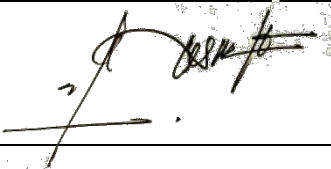


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		No. Keluaran : 03
	PROSEDUR PENGENDALIAN PENILAIAN BERTERUSAN (SEM 01-04 / DIPLOMA)(SEM 01-05 SARJANA MUDA) (STUDIO/MAKMAL/ BENGKEL)	No. Pindaan : 04
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PROSEDUR PENGENDALIAN PENILAIAN BERTERUSAN (SEMESTER 01 HINGGA 04 / DIPLOMA) (SEMESTER 01 HINGGA 05 / SARJANA MUDA) (STUDIO/MAKMAL/BENGKEL) PK.UiTM.FSSR.(O).15

	Disediakan	Disemak	Diluluskan
Tandatangan			
Nama	Mohd Fadhil Kamarudin	Prof. Madya Ts. Dr. Rusmadiyah Anwar	Prof. Ts. Dr. Hj. Ruslan Abd Rahim
Jawatan	Pensyarah Kanan	Timbalan Dekan (Akademik)	Dekan
Tarikh	8/10/2019	8/10/2019	8/10/2019

 FSSR	PROSEDUR KUALITI (OPERASI)	No. Rujukan : PK.UiTM.FSSR.(O).15
		No. Keluaran : 03
	PROSEDUR PENGENDALIAN PENILAIAN BERTERUSAN (SEM 01–04 / DIPLOMA)(SEM 01–05 SARJANA MUDA) (STUDIO/MAKMAL/ BENGKEL)	No. Pindaan : 04
		Tarikh Kuatkuasa : 8/10/2019
		Muka Surat : 2/12

REKOD PINDAAN DOKUMEN TERKAWAL

Adalah menjadi tanggungjawab Pemegang Dokumen untuk memastikan salinan dokumen ini sentiasa dikemaskini dengan memasukkan semua pindaan-pindaan yang dinyatakan.

MUKA SURAT DIPINDA

Tarikh	No. Para	Muka surat	Ringkasan Pindaan	Diluluskan
Ogos 2013	-	1	Tajuk ditukar kepada Prosedur Pengendalian Penilaian Berterusan (Semester 01 hingga 04 / Diploma) (Semester 01 hingga 05 / Sarjana Muda) (Studio / Makmal / Bengkel)	
Ogos 2013	2	4	Ketua Jabatan ditukar kepada Koordinator Program	
Ogos 2013	1	5	Pertambahan definisi Sistem RES. Definisi Borang LE15X dilupuskan.	
Ogos 2013	1	6	Pertambahan singkatan: PS : Pensyarah Ko: Koordinator Program JAF: Jawatankuasa Akademik Fakulti	
Ogos 2013	1	7-8	ATA tukar kepada ATP (Amanah Tugas Pensyarah) PK (Projek) = P (Pensyarah) Nombor 13 – 14 tanggungjawab JAF (Jawatankuasa Akademik Fakulti)	
Ogos 2013	1	9	8.1 Contoh Borang Penilaian Akhir Lupus 8.3 Contoh Borang LE15X Tambah Contoh Model Rubrik	
12/01/2016		1	Tarikh baru dan Tandatangan digital dimasukkan	
28/03/2017		1	Pertukaran Penyedia dari En. Wan Zamani b. Wan Zakaria ke En. Mohd Fadhil Kamarudin	

 FSSR	PROSEDUR KUALITI (OPERASI)	No. Rujukan : PK.UiTM.FSSR.(O).15
		No. Keluaran : 03
	PROSEDUR PENGENDALIAN PENILAIAN BERTERUSAN (SEM 01–04 / DIPLOMA)(SEM 01–05 SARJANA MUDA) (STUDIO/MAKMAL/ BENGKEL)	No. Pindaan : 04
		Tarikh Kuatkuasa : 8/10/2019
		Muka Surat : 3/12

28/03/2017	5.5, 5.6	7	Pertukaran Singkatan Koordinator Program dari Ko ke KP Tambahan Singkatan JKKF	
28/03/2017	3.4	6	Tambahan Dokumen Rujukan Buku Panduan iCGPA UiTM dan KPT	
28/03/2017	6.1	10	No 9, Penggunaan templat pensejajaran kursus iCGPA LE15 (RES) untuk memasukkan markah penilaian berterusan (60%) No 12, Pindahan markah akhir ke dalam Sistem RES menggunakan templat pensejajaran kursus iCGPA.	
28/03/2017	6.1	10	No 14, Tambahan pembentangan saringan keputusan markah dalam mesyuarat Jawatankuasa Kecil Kurikulum Fakulti (JKKF).	
28/03/2017	8	11	Tambahan Lampiran 6 dan 7	
18/09/2018	6.1	10, 11	Penambahbaikan penilaian berterusan mengikut tahun pengajian yang telah diputuskan didalam mesyuarat Jawatankuasa Kurikulum Fakulti (JAF). No 7, Paparkan markah penilaian berterusan (tahun satu 40%, tahun dua 50% dan tahun tiga 60%) kepada pelajar sebelum minggu penilaian akhir. No 9, Lengkapkan markah penilaian berterusan (40% tahun satu, 50% tahun dua dan 60% tahun tiga) ke dalam borang LE15 (RES) menggunakan templat pensejajaran kursus iCGPA. No 10, Jalankan penilaian akhir (40% tahun satu, 50% tahun dua dan 60% tahun tiga) pada tarikh yang telah ditetapkan oleh jabatan.	

 FSSR	PROSEDUR KUALITI (OPERASI)	No. Rujukan : PK.UiTM.FSSR.(O).15
		No. Keluaran : 03
	PROSEDUR PENGENDALIAN PENILAIAN BERTERUSAN (SEM 01-04 / DIPLOMA)(SEM 01-05 SARJANA MUDA) (STUDIO/MAKMAL/ BENGKEL)	No. Pindaan : 04
		Tarikh Kuatkuasa : 8/10/2019
		Muka Surat : 4/12

			No 11, Jumlahkan markah penilaian berterusan (40% tahun satu, 50% tahun dua dan 60% tahun tiga) dengan penilaian akhir (60% tahun satu, 50% tahun dua dan 40% tahun tiga) untuk mendapatkan markah akhir.	
8/10/2019	-	Muka hadapan	Kemaskini Penyedia, Penyemak dan yang Meluluskan prosedur.	8/10/2019

 FSSR	PROSEDUR KUALITI (OPERASI)	No. Rujukan : PK.UiTM.FSSR.(O).15
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	PROSEDUR PENGENDALIAN PENILAIAN BERTERUSAN (SEM 01-04 / DIPLOMA)(SEM 01-05 SARJANA MUDA) (STUDIO/MAKMAL/ BENGKEL)	No. Pindaan : 04
		Tarikh Kuatkuasa : 8/10/2019
		Muka Surat : 5/12

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		Tarikh Kuatkuasa : 8/10/2019
		Muka Surat : 6/12

1. OBJEKTIF

Prosedur ini disediakan untuk memastikan urusan penilaian berterusan (studio/makmal/bengkel) dapat dilaksanakan dengan teratur dan lancar mengikut tugas yang dipertanggungjawabkan mengikut sistem kualiti FSSR.

2. SKPP

Prosedur ini digunakan oleh Koordinator Program dan Staf Akademik FSSR bagi memastikan penilaian berterusan dan akhir (studio/makmal/bengkel) dapat dilaksanakan dengan berkesan.

3. DOKUMEN RUJUKAN

- | | | | |
|-----|-------------------------------|---|--|
| 3.1 | MK-UiTM-FSSR-1 | - | Manual Kualiti |
| | 3.1.1 Perkara 4.2 | - | Keperluan Dokumentasi |
| | 3.1.2 Perkara 4.2.3 | - | Kawalan Dokumen |
| 3.2 | PK.(0).11-PK.(0).1-26 | - | Prosedur Kualiti Operasi |
| 3.3 | PS.UiTM.FSSR.07 | - | Fail Kursus Program (Silabus, Penerangan Projek dan Skima Kerja) |
| 3.4 | Buku Panduan iCGPA | - | Manual iCGPA |
| | 3.4.1 Buku Panduan iCGPA UiTM | - | Manual iCGPA UiTM |
| | 3.4.2 Buku Panduan iCGPA KPT | - | Manual iCGPA KPT |

 FSSR	PROSEDUR KUALITI (OPERASI)	No. Rujukan : PK.UiTM.FSSR.(O).15
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		Tarikh Kuatkuasa : 8/10/2019
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4. DEFINISI

- 4.1 Sistem RES : Sistem kemasukan keputusan markah/ RES: *Result Entry System*
- 4.2 Jadual Penilaian : Tarikh penilaian dijalankan
- 4.3 Borang Penilaian : Markah penilaian dicatatkan dalam borang tersebut semasa membuat penilaian.

5. SINGKATAN

- 5.1 UiTM - Universiti Teknologi MARA
- 5.2 FSSR - Fakulti Seni Lukis dan Seni Reka
- 5.3 PS - Pensyarah
- 5.5 KP - Koordinator Program
- 5.6 JKKF - Jawatankuasa Kecil Kurikulum Fakulti
- 5.6 JAF - Jawatankuasa Akademik Fakulti

 FSSR	PROSEDUR KUALITI (OPERASI)	No. Rujukan : PK.UiTM.FSSR.(O).15
		No. Keluaran : 03
	PROSEDUR PENGENDALIAN PENILAIAN BERTERUSAN (SEM 01-04 / DIPLOMA)(SEM 01-05 SARJANA MUDA) (STUDIO/MAKMAL/ BENGKEL)	No. Pindaan : 04
		Tarikh Kuatkuasa : 8/10/2019
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6. TANGGUNGJAWAB DAN TINDAKAN

6.1 Prosedur Penilaian Berterusan (Studio/Makmal/Bengkel)

TANGGUNGJAWAB	TINDAKAN
KP	1. Tentukan kursus bagi setiap pensyarah pada semester tersebut. 2. Serahkan maklumat seperti berikut kepada pensyarah : i) Jadual ATP ii) Silibus Kursus
PS	3. Berikan taklimat kursus kepada pelajar mengenai kerja-kerja projek, proses penilaian dan pemarkahan sepanjang semester.

