total of 784.89 out of 940 for all courses that serve the MQF1 LOD, 203.43 out of 265 for all courses that are mapped with the MQF2 LOD, and 161.60 out of 195 for all courses that are mapped with MQF5 LOD (Refer Figure 6.2).



Course	Category	Credit	Student Mark (SM) MQF1	MQF2	MQF3	MQF4	MQF5	MQF6	MQF7	MQF8	Total Course Mark (CM) MQF1	MQF2	MQF3	MQF4	MQF5	MQF6	MQF7	MQF8
KNC1013 - Fluid Mechanics	Core	3	84.75	0	0	0	9.50	0	0	0	90	0	0	0	10	0	0	0
KNC1023 - Engineering Physical Chemistry	Core	3	65.00	0	0	0	7.00	0	0	0	90	0	0	0	10	0	0	0
KNC1032 - Engineering Drawing	Core	2	0	51.50	0	0	26.05	0	0	0	0	70	0	0	30	0	0	0
KNC1041 - Workshop Practice	Core	1	0	19.20	0	0	60.00	0	0	0	0	25	0	0	75	0	0	0
KNC1052 - Engineering Programming	Core	2	46.32	40.62	0	0	0	0	0	0	50	50	0	0	0	0	0	0
KNF1013 - Engineering Mathematics 1	Core	3	81.00	0	0	0	0	0	0	0	100	0	0	0	0	0	0	0
PPD1041 - Softskills & Basic Volunteerism	Remedial	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SSXD012 - Islamic and Asian Civilization	Generic	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Figure 6.3: Student Mark vs Course Mark View of a student

The above table (Refer Figure 6.3) is the distribution of the total course mark and the student's total mark for each of the MQF LOD mapped with each course taken by a student. For example, the student has scored 84.75 out of 90 for MQF1 LOD and 9.50 out of 10 for MQF5 LOD in KNC1013 Fluid Mechanics course.

iCGPA-UNIMAS Reporting for Students

Students are able to view their iCGPA results in the eStudent every end of the semester (Figure 6.4: iCGPA-UNIMAS results on eStudent). They are advised to consult with the academic advisors if they need further explanation on their iCGPA results. Students should also receive feedbacks on how to improve their academic performance based on the iCGPA results.

The link to eStudent is as follows: https://smpweb.unimas.my/eStudent

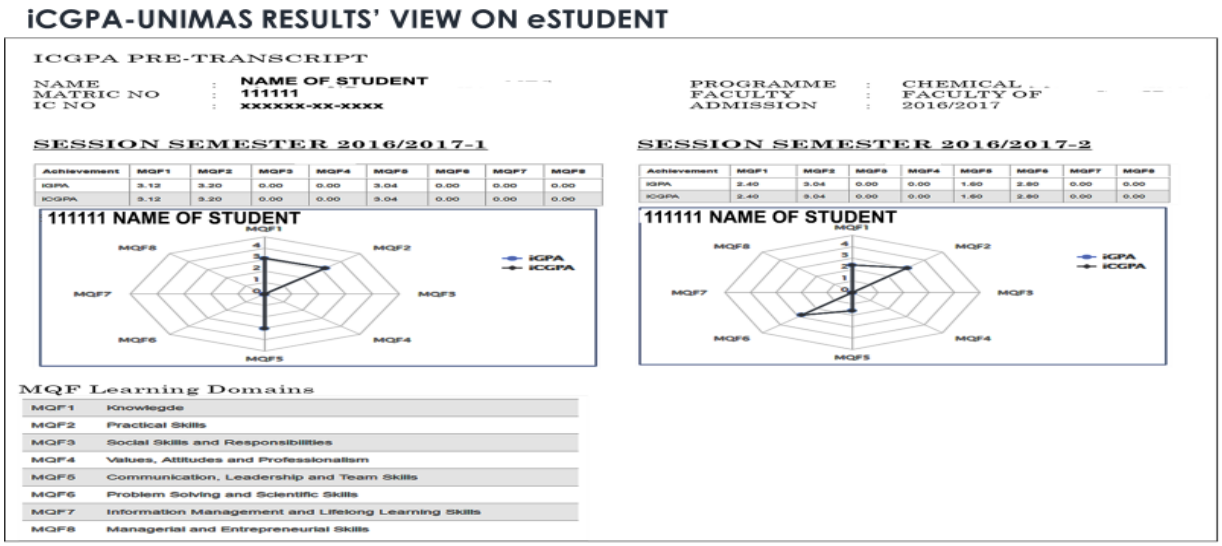


Figure 6.4: iCGPA-UNIMAS results on eStudent

The student's official transcript of iCGPA will be provided upon request only (Figure 6.5: Student's iCGPA Official Transcript). Students can make the request from the Undergraduate Studies Division (Bahagian Pengajian Prasiswazah, BPPS) to obtain the official transcript of iCGPA upon graduation.