 FSSR	PROSEDUR KUALITI (OPERASI)	No. Rujukan : PK.UiTM.FSSR.(O).15
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KP/SP	4. Tentukan tarikh-tarikh penilaian berterusan mengikut jabatan masing-masing. Penilaian yang dijalankan termasuklah: i) Ringkasan Projek ii) Penyelidikan Projek iii) Perkembangan idea melalui lakaran iv) Hasil lukisan (termasuklah lukisan teknikal dan story board) Rekaan karya/produk mengikut kaedah jabatan masing-masing.
KP/PS	5. Tetapkan tarikh penilaian akhir sekurang-kurangnya satu (1) minggu sebelum peperiksaan bertulis bermula bagi pelajar-pelajar semester (01-04 Diploma) dan (01-05 Sarjana Muda).
PS	6. Jalankan penilaian mengikut format-format yang telah ditetapkan oleh jabatan.
KP/PS	7. Paparkan markah penilaian berterusan (tahun satu 40%, tahun dua 50% dan tahun tiga 60%) kepada pelajar sebelum minggu penilaian akhir.
KP/PS	8 Paparkan markah penilaian berterusan kepada pelajar

 FSSR	PROSEDUR KUALITI (OPERASI)	No. Rujukan : PK.UiTM.FSSR.(O).15
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	sebelum minggu penilaian akhir. 9. Lengkapkan markah penilaian berterusan (40% tahun satu, 50% tahun dua dan 60% tahun tiga) ke dalam borang LE15 (RES) menggunakan templat pensejajaran kursus iCGPA.
KP/PS	10. Jalankan penilaian akhir (40% tahun satu, 50% tahun dua dan 60% tahun tiga) pada tarikh yang telah ditetapkan oleh jabatan. 11. Jumlahkan markah penilaian berterusan (40% tahun satu, 50% tahun dua dan 60% tahun tiga) dengan penilaian akhir (60% tahun satu, 50% tahun dua dan 40% tahun tiga) untuk mendapatkan markah akhir. 12. Pindahkan markah akhir ke dalam Sistem RES menggunakan templat pensejajaran kursus iCGPA. 13. Semak Sistem RES dan sahkan keputusan melalui mesyuarat jabatan.
JKKF	14. Bentangkan keputusan saringan awal markah dalam mesyuarat Jawatankuasa Kecil Kurikulum Fakulti.

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JAF	15. Bentangkan keputusan markah dalam mesyuarat Jawatankuasa Akademik Fakulti.
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7. REKOD KUALITI

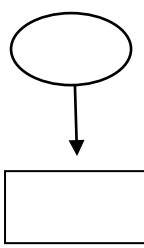
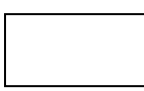
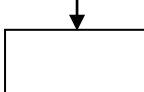
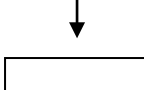
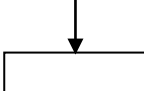
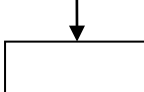
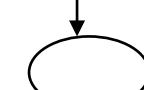
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7.1	Fail LE15	HEA/RA/PP-200-4	Fail Jabatan/Pentadbiran Am FSSR
7.2	Fail Penilaian Markah Projek Berterusan dan Akhir	-	Fail Jabatan

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8.5	Contoh Model Rubrik	-	Lampiran 5
8.6	Buku Panduan iCGPA UiTM	-	Lampiran 6
8.7	Buku Panduan iCGPA KPT	-	Lampiran 7

CARTA ALIRAN PENILAIAN BERTERUSAN DAN AKHIR (STUDIO/MAKMAL/BENGKEL)

TINDAKAN	CARTA ALIR	PROSES KERJA	TINDAKAN
		Mula	
KP		Penyerahan Fail Kursus dan penjelasan kaedah penilaian kepada pensyarah.	Dokumen penilaian yang berkaitan dengan bidang yang diajar
PS		Taklimat kursus/projek/tugasan dan kaedah penilaian kepada pelajar-pelajar.	Dokumen penjelasan ringkasan tugasan/projek
PS		Penetapan kekerapan penilaian tugasan/projek, tarikh dan pecahan peratusan pemarkahan penilaian	Contoh Borang Penilaian Tugasan/Projek Kursus, Jadual Penilaian Berterusan
KP/PS		Penilaian mengikut kaedah dan kriteria bentuk kursus yang diajar.	Borang Penilaian, Model Rubrik
KP/PS		Markah Penilaian berterusan dipaparkan/diwartakan untuk makluman Pelajar.	Senarai nama pelajar yang mendaftar kursus yang berkaitan
KP/PS		Keputusan markah penilaian berterusan dan akhir dimasukkan dalam Sistem RES menggunakan templat iCGPA.	Muatnaik markah ke dalam sistem RES dan memastikan templat yang terkini.
KP/P		Sahkan keputusan dalam mesyuarat jabatan.	Kemaskini dan validasi markah dalam system RES.
JKKF		Bentang dalam Mesyuarat Jawatankuasa Kecil Kurikulum Fakulti (JKKF) FSSR.	Saringan pengesahan markah akhir pelajar.
JAF		Bentang dalam Mesyuarat Jawatankuasa Akademik Fakulti (JAF) FSSR.	Pengesahan markah akhir pelajar
		TAMAT	



**SOARING
UPWARDS**
ASSOCIATION OF INDEPENDENT SCHOOLS



RUBRIK PNGK BERSEPADU

i C G P A

**Panduan Pentaksiran
Hasil Pembelajaran**



RUBRIK PNGK BERSEPADU (iCGPA) PANDUAN PENTAKSIRAN HASIL PEMBELAJARAN

Kementerian Pendidikan Tinggi
Putrajaya Malaysia
2016

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Rubrik PNGK Bersepadu (iCGPA)
Panduan Pentaksiran
Hasil Pembelajaran

iCGPA RUBRIC LEARNING OUTCOMES ASSESSMENT GUIDE

Ministry of Higher Education
Putrajaya Malaysia
2016

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Learning Outcomes
Assessment Guide

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Kerangka Konsep
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(*Rubrics*)

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(Minister of Higher Education)

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Timbalan Menteri
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Ketua Pengarah
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(Director General of
Higher Education)



PASUKAN KERJA RUBRIK PNGK BERSEPADU (*ICGPA RUBRIC TASK FORCE*)

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BAB

01



PENGENALAN



Latar Belakang PNGK Bersepadu

Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi) atau PPPM (PT) (Kementerian Pendidikan Tinggi Malaysia, 2015) dirangka berasaskan wawasan dan aspirasi PPPM (2013-2025) dan PSPTN dalam mendidik pelajar yang berbakat, berkemahiran dan berilmu yang bersedia menghadapi cabaran abad ke-21. **Lonjakan 1 PPPM (PT) bertujuan membentuk graduan yang holistik, seimbang dan berciri keusahawanan sejajar dengan Falsafah Pendidikan Negara (FPN).**



Salah satu daripada inisiatif Lonjakan 1 ialah pelaksanaan Sistem Penilaian Bersepadu yang menzahirkan pencapaian holistik pelajar hasil daripada pengalaman pembelajaran di IPT.

PNGK Bersepadu (iCGPA) berperanan untuk memacu amalan penjajaran konstruktif bagi memastikan reka bentuk kurikulum, pelaksanaan kurikulum dan proses pentaksiran pada peringkat kursus dan program adalah berkualiti.

Apakah PNGK Bersepadu?

- PNGK Bersepadu (iCGPA) adalah satu sistem atau mekanisme pentaksiran dan pelaporan mengenai peningkatan dan pembangunan bersepadu pelajar dari segi adab (etika dan nilai murni), pengetahuan deklaratif dan fungsional serta kemahiran teknikal mereka dalam bidang disiplin yang diceburi.
- Pelaporan iCGPA memperlihatkan pencapaian atribut pelajar untuk enam aspirasi yang digariskan dalam PPPM (PT) yang juga terkandung dalam lapan domain hasil pembelajaran Kerangka Kelayakan Malaysia. Mekanisme ini bertujuan membantu pihak berkepentingan merancang dan menentukan langkah penambaan yang paling sejajar.

- Oleh itu, pelaporan iCGPA pelajar memperlihatkan pencapaian holistik pelajar dan juga pencapaian mereka bagi setiap hasil pembelajaran program di sepanjang tempoh pengajian.

Tujuan Buku Rubrik PNGK Bersepadu: Panduan Pentaksiran Hasil Pembelajaran

Buku ini dihasilkan sebagai satu sumber sokongan serta panduan kepada tenaga pengajar bagi melaksanakan **proses Penjajaran Konstruktif dalam kaedah penyampaian dan pentaksiran bagi pencapaian hasil pembelajaran kursus masing-masing.**

Buku panduan ini **tidak bersifat preskriptif atau eksklusif tetapi lebih kepada amalan baik yang boleh dirujuk untuk mereka bentuk hasil pembelajaran serta merangka tugas yang sejajar.**

Buku ini mengandungi definisi, glosari, subatribut, kerangka konsep dan rubrik pentaksiran atribut bagi **Domain Hasil Pembelajaran Kerangka Kelayakan Malaysia (DHP KKM)**, iaitu (**Agensi Kelayakan Malaysia, 2015**):

Kemahiran dan Tanggungjawab Sosial;

Nilai, Sikap dan Profesionalisme;

Kemahiran Komunikasi, Kepimpinan dan Kerja Berpasukan;

Kemahiran Penyelesaian Masalah dan Kemahiran Saintifik;

Kemahiran Pengurusan Maklumat dan Pembelajaran Sepanjang Hayat; dan

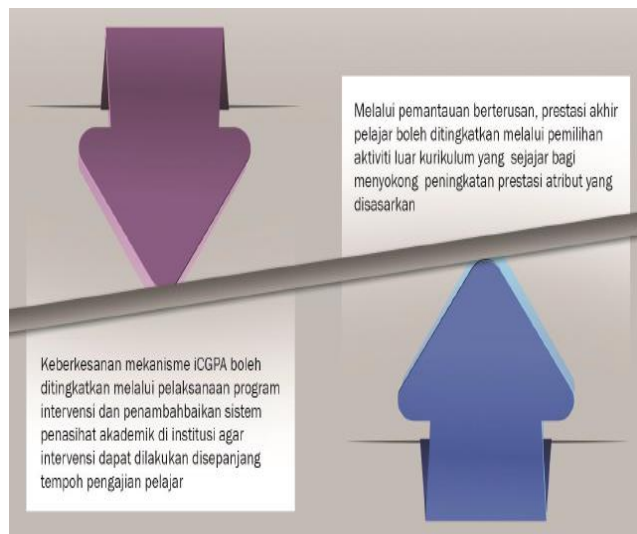
Kemahiran Mengurus dan Keusahawanan.

Domain Hasil Pembelajaran yang bersifat Pengetahuan dan Kemahiran Praktikal tidak diliputi dalam buku ini kerana tenaga pengajar mempunyai kemahiran yang tinggi dan khusus dalam membuat pentaksiran terhadap pencapaian pelajar (Kementerian Pengajian Tinggi Malaysia, 2006).

Buku ini turut menyediakan beberapa contoh Pemetaan Penjajaran Konstruktif bagi beberapa kursus. Pemetaan ini menunjukkan peranan kursus dalam membantu tenaga pengajar dalam meningkatkan keupayaan pelajar. Pemetaan ini juga menzahirkan kaedah pembelajaran konstruktif yang mampu membantu pelajar bagi mencapai hasil pembelajaran kursus.

Akhir sekali, pemetaan ini dapat mempamerkan bentuk tugas (beserta dengan pemberat untuk

gred yang akan diberikan) yang sejajar dengan kaedah penyampaian agar pelajar mampu memperlihatkan prestasi pencapaian hasil pembelajaran yang dihasratkan (Agensi Kelayakan Malaysia, 2013).

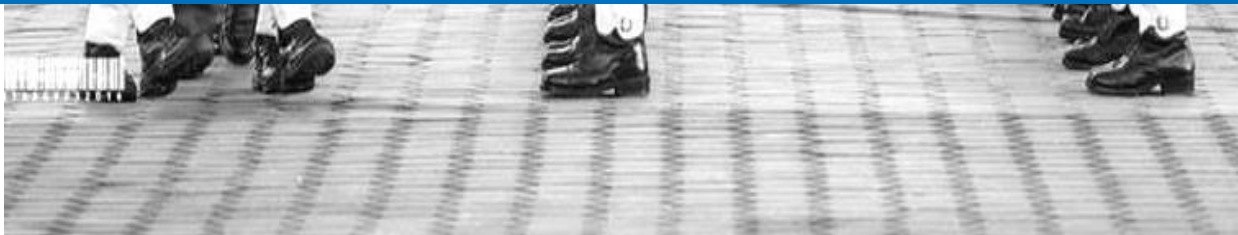


BAB

02



PENJAJARAN KONSTRUKTIF

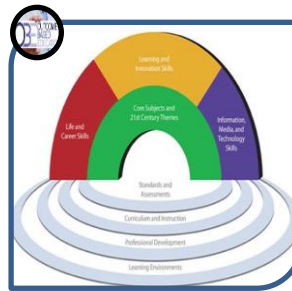


Apakah Penjajaran Konstruktif?

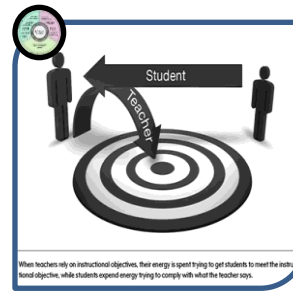
Penjajaran konstruktif merujuk kepada prinsip yang digunakan untuk merangka aktiviti pengajaran dan pembelajaran serta tugas pentaksiran yang mengaitkan secara langsung hasil pembelajaran yang ingin dicapai dengan cara tidak lazim yang biasanya tidak boleh dicapai melalui kuliah tradisional, kelas tutorial dan peperiksaan.

Memupuk graduan yang holistik, berciri keusahawanan dan seimbang memerlukan transformasi serta anjakan minda dari segi reka bentuk kurikulum, aktiviti pembelajaran serta juga bentuk tugas yang digunakan untuk pentaksiran.

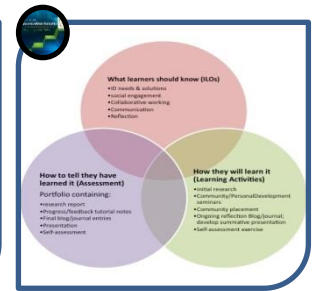
Pendekatan pendidikan yang diamalkan di institusi pengajian tinggi (IPT) di Malaysia perlulah lebih menekankan kepada hasil pembelajaran yang menjurus kepada peningkatan pengetahuan, kemahiran, adab dan sikap seperti yang digariskan dalam lapen Domain Hasil Pembelajaran (DHP) Kerangka Kelayakan Malaysia (KKM).



HASIL PEMBELAJARAN



PROSES PENYAMPAIAN



PENTAKSIRAN

PENJAJARAN KONSTRUKTIF

Sejajar dengan pendekatan pendidikan ini, maka tugas pentaksiran serta aktiviti pembelajaran perlu disepadukan dengan hasil yang dihasratkan oleh kursus tersebut.

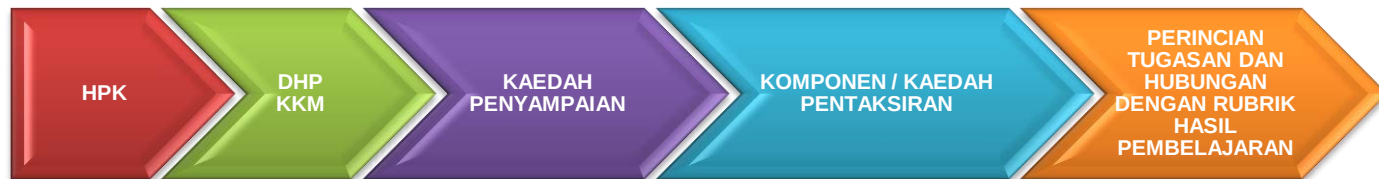
Proses kesepaduan yang dimaksudkan atau Penjajaran Konstruktif (Biggs, 1996) adalah:

- a Hasilkan pernyataan Hasil Pembelajaran Kursus (HPK) yang menggariskan tahap kompetensi yang sepatutnya dicapai oleh pelajar setelah tamat kursus.
- b Nyatakan dan perincikan tugas yang paling sesuai yang perlu pelajar lakukan (sertakan juga rubrik penskoran) agar mereka boleh perlihatkan prestasi pencapaian hasil pembelajaran tersebut.
- c Sediakan aktiviti pembelajaran supaya semua pelajar berpeluang melibatkan diri untuk mencapai tahap kompeten seperti mana yang dihasratkan dalam pernyataan hasil pembelajaran.

Pemetaan Penjajaran Konstruktif Kursus

Contoh pemetaan penjajaran konstruktif kursus bagi tujuh Domain Hasil Pembelajaran Kerangka Kelayakan Malaysia (DHP KKM) ditunjukkan dalam Jadual 2.1 hingga 2.4.

Rajah 2.1 menunjukkan perkaitan pemetaan penjajaran konstruktif kursus kepada DHP KKM, perincian tugas dan juga rubrik pentaksiran yang sesuai digunakan untuk menentukan tahap pencapaian pelajar bagi tugas tersebut.



Rajah 2.1: Pemetaan Penjajaran Konstruktif Kursus kepada Domain Hasil Pembelajaran KKM dan Perincian Tugas

Contoh Pemetaan DHP KKM3, DHP KKM4 dan DHP KKM6 bagi Kursus Hubungan Etnik

Contoh perkaitan pemetaan penjajaran konstruktif Kursus Hubungan Etnik kepada Domain Hasil Pembelajaran Kerangka Kelayakan Malaysia (DHP KKM), perincian tugas dan juga rubrik pentaksiran yang sesuai digunakan untuk menentukan tahap pencapaian pelajar bagi tugas tersebut ditunjukkan dalam Jadual 2.1 dan 2.2.



Contoh Pemetaan DHP KKM5 dan DHP KKM6 bagi Kursus Hubungan Manusia dan Mesin

Contoh perkaitan pemetaan penjajaran konstruktif kursus Hubungan Manusia dan Mesin kepada DHP KKM, perincian tugas dan juga rubrik pentaksiran yang sesuai digunakan untuk menentukan tahap pencapaian pelajar bagi tugas tersebut ditunjukkan dalam Jadual 2.3.

Contoh Pemetaan DHP KKM7 dan DHP KKM8 bagi Kursus Usahaniaga Asas

Contoh perkaitan pemetaan penjajaran konstruktif Kursus Usahaniaga Asas kepada DHP KKM, perincian tugas dan juga rubrik pentaksiran yang sesuai digunakan untuk menentukan tahap pencapaian pelajar bagi tugas tersebut ditunjukkan dalam Jadual 2.4.



Jadual 2.1: Pemetaan Penjajaran Konstruktif Kursus Hubungan Etnik (2 Kredit)

Bil.	Hasil Pembelajaran Kursus (HPK)	DHP KKM	Kaedah Penyampaian	Komponen/Kaedah Pentaksiran				Perincian Tugas dan Hubungan dengan Atribut DHP KKM	Beban Pembelajaran Pelajar (SLT)
				Peperiksaan Bertulis	Refleksi / Kuiz	Pembentangan	Laporan Bertulis		
1	Menilai kepentingan jati diri kebangsaan dan kesukarelaan ke arah mewujudkan warganegara yang bertanggungjawab.	DHP KKM4	Kerja lapangan dalam pasukan			20%	20%	Pembentangan dan laporan bertulis kerja lapangan yang berkaitan penilaian ke atas jati diri dan kesukarelaan yang menekankan atribut 'nilai dan sikap' dalam DHP KKM4.	32 jam
2	Membincang isu dan cabaran dalam konteks hubungan etnik di Malaysia.	DHP KKM6	Kuliah interaktif, e-pembelajaran dan aktiviti dalam pasukan	30%				Soalan peperiksaan yang berkaitan dengan isu dan cabaran hubungan etnik di Malaysia dalam bentuk konsep dan aplikasi yang menekankan atribut 'pemikiran kritikal' dalam DHP KKM6.	24 jam
3	Membina hubungan dan interaksi sosial pelbagai etnik.	DHP KKM3	Kuliah interaktif, e-pembelajaran dan aktiviti dalam pasukan		15%	15%		Pembentangan dan refleksi yang berkaitan dengan pembinaan hubungan etnik yang menekankan atribut 'hormat' dan 'tanggungjawab sosial' dalam DHP KKM3.	24 jam
JUMLAH				30%	15%	35%	20%	100%	80 jam

- Institusi Pengajian Tinggi diberi kebebasan untuk menetapkan jenis tugas dalam mencapai HPK.
- Julat variasi bagi pemberat komponen/kaedah pentaksiran setiap HPK adalah $\pm 5\%$ kecuali peperiksaan.

Jadual 2.2: Pemetaan Penjajaran Konstruktif Kursus Hubungan Etnik (3 Kredit)

Bil.	Hasil Pembelajaran Kursus (HPK)	DHP KKM	Kaedah Penyampaian	Komponen/Kaedah Pentaksiran				Perincian Tugas dan Hubungan dengan Atribut DHP KKM	Beban Pembelajaran Pelajar (SLT)
				Peperiksaan Bertulis	Refleksi / Kuiz	Pembentangan	Laporan Bertulis		
1	Menilai dan membahaskan kepentingan jati diri kebangsaan dan kesukarelaan ke arah mewujudkan warganegara yang bertanggungjawab.	DHP KKM4	Kerja lapangan berpasukan			20%	20%	Pembentangan dan laporan bertulis kerja lapangan yang berkaitan penilaian dan perbincangan ke atas jati diri dan kesukarelaan yang menekankan atribut 'nilai dan sikap' dalam DHP KKM4.	48 jam
2	Menganalisis isu dan cabaran dalam konteks hubungan etnik di Malaysia.	DHP KKM6	Kuliah interaktif, e-pembelajaran dan aktiviti dalam pasukan	30%				Soalan peperiksaan yang berkaitan dengan isu dan cabaran hubungan etnik di Malaysia dalam bentuk konsep, aplikasi dan analisis yang menekankan atribut 'penyelesaian masalah' dalam DHP KKM6.	36 jam
3	Membina hubungan dan interaksi sosial pelbagai etnik.	DHP KKM3	Kuliah interaktif, e-pembelajaran dan aktiviti dalam pasukan		15%	15%		Pembentangan dan refleksi yang berkaitan dengan pembinaan hubungan etnik yang menekankan atribut 'hormat' dan 'tanggungjawab sosial' dalam DHP KKM3.	36 jam
JUMLAH				30%	15%	35%	20%	100%	120 jam

- Institusi Pengajian Tinggi diberi kebebasan untuk menetapkan jenis tugas dalam mencapai HPK.
- Julat variasi bagi pemberat komponen/kaedah pentaksiran setiap HPK adalah $\pm 5\%$ kecuali peperiksaan.