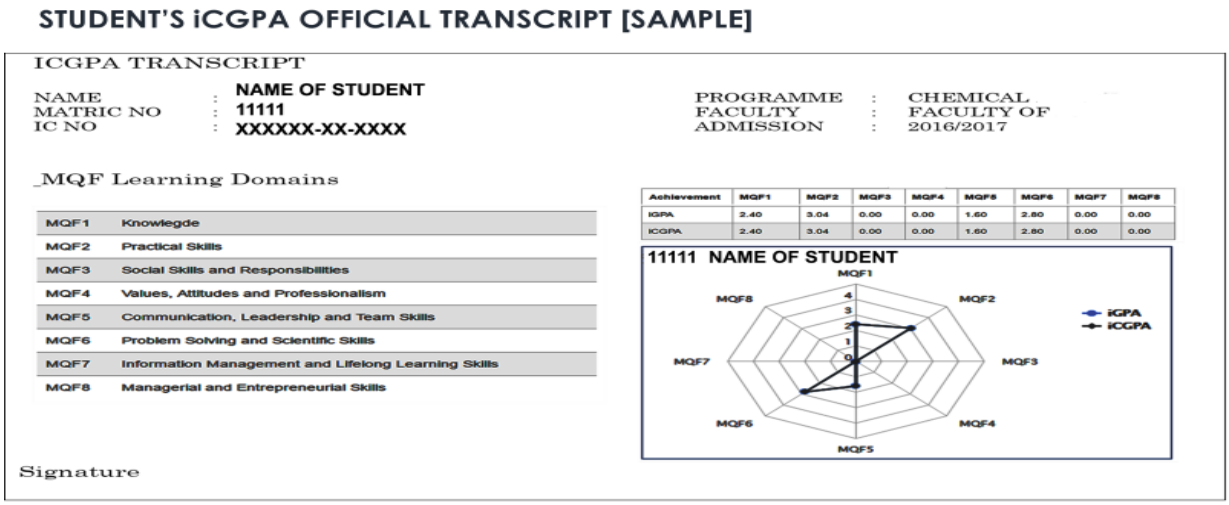


Figure 6.5: Student's iCGPA Official Transcript

Faculty's iCGPA Performance Report

The Faculty's iCGPA performance must be documented and presented at the Mesyuarat Peperiksaan UNIMAS at the end of Semester. The Faculty Dean and Deputy Dean of Academic (Undergraduate) are responsible for this task. This is particularly important for the Faculty to measure the PLO achievement of each Programme, generate the iCGPA Spiderweb based on each Programme, and plan intervention programmes/activities based on the students' iCGPA performances. Refer the following format to document the iCGPA Analysis Report.

Pelaporan Analisis iCGPA

iCGPA Analysis Report

Semester/*Semester*: Semester 1, Sesi 2017/18

Fakulti/*Faculty*: Fakulti Sains Kognitif dan Pembangunan Manusia

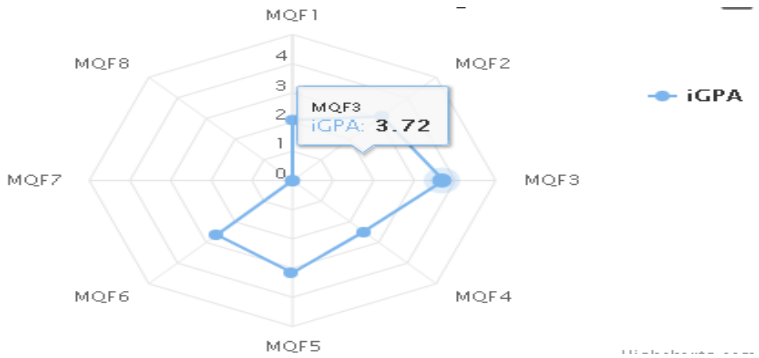
(1) **Rumusan Pencapaian PLO mengikut tahun pengajian pelajar bagi setiap program /** ***Summary of PLO Achievement by Student (year of study) for each programme***

Program/Programme: Ijazah Sarjana Muda Kaunseling Dengan Kepujian (WP04)

Tahun Pengajian/*Year of Study*	1	2	3	4
Jumlah Kemasukan/*Total of Enrollment*				
Jumlah Pelajar Yang Tidak Mencapai PLO/*Number of Students not achieved PLO*				
PLO1				
PLO2				
PLO3				
PLO4				
PLO5				
PLO6				
PLO7				
PLO8				

(2) Spiderweb iCGPA mengikut Program / *iCGPA Spiderweb by Program*

Program: Ijazah Sarjana Muda Kaunseling Dengan Kepujian (WP04)



(3)* Cadangan atau Intervensi Fakulti / *Faculty Recommendation or Intervention

Contoh/ *Example*:

i) Pemantauan prestasi pelajar secara berterusan melalui Sistem Penasihatan Akademik / *Continuous monitoring on the student's performance through the Academic Advisor System*

ii) Mengikuti modul latihan atau aktiviti yang boleh membantu pelajar mencapai PLO (inisiatif daripada Fakulti masing-masing) seperti Program Motivasi dan Program Latihan Kerja Berpasukan

Attend a training module or activity that will help the students to achieve their PLO (initiatives by the Faculty) such as Motivational Programme and Teamwork Training Programme

iii) Menambahbaik penilaian yang digunakan di dalam kursus Internship bagi memastikan penilaian tersebut sesuai untuk mengukur pencapaian hasil pembelajaran pelajar dalam kursus tersebut

Improve the assessment used in the Internship course to ensure the feasibility of the assessment in measuring the programme learning outcomes of the course.

Disediakan oleh Timbalan Dekan Akademik (Prasiswazah)/
***Prepared by the Deputy Dean of Academic (Undergraduate)*:**

_____

Nama/*Name*:

Tarikh/*Date*:

Disahkan oleh Dekan Fakulti/ *Endorsed by the Faculty Dean*:

_____

Nama/*Name*:

Tarikh/*Date*:

REFERENCES

1. Carter, M. (2003). A process for establishing outcomes-based assessment plans for writing and speaking in the disciplines. *Language and Learning Across the Disciplines*, 6(1).
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