Jadual 2.3: Pemetaan Penjajaran Konstruktif Kursus Hubungan Manusia dan Mesin (3 Kredit)

Bil.	Hasil Pembelajaran Kursus (HPK)	DHP KKM	Kaedah Penyampaian	Komponen/Kaedah Pentaksiran			Perincian Tugas dan Hubungan dengan Atribut DHP KKM	Beban Pembelajaran Pelajar (SLT)
				Ujian	Penulisan Kajian Kes	Pembentangan		
1	Menjelaskan impak ICT kepada perubahan individu dan masyarakat	DHP KKM1	Pembelajaran Kolaboratif; Kajian Kes	10%	20%		Ujian dan penulisan kajian kes yang berkaitan dengan impak ICT kepada perubahan individu dan masyarakat memerlukan pelajar menimba sebanyak mungkin pengetahuan yang berkaitan dengan atribut 'pengetahuan' dalam DHP KKM1.	36 jam
2	Menganalisis impak perubahan nasional dan global ICT kepada perubahan sikap individu dan masyarakat	DHP KKM6	Kajian Kes (penulisan dan pembentangan)		20%	20%	Penulisan kajian kes dan pembentangan yang menekankan analisis impak perubahan ICT di peringkat nasional dan global kepada perubahan sikap individu dan masyarakat yang berkaitan dengan atribut 'kemahiran saintifik' dalam DHP KKM6.	48 jam
3	Melaporkan secara lisan dan penulisan impak perubahan nasional dan global ICT kepada sikap individu dan masyarakat	DHP KKM5	Kajian Kes (penulisan dan pembentangan)		15%	15%	Penulisan kajian kes dan pembentangan lisan tentang impak perubahan nasional dan global ICT kepada sikap individu dan masyarakat yang berkaitan dengan atribut 'komunikasi lisan' dan 'komunikasi bertulis' dalam DHP KKM5.	36 jam
JUMLAH				10%	55%	35%	100%	120 jam

- Institusi Pengajian Tinggi diberi kebebasan untuk menetapkan jenis tugas dalam mencapai HPK.
- Julat variasi bagi pemberat komponen/kaedah pentaksiran setiap HPK adalah $\pm 5\%$ kecuali peperiksaan.

Jadual 2.4: Pemetaan Penjajaran Konstruktif Kursus Usahaniaga Asas (3 Kredit)

Bil.	Hasil Pembelajaran Kursus (HPK)	DHP KKM	Kaedah Penyampaian	Komponen/Kaedah Pentaksiran			Perincian Tugas dan Hubungan dengan Atribut DHP KKM	Beban Pembelajaran Pelajar (SLT)
				Laporan	Pembentangan	Produk/Khidmat Perniagaan		
1	Menyediakan maklumat latar belakang penyediaan pelan perniagaan yang relevan dan sesuai bagi memulakan perniagaan dalam talian yang berisiko rendah.	DHP KKM7	Kajian Kes	30%			Laporan 1 berkaitan maklumat latar belakang penyediaan pelan perniagaan yang relevan dan sesuai bagi memulakan perniagaan dalam talian yang berisiko rendah yang berkaitan dengan atribut 'mencari dan mengurus pelbagai bentuk maklumat' dalam DHP KKM7.	36 jam
2	Membina platform perniagaan melalui media sosial.	DHP KKM2	Kerja Lapangan		10%	20%	Pembentangan 1 tentang pembinaan platform perniagaan melalui media sosial dan penghasilan produk/khidmat perniagaan memerlukan pelajar melakukan gerak kerja secara praktikal yang berkaitan dengan atribut 'kemahiran praktikal' dalam DHP KKM2.	36 jam
3	Merangka rancangan perniagaan.	DHP KKM8	Analisis Kes		20%	20%	Pembentangan 2 tentang rancangan perniagaan dan penghasilan produk/khidmat perniagaan yang berkaitan dengan atribut 'keusahawanan' dalam DHP KKM8.	48 jam
JUMLAH				30%	30%	40%	100%	120 jam

- Institusi Pengajian Tinggi diberi kebebasan untuk menetapkan jenis tugas dalam mencapai HPK.
- Julat variasi bagi pemberat komponen/kaedah pentaksiran setiap HPK adalah $\pm 5\%$ kecuali peperiksaan.

Kaedah Penjana Graf Radar Prestasi Pelajar

Bagi menjana graf radar, pengurusan program akademik akan mengenal pasti dan menetapkan suatu set atribut graduan yang ingin dihasilkan oleh seseorang pelajar selepas melalui semua kursus sepanjang tempoh pengajian mereka.



Seterusnya, **penjajaran konstruktif** perlulah **disusuli dengan kaedah pengajaran dan pembelajaran serta kaedah pengukuran dan pentaksiran yang sepadan.**

Penjajaran ini dirangka secara khusus oleh pengurusan program akademik pada peringkat awal program tersebut yang seharusnya bersesuaian dengan kehendak pemegang taruh program tersebut.

Semua HPP perlu disokong oleh kosa ilmu (*body of knowledge*) yang jelas dalam bentuk kursus-kursus yang sesuai dan pemetaan HPP dengan kursus boleh dirujuk sebagai peta kurikulum bagi program akademik tersebut. Matriks kurikulum merupakan satu komponen penting yang akan menjadi unsur kekuatan program tersebut. Contoh matriks kurikulum diberikan dalam Jadual 2.5.

Jadual 2.5: Contoh Matriks Kurikulum

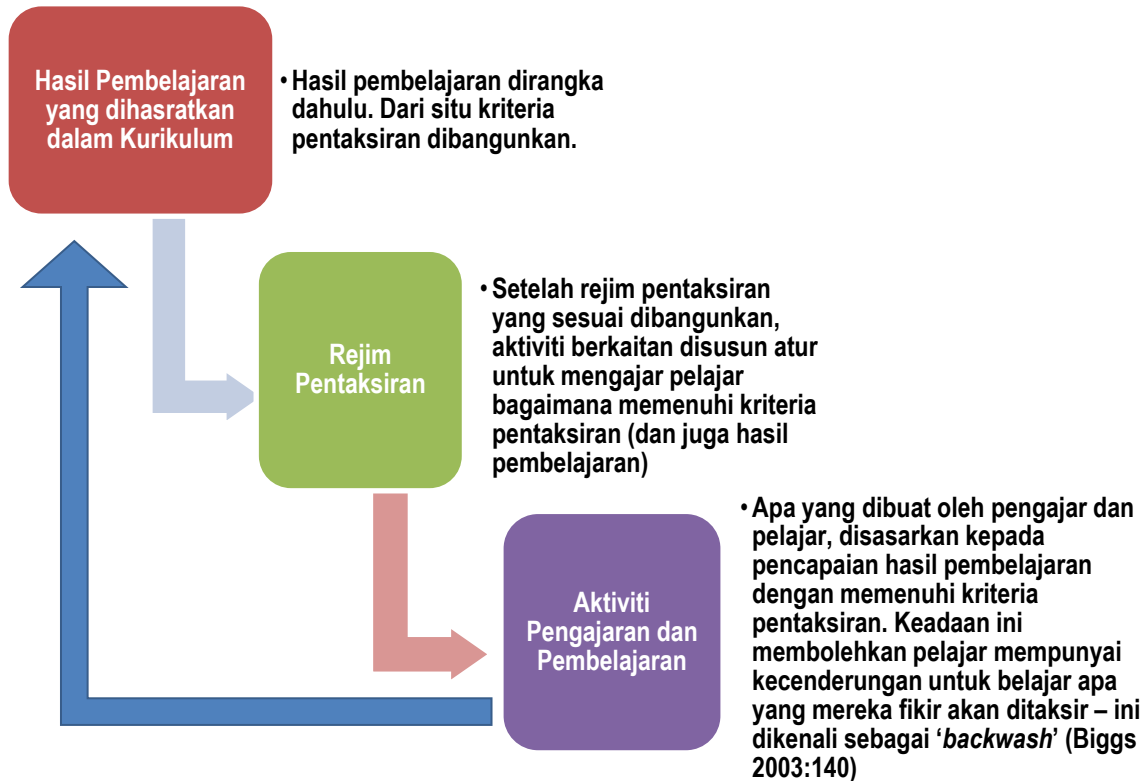
Tahun	Semester	Kursus	Kredit	Jenis	HP1	HP2	HP3	HP4	HP5	HP6	HP7	HP8
TAHUN 1	Semester 1	Foundation English	2	Universiti	-	-	-	-	X	-	-	-
		Kokurikulum	1	Universiti	-	-	X	-	X	-	-	-
		Kokurikulum	1	Universiti	-	-	X	X	X	-	-	-
		Konsep dan Pemikiran Sistem	3	Elektif	X	-	X	-	-	X	-	-
		Statistik dan Kebarangkalian	3	Elektif	X	-	-	-	-	X	X	-
		Organisasi Komputer & Sistem Operasi	3	Program	X	X	-	-	-	-	X	-
		Pengaturcaraan Komputer	4	Program	X	X	-	-	-	X	-	-
		Matematik Diskret	3	Program	X	-	-	-	X	X	-	-
	Semester 2	Academic Communication	2	Elektif	-	-	-	-	X	-	-	-
		Asas Keusahawanan dan Inovasi	2	Elektif	X	-	-	-	X	-	-	X
		Kokurikulum	1	Universiti	-	-	X	X	-	X	-	-
		Kokurikulum	1	Universiti	-	-	X	X	-	-	-	-
		Persekitaran Gaya Hidup dan Teknologi Maklumat	3	Elektif	X	-	-	-	X	-	-	-
		Teknologi Rangkaian Komputer	3	Program	X	X	-	-	-	X	-	-
TAHUN 2	Semester 1	Pangkalan Data	4	Program	X	X	-	-	-	X	-	-
		Struktur Data	3	Program	X	X	-	-	-	X	-	-
		Hubungan Etnik	3	Universiti	-	-	X	X	X	-	-	-
		Workplace Communication	2	Elektif	-	-	-	-	X	X	-	-
		Kokurikulum	1	Universiti	-	-	X	X	X	-	-	-
		Kokurikulum	1	Universiti	-	-	-	X	X	-	-	-
		Pengurusan Emosi	3	Elektif	-	-	X	X	-	-	X	-
	Semester 2	Pangkalan Data Lanjutan	3	Program	X	X	-	-	-	X	-	-
		Pengaturcaraan Berorientasi Objek	3	Program	X	X	-	-	-	X	-	-
		Pengenalan Kecerdasan Buatan	3	Program	X	X	-	-	X	-	-	-
		Tamadun Islam dan Tamadun Asia	3	Universiti	-	-	X	X	X	-	-	-
		Kokurikulum	2	Universiti	-	-	X	X	-	X	-	-
		Metodologi Kejuruteraan Perisian	3	Program	X	-	-	-	X	X	-	-
		Interaksi Manusia Komputer	3	Program	X	-	-	-	X	-	-	X
TAHUN 3	Semester 1	Komputeran Klien Pelayan	3	Program	X	X	-	-	-	-	-	-
		Komunikasi Data dan Telekomunikasi	3	Elektif	X	-	-	X	-	X	-	-
		Pensuisan LAN dan Tanpa Wayar	3	Elektif	X	X	-	X	-	X	-	-
		Falsafah Berfikir	3	Universiti	-	-	-	-	-	X	X	-
		Pembinaan Pengkompil	3	Program	X	-	-	-	-	X	X	-
		Usulan Projek	2	Program	-	-	X	-	X	X	-	-
		Pengaturcaraan Rangkaian	3	Elektif	X	X	-	-	-	X	-	-
	Semester 2	Protokol dan Konsep Penghalaan	3	Elektif	X	X	-	-	-	X	-	-
		Keselamatan Komputer dan Rangkaian	3	Elektif	X	-	X	-	-	X	-	-
		Komputer, Etika dan Sosial	3	Elektif	X	-	X	X	X	-	-	-
		Projek	6	Program	-	X	-	-	X	X	X	-
		Rekabentuk dan Analisis Alkhwarizmi	3	Program	X	-	-	-	X	-	-	-
		Teknologi WAN	3	Elektif	X	X	-	-	-	-	X	-
		TAHUN 4	Latihan Industri	6	Program	-	-	X	X	X	-	X
Projek Industri	6		Program	-	X	-	-	X	X	-	X	
JUMLAH KREDIT			122	Bil. kursus	25	15	14	13	21	23	8	3

Berdasarkan Model Penjajaran Konstruktif oleh Biggs (Rajah 2.2), **penjajaran konstruktif ini diterjemahkan kepada penjajaran setiap kursus yang ada dalam kurikulum tersebut kepada penetapan HPP yang perlu dicapai. Pencapaian HPP ini dibuat dengan melibatkan kaedah pengukuran dan pentaksiran secara terus daripada aktiviti pengajaran dan pembelajaran kursus tersebut.**

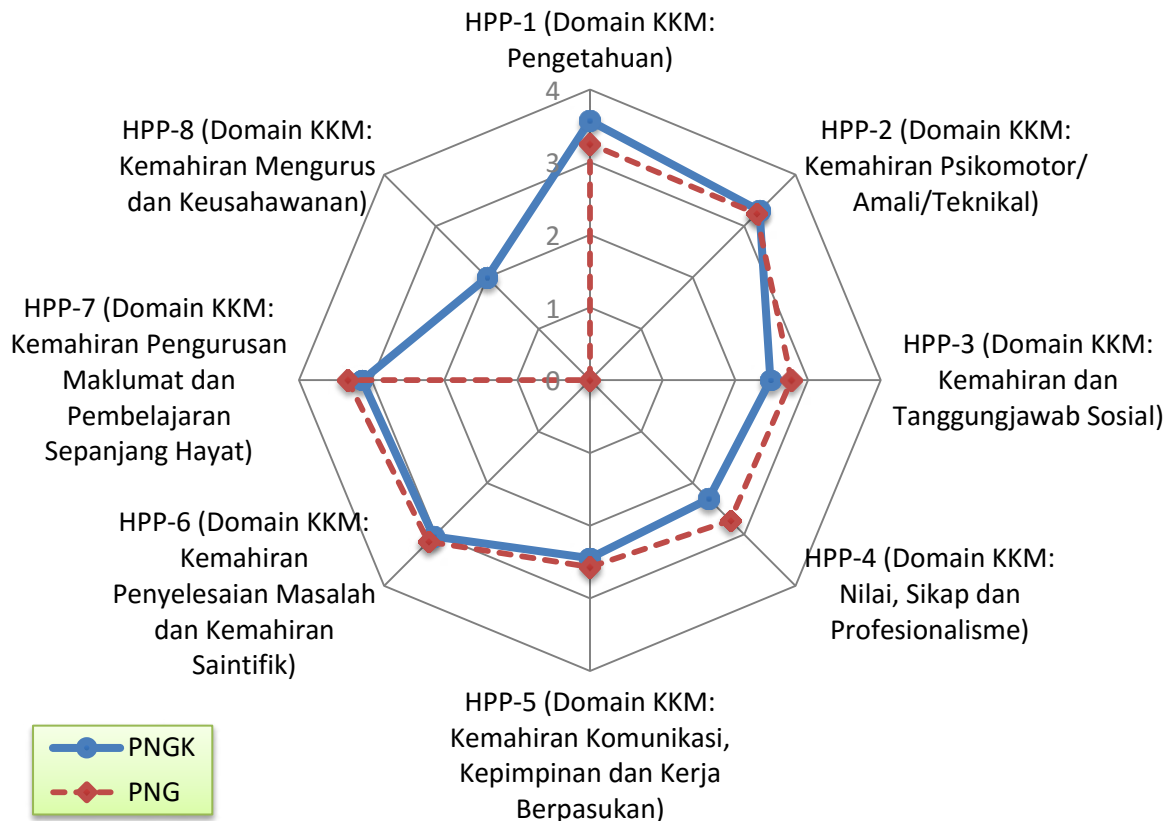


Dalam setiap kursus, beberapa HPP sasaran dipetakan kepada hasil pembelajaran kursus (HPK) yang boleh melibatkan ketiga-tiga domain pembelajaran, iaitu domain kognitif, psikomotor dan afektif. Penetapan pemberat bagi mencapai setiap HPP ini juga dirancang di bawah penjajaran konstruktif kurikulum.

Melalui penjajaran ini, pencapaian HPK pelajar di peringkat kursus dan pencapaian HPP di peringkat program dinilai melalui skor dan markah yang diperolehi daripada komponen pentaksiran pelajar seperti kerja berpasukan, kerja lapangan, laporan projek, pembentangan dan peperiksaan. Pencapaian kuantitatif HPP boleh diplotkan dalam suatu graf radar yang juga dikenali sebagai “*spider web*” seperti yang diberikan di dalam Rajah 2.3.



Rajah 2.2: Model Penjajaran Konstruktif oleh Biggs



Rajah 2.3: Contoh graf radar pencapaian iCGPA hasil pembelajaran pelajar

Metodologi Pengiraan Purata Nilai Gred Bersepadu

Untuk menjanagraf radar seperti di dalam Rajah 2.3, pemetaan HPP-HPK digunakan bersama-sama dengan pemetaan di antara HPK dengan tugas pentaksiran digunakan untuk mengirapencapaian pelajarmelaluiskordanmarkah. Carta alir proses diberikandalam Rajah 2.4.

Rumus untuk pengiraan PNG dan PNGK untuk HPP tertentu adalah seperti di berikut:

$$PNG_i = \frac{\sum_i w_i c_i g_i}{\sum_i w_i c_i}$$

dengan w_i ialah pemberat pentaksiran untuk komponen pentaksiran atau HPK yang dipetakan kepada HPP yang dinilai, c_i ialah nilai kredit kursus dan g_i ialah nilai gred bagi komponen pentaksiran atau HPK.

Di peringkat kursus, kaedah penyampaian yang digunakan semasa proses pengajaran dan pembelajaran perlu selaras dengan matlamat HPK yang ingin dicapai. Kaedah pengajaran yang digunakan sewaktu sesi pengkuliahannya seharusnya bertepatan dengan ketetapan HPK.

Seterusnya, ukuran pencapaian HPK ini perlu diukur dengan menggunakan kaedah pentaksiran yang bersesuaian dengan HPK. Bagi merealisasikan pemetaan HPP, setiap HPK akan ditetapkan dengan pemberat pengukuran dan pentaksiran yang sepadan. Semua maklumat ini dikumpulkan dalam bentuk pelan pentaksiran kursus seperti yang ditunjukkan dalam Jadual 2.6.



Rajah 2.4: Proses pengiraan pencapaian iCGPA pelajar

Jadual 2.6: Contoh Pelan Pentaksiran Kursus Hubungan Manusia dan Mesin (3 Kredit)

Bil.	Hasil Pembelajaran Kursus (HPK) Pada akhir kursus ini, pelajar patut boleh:	HPP	Kaedah Penyampaian	Komponen/Kaedah Pentaksiran			Jumlah
				Ujian Buku Terbuka	Penulisan Kajian Kes	Pembentangan Kes	
1	Menjelaskan impak ICT kepada perubahan individu dan masyarakat.	HPP1	Pembelajaran Kolaboratif; Kajian Kes	20%	10%		30%
2	Menganalisis impak perubahan nasional dan global ICT kepada perubahan sikap individu dan masyarakat.	HPP6	Kajian Kes (penulisan laporan dan pembentangan)		20%	20%	40%
3	Melaporkan secara lisan dan penulisan impak perubahan nasional dan global ICT kepada sikap individu dan masyarakat.	HPP5	Kajian Kes (penulisan laporan dan pembentangan)		15%	15%	30%
JUMLAH				20%	45%	35%	100%

Bagi mengukur pencapaian HPK ini, setiap komponen pentaksiran perlu diukur dengan menggunakan rubrik yang bersesuaian dengan domain dan aras taksonomi HPK yang disasarkan (lihat Jadual 2.7 untuk contoh rubrik dan skor pencapaian pelajar).

Skor pencapaian setiap komponen pentaksiran ini akhirnya digunakan untuk mengira gred bagi setiap hasil pembelajaran kursus dan gred keseluruhan kursus seperti yang diberikan di dalam Jadual 2.8.



Seterusnya, nilai gred untuk setiap HPK dijumlahkan mengikut pemberat-kredit kursus tersebut dan pemetaan kursus tersebut dengan HPP seperti yang ditunjukkan pada Jadual 2.9.

Rumusannya, pencapaian setiap HPP yang diperolehi melalui hasil pentaksiran kursus dipaparkan secara graf radar seperti Rajah 2.3 untuk menunjukkan secara visual pencapaian PNG untuk semester tersebut dan PNGK keseluruhan.

Jadual 2.7: Contoh Pentaksiran Melalui Rubrik

HPK/ Atribut	Ruj. Atribut	Atribut/ Subatribut	Pemberat (%)	Skala Pencapaian					Pencapaian Pelajar		
				1 Sangat Lemah	2 Lemah	3 Memuaskan	4 Baik	5 Sangat Baik	Tahap	Markah	Markah HPK
HPK2 (Pemikiran Kritikal)	6.1.1	Pembentukan konsep	10%	Rujuk Rubrik Domain Hasil Pembelajaran KKM 6: Kemahiran Penyelesaian Masalah dan Kemahiran Saintifik					4	8	34/50 = 68%
	6.1.2	Analisis	10%						3	6	
	6.1.3	Aplikasi	10%						5	10	
	6.1.4	Sintesis	10%						3	6	
	6.1.5	Keputusan	10%						2	4	
HPK3 (Komunikasi Lisan)	5.1.1	Kejelasan Idea	10%	Rujuk Rubrik Domain Hasil Pembelajaran KKM 5: Kemahiran Komunikasi, Kepimpinan dan Kerja Berpasukan					4	8	29/50 = 58%
	5.1.2	Keyakinan Idea	10%						3	6	
	5.1.3	Keberkesanan Idea	10%						3	6	
	5.1.4	Kemahiran Menjawab Soalan	15%						2	6	
	5.1.5	Kesesuaian dengan Tahap Pendengar	5%						3	3	
JUMLAH			100%							63%	

Jadual 2.8: Kaedah Pengiraan Gred HPK

HPK	HPP	Pemberat × Kredit	Komponen/Kaedah Pentaksiran			Jumlah Markah HPK	Gred HPK	Nilai Gred
			Ujian Buku Terbuka	Penulisan Kajian Kes	Pembentangan Kes			
HPK1	HPP1	$0.3 \times 3 = 0.9$	65% = 13.0/20	74% = 7.4/10		20.4/30 = 68%	B	3.00
HPK2	HPP6	$0.4 \times 3 = 1.2$		72% = 14.4/20	68% = 13.6/20	28.0/40 = 70%	B+	3.33
HPK3	HPP5	$0.3 \times 3 = 0.9$		63% = 9.5/15	58% = 8.7/15	18.2/30 = 61%	B-	2.67
JUMLAH		3.0	PURATA BERPEMBERAT			67%	B	3.00

Jadual 2.9: Pengumpulan gred HPK untuk pengiraan pencapaian HPP

Nama Kursus	Kredit	Nilai Gred Hasil Pembelajaran Kursus (HPK) × Pemberat-Kredit							
		HPP1	HPP2	HPP3	HPP4	HPP5	HPP6	HPP7	HPP8
Hubungan Etnik	3			3.00 (1.5)	2.67 (0.9)	2.67 (0.6)			
Workplace Communication	2					2.33 (1.4)	3.33 (0.6)		
Kokurikulum	1			2.00 (0.3)	2.67 (0.5)	2.67 (0.2)			
Kokurikulum	1				2.33 (0.5)	3.00 (0.5)			
Pengurusan Emosi	3			2.67 (1.2)	2.67 (0.9)			3.33 (0.9)	
Pengaturcaraan Berorientasi Objek	3	3.00 (1.2)	2.67 (0.9)				2.67 (0.9)		
Pangkalan Data Lanjutan	3	3.33 (1.8)	3.67 (0.6)				3.67 (0.6)		
Hubungan Manusia dan Mesin	3	3.00 (0.9)				2.67 (0.9)	3.33 (1.2)		
JUMLAH/PURATA BERPEMBERAT	19	3.15 (3.9)	3.07 (1.5)	2.77 (3.0)	2.61 (2.8)	2.58 (3.6)	3.21 (3.3)	3.33 (0.9)	



Melalui graf radar ini, pelajar secara sadar dapat menilai tahap pencapaian mereka mengikut HPP yang merangkumi ketiga-tiga aspek kemahiran, iaitu kognitif, psikomotor dan afektif; dan bukan lagi nilai mata gred kumulatif yang hanya bersifat kognitif sahaja.

Dalam konteks ini, bagi pelajar yang mencapai PNG untuk semester tersebut atau PNGK bagi HPP di bawah paras minimum bagi satu atau lebih HPP, mereka boleh membuat intervensi dan pengukuhan sebelum bergraduat selaras dengan matlamat Falsafah Pendidikan Negara yang memberikan penekanan terhadap usaha melahirkan graduan yang seimbang dari sudut rohani, jasmani, intelektual dan emosi dan Lonjakan Satu PPPM (PT) 2015-2025, graduan yang holistik, berciri keusahawanan dan seimbang.

BAB

03



DHP KKM3: KEMAHIRAN DAN TANGGUNGJAWAB SOSIAL



DHP KKM 3: Kemahiran dan Tanggungjawab Sosial



Bahagian ini mengandungi definisi, glosari subatribut, kerangka konsep dan rubrik bagi

DHP KKM3: Kemahiran dan Tanggungjawab Sosial.

Definisi

Keupayaan untuk mempamerkan **tingkah laku atau respon yang sesuai secara lisan atau bukan lisan**. Perlakuan semasa proses berinteraksi berlaku secara efektif dan amanah dalam menunaikan tugas untuk aktiviti komuniti. Individu yang mempunyai kemahiran dan tanggungjawab sosial memiliki ciri-ciri keyakinan diri, menghormati orang lain, mampu berkomunikasi dalam konteks sosial, mempunyai kesedaran sendiri dan bertanggungjawab.

Individu yang mempunyai kemahiran dan tanggungjawab sosial memiliki ciri-ciri keyakinan diri, menghormati orang lain, mampu berkomunikasi dalam konteks sosial, mempunyai kesedaran sendiri dan bertanggungjawab.

Keyakinan diri berkaitan dengan perasaan yakin akan kemampuan diri sendiri yang mencakupi penilaian dan penerimaan yang baik terhadap dirinya secara utuh, bertindak sesuai dengan apa yang diharapkan oleh orang lain sehingga individu tersebut dapat diterima oleh orang lain mahupun lingkungannya.

Menghormati orang lain dengan cara menghargai dan memuliakan individu atau institusi seperti menunjukkan rasa hormat dan penghargaan kepada mereka.

Mampu berkomunikasi dalam konteks sosial bermaksud interaksi sosial yang intensif dan teratur, memupuk hubungan dengan orang lain dan mampu bekerjasama dengan masyarakat bagi mencapai tujuan yang sama.

Mempunyai kesedaran sendiri adalah berkaitan dengan kesedaran dan kefahaman terhadap sikap etika diri sendiri dalam mengawal emosi semasa bersosial.

Bertanggungjawab bermaksud keupayaan untuk menghasilkan tingkah laku yang sesuai dalam komuniti pelbagai budaya dan melibatkan diri dalam aktiviti kemasyarakatan, kebajikan dan sebagainya.



Glosari Subatribut

DHP KKM3: Kemahiran dan Tanggungjawab Sosial mengandungi lima atribut dan 10 subatribut. Takrif bagi setiap satu subatribut tersebut turut diberikan (Jadual 3.1).

Kerangka Konsep

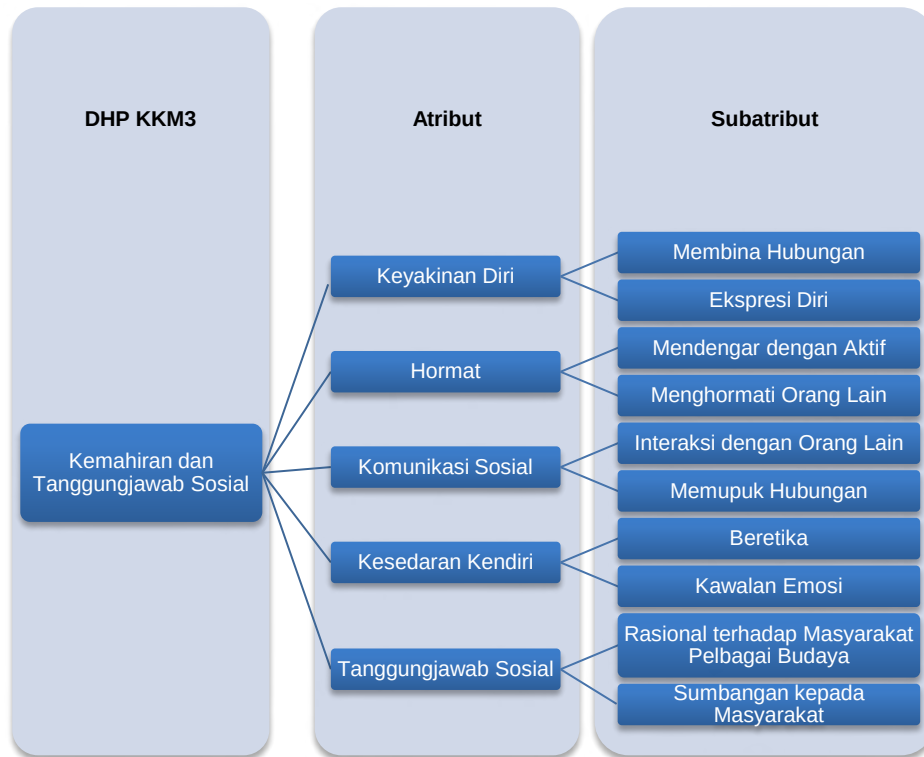
Kerangka Konsep DHP KKM3: **Kemahiran dan Tanggungjawab Sosial** memaparkan pecahan DHP KKM3 kepada atribut dan subatribut seperti yang ditunjukkan oleh Rajah 3.1.

Rubrik

Rubrik bagi DHP KKM3: **Kemahiran dan Tanggungjawab Sosial** memperincikan atribut dan subatribut dari segi tahap guna pakai; kriteria pencapaian, iaitu sangat lemah, lemah, memuaskan, baik, dan sangat baik; dan contoh tugasan pentaksiran (Jadual 3.2).

Jadual 3.1: Atribut, Subatribut dan Takrif Subatribut DHP KKM3: Kemahiran dan Tanggungjawab Sosial

Atribut	Subatribut	Takrif
3.1 Keyakinan Diri	Membina Hubungan	Kebolehan untuk membina hubungan baik, berinteraksi dengan orang lain dan bekerja secara efektif bersama mereka untuk mencapai objektif yang sama.
	Ekspresi Diri	Kemahiran meluahkan perasaan, menerangkan persepsi orang lain terhadap diri, menerima dan memberikan pujian serta menerima dan memberikan maklum balas yang membina.
3.2 Hormat	Mendengar dengan Aktif	Kebolehan mengamalkan kemahiran mendengar yang aktif, memberikan maklum balas dan berkomunikasi dengan peserta komunikasi yang mempunyai budaya berlainan.
	Menghormati Orang Lain	Kebolehan mengenali dan menghormati sikap, kelakuan dan kepercayaan hak orang lain.
3.3 Komunikasi Sosial	Interaksi dengan Orang Lain	Kebolehan berbual dan mengekalkan interaksi dengan orang lain.
	Memupuk Hubungan	Kebolehan memahami dan mengambil peranan bersilih ganti antara ketua kumpulan dan ahli kumpulan.
3.4 Kesedaran Kendiri	Beretika	Kebolehan mengamalkan sikap beretika semasa menjalankan tanggungjawab terhadap masyarakat.
	Kawalan emosi	Kemahiran mengawal emosi semasa bersosialisasi.
3.5 Tanggungjawab Sosial	Rasional terhadap Masyarakat Pelbagai Budaya	Peka akan permasalahan masyarakat dan persekitaran. Kebolehan mengenal dan mengamalkan sikap rasional terhadap masyarakat daripada pelbagai perspektif budaya.
	Sumbangan kepada Masyarakat	Bertanggungjawab dan mengambil inisiatif untuk melibatkan diri dalam masyarakat dan mampu berperanan sebagai agen perubahan dalam masyarakat.



Rajah 3.1: Kerangka Konsep DHP KKM3: Kemahiran dan Tanggungjawab Sosial

Jadual 3.2: Rubrik DHP KKM3: Kemahiran dan Tanggungjawab Sosial

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Keyakinan Diri	Membina hubungan	Semua fasa pengajian	Tidak berkebolehan untuk bekerja dalam pasukan.	Kurang berkebolehan untuk: 1. Kerja berpasukan 2. Bekerjasama dalam mencapai permuafakatan berkenaan sesuatu isu.	Berkebolehan yang memuaskan untuk: 1. Kerja berpasukan 2. Bekerjasama dalam mencapai permuafakatan berkenaan sesuatu isu.	Berkebolehan dengan baik untuk: 1. Kerja berpasukan 2. Bekerjasama dalam mencapai kata sepakat berkenaan sesuatu isu.	Berkebolehan tinggi untuk: 1. Kerja berpasukan 2. Bekerjasama dalam mencapai permuafakatan berkenaan sesuatu isu.	Lawatan sambil belajar / projek / main peranan
	Ekspresi diri	Semua fasa pengajian	1. Tidak berkeyakinan diri untuk melakukan suatu kerja. 2. Sangat mementingkan diri. 3. Tidak sedar akan kebolehan dan potensi diri.	1. Kurang keyakinan diri untuk melakukan suatu kerja. 2. Mementingkan diri sendiri. 3. Hanya dapat menyedari kebaikan diri apabila dibangkitkan oleh orang lain.	Kadang kala: 1. Menunjukkan keyakinan diri 2. Menerima persepsi orang lain terhadap diri. 3. Memberi dan menerima pujian serta maklum balas.	Kerap kali: 1. Menunjukkan keyakinan diri. 2. Menerima persepsi orang lain terhadap diri dengan hati terbuka. 3. Memberi dan menerima pujian serta maklum balas secara rasional.	Sentiasa: 1. Menampilkan keyakinan diri yang tinggi. 2. Menerima persepsi orang lain terhadap diri dengan hati terbuka. 3. Memberi dan menerima pujian serta maklum balas membina. 4. Mempengaruhi orang lain, mampu menarik perhatian dan memberi tunjuk ajar.	Lawatan sambil belajar / main peranan / kajian kes / ujian (berdasarkan senario)

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas dan Pentaksiran
Hormat	Kemahiran mendengar dengan aktif	Semua fasa pengajian	Tiada usaha dan toleransi dalam kemahiran mendengar perbincangan bagi meraikan pendapat individu dari budaya berlainan.	1. Sedikit usaha dan toleransi dalam kemahiran mendengar perbincangan. 2. Sedikit usaha meraikan pendapat individu dari budaya berlainan.	1. Usaha dan toleransi yang memuaskan dalam mendengar perbincangan. 2. Usaha yang memuaskan bagi meraikan pendapat individu dari budaya berlainan.	1. Bertoleransi dalam kemahiran mendengar. 2. Menghormati individu dari budaya berlainan. 3. Memberi maklum balas.	1. Toleransi yang tinggi dalam kemahiran mendengar. 2. Menghargai serta menghormati individu dari budaya berlainan. 3. Memberikan maklum balas yang wajar.	Lawatan sambil belajar / projek / kajian kes / latihan kerja
	Menghormati orang lain	Semua fasa pengajian	Tiada sensitiviti terhadap hak dan keperluan individu lain.	Kurang sensitiviti terhadap hak dan keperluan individu lain.	Menunjukkan sensitiviti terhadap hak dan keperluan individu lain.	Menunjukkan rasa hormat dan penghargaan kepada hak dan keperluan individu lain.	Menunjukkan rasa hormat dan penghargaan yang tinggi kepada hak dan keperluan individu.	Lawatan sambil belajar / projek / pembentangan
Komunikasi Sosial	Interaksi dengan orang lain	Semua fasa pengajian	1. Kurang berminat mengambil bahagian dalam perbualan. 2. Tiada hubung pandang. 3. Sentiasa mengganggu atau memonopoli perbualan.	1. Mengambil bahagian dalam perbualan apabila dimulakan oleh orang lain 2. Hubung pandang yang terhad. 3. Mengganggu atau memonopoli perbualan.	1. Mengambil inisiatif memulakan perbualan. 2. Hubung pandang yang sesuai. 3. Mengambil giliran dalam perbualan.	1. Memulakan, mengekalkan dan mengakhiri perbualan dengan ramah. 2. Mengekalkan hubung pandang yang baik. 3. Mengambil giliran perbualan dengan hormat.	1. Memulakan, mengekalkan & mengakhiri perbualan secara semula jadi. 2. Menggunakan hubung pandang dan bahasa badan yang sesuai. 3. Mengambil giliran perbualan dengan hormat & aktif mendengar.	Main peranan / pembentangan / perbincangan kumpulan/ demonstrasi/ temu duga

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Komunikasi Sosial	Memupuk hubungan	Semua fasa pengajian	1. Tidak berkongsi tanggungjawab untuk kebaikan bersama. 2. Gagal menyokong suasana saling memahami dan hanya mementingkan kebaikan diri sendiri.	1. Kurang berkongsi tanggungjawab untuk kebaikan bersama. 2. Kurang menyokong suasana saling memahami dan hanya mementingkan kebaikan diri sendiri.	1. Berkongsi tanggungjawab untuk kebaikan bersama. 2. Saling memahami dan memberi galakan untuk faedah bersama.	1. Perkongsian tanggungjawab sering dipamerkan. 2. Menunjukkan sokongan dalam memahami dan kadangkala mengalakkan faedah bersama.	1. Berkongsi tanggungjawab dengan semua ahli kumpulan pada tahap sangat baik. 2. Semua ahli merasai suasana saling memahami dengan, memupuk suasana kejeleketan demi mencapai faedah bersama.	Lawatan sambil belajar / projek / pembentangan
Kesedaran Kendiri	Sikap beretika	Semua fasa pengajian	Memerlukan bimbingan untuk mengamalkan sikap beretika semasa menjalankan tanggungjawab terhadap masyarakat.	Kurang mengamalkan sikap beretika semasa menjalankan tanggungjawab terhadap masyarakat.	Mengamalkan sikap beretika semasa menjalankan tanggungjawab terhadap masyarakat tetapi kadang kala meletakkan kepentingan diri terlebih dahulu.	Kerap mengamalkan sikap beretika semasa menjalankan tanggungjawab terhadap masyarakat.	Sentiasa mengamalkan dan menggalakkan sikap beretika semasa menjalankan tanggungjawab terhadap masyarakat.	Lawatan sambil belajar / main peranan / kerja lapangan / kajian kes

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Kesedaran Kendiri	Kawalan emosi	Semua fasa pengajian	Memerlukan bimbingan orang lain untuk membetulkan sikap dan tingkah laku serta mengurus emosi.	1. Membetulkan sikap dan tingkah laku serta cuba untuk mengurus gangguan emosi apabila diminta. 2. Menerima beberapa pujian sewajarnya. 3. Menggunakan strategi untuk mengawal kemarahan apabila digesa.	1. Kadang kala dapat membetulkan sendiri sikap dan tingkah laku yang kurang baik. 2. Berupaya mengurus gangguan emosi pada tahap memuaskan. 3. Menerima dan memberikan beberapa pujian serta kritikan sewajarnya.	1. Membetulkan sendiri sikap dan tingkah laku yang kurang baik. 2. Mengurus gangguan emosi dengan baik. 3. Menerima dan memberi pujian serta beberapa kritikan sewajarnya.	1. Selalu memaparkan sikap dan tingkah laku yang baik apabila bersosial dengan orang lain. 2. Mengurus gangguan emosi dengan bijak. 3. Menerima dan memberikan pujian serta kritikan yang membina.	Lawatan sambil belajar / main peranan / kajian kes / simulasi (berdasarkan senario)

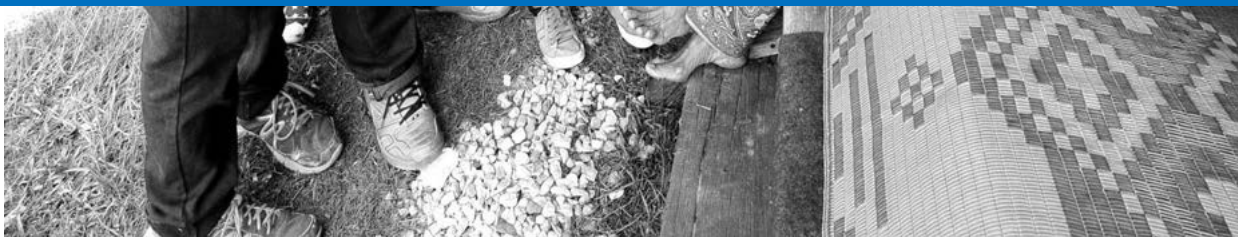
Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Tanggungjawab Sosial	Sikap rasional terhadap masyarakat pelbagai budaya	Semua fasa pengajian	Tidak prihatin dan tidak mengambil peduli akan kepelbagaian nilai dan/atau kepercayaan serta kesejahteraan komuniti.	Kurang prihatin dan kurang mengambil peduli terhadap kepelbagaian nilai dan/atau kepercayaan serta kesejahteraan komuniti.	1. Prihatin dan mengambil peduli terhadap kepelbagaian nilai dan/atau kepercayaan serta kesejahteraan masyarakat. 2. Bergaul dan berkomunikasi (mendengar, memahami, berkongsi dan memberi maklum balas) sesama ahli komuniti pada tahap yang memuaskan.	1. Rela menatar (membimbing untuk meningkatkan pengetahuan) komuniti demi kesejahteraan bersama. 2. Bergaul dan berkomunikasi (mendengar, memahami, berkongsi dan memberi maklum balas) sesama ahli komuniti dengan baik. 3. Mampu mengekalkan hubungan kolaborasi dan kerjasama komuniti pelbagai budaya.	1. Rela melindungi dan menatar (membimbing untuk meningkatkan pengetahuan) demi kesejahteraan komuniti bersama. 2. Bergaul dan berkomunikasi (mendengar, memahami, berkongsi dan memberi maklum balas) dengan sangat baik sesama ahli komuniti. 3. Mampu menyemai dan mengekalkan hubungan kolaborasi dan kerjasama komuniti pelbagai budaya.	Lawatan sambil belajar / projek / kajian kes / main peranan / khidmat komuniti

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Tanggungjawab Sosial	Sumbangan kepada masyarakat	Semua fasa pengajian	Kurang inisiatif dan tidak berminat untuk melibatkan diri dalam komuniti.	Mengambil inisiatif untuk melibatkan diri dalam komuniti apabila diminta.	Bertanggungjawab dan mengambil inisiatif untuk melibatkan diri dalam komuniti pada tahap yang memuaskan.	1. Bertanggungjawab dan sentiasa mengambil inisiatif untuk melibatkan diri dalam komuniti. 2. Mampu berperanan sebagai agen perubahan (seperti menjaga, memperbaiki, menstabilkan nilai moral dan norma) dalam komuniti.	1. Sangat bertanggungjawab dan sentiasa mengambil inisiatif untuk melibatkan diri dalam komuniti. 2. Mampu berperanan aktif sebagai agen perubahan (seperti menjaga, memperbaiki, menstabilkan nilai moral dan norma) dalam komuniti.	Lawatan sambil belajar / projek / kajian kes / main peranan / khidmat komuniti





DHP KKM4: NILAI, SIKAP DAN PROFESIONALISME



DHP KKM 4: Nilai, Sikap dan Profesionalisme

Bahagian ini mengandungi definisi, glosari subatribut, kerangka konsep dan rubrik bagi DHP KKM 4: Nilai, Sikap dan Profesionalisme.

Definisi

Nilai adalah prinsip-prinsip, standard atau kualiti yang ada pada individu atau sekumpulan individu.



Sikap merujuk kepada perasaan dan tataurus atau tindakan individu atau sekumpulan individu dalam menjalani kelangsungan kehidupan mereka dalam sesebuah masyarakat. Ia juga merujuk kepada cara atau kaedah individu atau kumpulan tersebut mengamalkan nilai-nilai murni dalam konteks budaya, sosial dan agama berdasarkan norma-norma sosial.

Profesionalisme merujuk kepada ciri-ciri yang ada pada individu seperti kemampuan, kemahiran dan cara pelaksanaan terhadap sesuatu fungsi sebagaimana tatacara seseorang profesional.

Etika profesional merujuk kepada nilai dan kod amalan yang harus dipatuhi oleh seorang profesional dalam mengamalkan ilmu dalam bidang dan kerjaya masing-masing.



Glosari Subatribut

DHP KKM4: Nilai, Sikap dan Profesionalisme mengandungi dua atribut dan 10 subatribut. Takrif bagi setiap satu subatribut tersebut turut diberikan (Jadual 4.1).

Kerangka Konsep

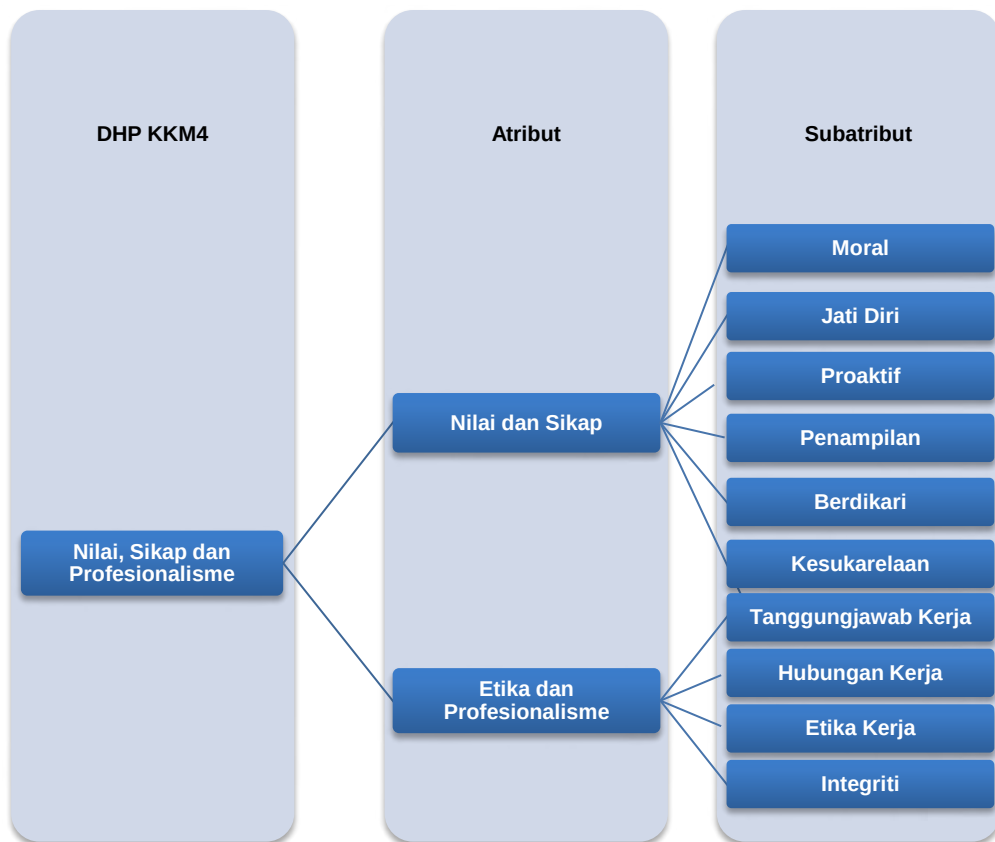
Kerangka Konsep DHP KKM4: Nilai, Sikap dan Profesionalisme memaparkan pecahan DHP KKM4 kepada atribut dan subatribut seperti yang ditunjukkan oleh Rajah 4.1.

Rubrik

Rubrik bagi DHP KKM4: Nilai, Sikap dan Profesionalisme memerincikan atribut dan subatribut dari segi tahap guna pakai; kriteria pencapaian, iaitu sangat lemah, lemah, memuaskan, baik, dan sangat baik; dan contoh tugasan pentaksiran (Jadual 4.2).

Jadual 4.1: Atribut, Subatribut dan Takrif Subatribut DHP KKM4: Nilai, Sikap dan Profesionalisme

Atribut	Subatribut	Takrif
4.1 Nilai dan Sikap	Moral	Keperibadian, adab dan kesopanan mengikut nilai-nilai murni dan positif sejagat yang umumnya diterima dan dianggap baik di mata komuniti.
	Jati Diri	Ciri-ciri asal usul diri seseorang individu seperti adat, bahasa, budaya dan agama yang menjadi teras dan lambang keperibadiannya dan menyerlahkan semangat patriotisme dan kecintaan kepada negara bangsa.
	Proaktif	Sikap yang positif dengan merangka dan mengawal tindakan yang dilakukan lebih awal daripada jangkaan yang akan berlakunya sesuatu perkara atau kejadian.
	Penampilan	Ciri-ciri perwatakan, perilaku serta kekemasan dan kesesuaian pemakaian dengan suasana dalam interaksi dengan orang lain dan dalam mengurus atau melaksanakan sesuatu tugas.
	Berdikari	Sikap tidak bergantung kepada bantuan orang lain untuk melakukan sesuatu tugas.
4.2 Etika dan Profesionalisme	Kesukarelaan	Sikap suka membantu orang lain dan mengambil berat hal ehwal komuniti untuk kesejahteraan bersama.
	Tanggungjawab Kerja	Kewajipan yang dipikul seperti yang ditetapkan dalam skop tugas dan terma rujukan jawatan yang disandang.
	Hubungan Kerja	Hubungan dengan rakan sekerja atau dalam sesebuah institusi, kumpulan kerja dan komuniti alam pekerjaan.
	Etika Kerja	Sistem peraturan moral atau prinsip-prinsip perilaku yang menjadi amalan di tempat kerja atau persekitaran kerja.
4.2 Etika dan Profesionalisme	Integriti	Tahap kejujuran dan bertindak secara lurus dalam mengekal atau mempertahankan prinsip, pegangan dan akauntabilitinya semasa melaksanakan tugas.



Rajah 4.1: Kerangka Konsep DHP KKM4: Nilai, Sikap dan Profesionalisme

Jadual 4.2: Rubrik DHP KKM4: Nilai, Sikap dan Profesionalisme

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Nilai, Sikap dan Profesionalisme	Moral	Fasa Awal Program Pengajian	Tidak mengamalkan nilai-nilai murni atau tidak berkelakuan baik sepertimana sepatutnya.	Mengamalkan nilai-nilai murni atau berkelakuan baik hanya dalam beberapa keadaan.	Mengamalkan nilai-nilai murni dan berkelakuan baik dalam banyak keadaan.	Mengamalkan nilai-nilai murni dan berkelakuan baik dalam hampir semua keadaan.	Sentiasa mengamalkan nilai-nilai murni dan berkelakuan baik dalam apa jua keadaan.	Tunjuk cara / Pembentangan / Kerja Berkumpulan / Refleksi / Kajian Kes
	Jati Diri	Fasa Akhir Program Pengajian	Tidak menunjukkan minat untuk mempertahankan maruah bangsa, agama dan negara.	Menunjukkan sikap yang berbelah bagi dalam mempertahankan maruah bangsa, agama dan negara.	Menunjukkan sikap mahu mempertahankan maruah bangsa, agama dan negara dalam banyak keadaan.	Menunjukkan sikap mahu mempertahankan maruah bangsa, agama dan negara dalam hampir semua keadaan.	Sentiasa menunjukkan sikap mahu mempertahankan maruah bangsa, agama dan negara dalam apa jua keadaan.	Main Peranan / Kajian Kes / Refleksi
	Proaktif	Fasa Awal Program pengajian	Tidak dapat menunjukkan sikap aktif pada mana-mana keadaan.	Menunjukkan sikap aktif yang terhad dalam banyak keadaan.	Menunjukkan sikap aktif dan positif dalam banyak keadaan.	Menunjukkan sikap aktif dan positif dalam hampir semua keadaan.	Sentiasa menunjukkan sikap aktif dan positif dalam apa jua keadaan walaupun kritikal.	Sangkutan / Tugas / Projek / Kerja Berkumpulan / Refleksi

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Nilai, Sikap dan Profesionalisme	Penampilan	Fasa Pertengahan Program Pengajian	Menunjukkan penampilan diri dan pemakaian yang tidak sesuai.	Menunjukkan penampilan diri atau pemakaian yang kurang sesuai.	Menunjukkan penampilan diri dan pemakaian yang sesuai dengan keadaan secara umum.	Menunjukkan penampilan diri dan pemakaian yang sesuai dengan keadaan pada kebanyakan masa.	Sentiasa menunjukkan penampilan diri dan pemakaian yang sesuai dengan keadaan sepanjang masa.	Pembentangan / Sangkutan / Aktiviti Dalam & Luar Kuliah / Pengurusan Acara / Main Peranan / Kerja Berkumpulan
	Berdikari	Fasa Pertengahan Program Pengajian	Menunjukkan sikap sentiasa bergantung kepada bantuan orang lain dalam melaksanakan sesuatu tugas.	Menunjukkan kecenderungan untuk bergantung kepada bantuan orang lain dalam melaksanakan sesuatu tugas.	Menunjukkan sikap kebergantungan kepada diri sendiri secara umum dalam melakukan sesuatu tugas.	Menunjukkan sikap kebergantungan kepada diri sendiri dalam kebanyakan perkara dalam melakukan sesuatu tugas.	Sentiasa menunjukkan sikap kebergantungan kepada diri sendiri dalam semua perkara dalam melakukan sesuatu tugas.	Projek individu / Pembentangan individu / Refleksi individu
	Kesukarelaan	Fasa Pertengahan Program Pengajian	Tidak menunjukkan minat untuk menawarkan diri dalam sesuatu tugas.	Kurang menunjukkan minat untuk menawarkan diri dalam sesuatu tugas.	Bersetuju menawarkan diri apabila diminta melakukan sesuatu tugas.	Menawarkan diri secara sukarela dalam sesuatu tugas tanpa diminta.	Menawarkan diri bagi melakukan dan menunjukkan kebolehan untuk mengetahui sesuatu tugas.	Lawatan / Pembelajaran Khidmat / Kerja Kebajikan / Kerja Berkumpulan / Refleksi
Etika dan Profesionalisme	Tanggungjawab Kerja	Fasa Pertengahan Program Pengajian	Tidak menjalankan tugas yang diberi walaupun dengan pengawasan.	Menjalankan tugas yang diberi mengikut skop kerja dengan pengawasan.	Menjalankan tugas yang diberi mengikut skop kerja yang memenuhi jangkaan.	Menjalankan tugas yang diberi mengikut skop kerja yang melebihi jangkaan.	Menjalankan tugas yang diberi melebihi skop kerja yang ditetapkan dan menlangkau jangkaan.	Sangkutan / Projek / Kerja Berkumpulan / Kajian Kes

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Etika dan Profesionalisme	Hubungan Kerja	Fasa Pertengahan Program Pengajian	Mempunyai hubungan yang tidak harmoni dengan rakan sekerja, institusi, kumpulan kerja dan komuniti di tempat kerja.	Mempunyai hubungan yang kurang harmoni dengan rakan sekerja, institusi, kumpulan kerja dan komuniti di tempat kerja.	Mempunyai hubungan yang memuaskan dengan rakan sekerja, institusi, kumpulan kerja dan komuniti di tempat kerja.	Mempunyai hubungan yang baik dengan rakan sekerja, institusi, kumpulan kerja dan komuniti di tempat kerja.	Mempunyai hubungan yang amat baik dengan rakan sekerja, institusi, kumpulan kerja dan komuniti di tempat kerja.	Sangkutan / Projek / Kerja Berkumpulan / Kajian Kes
	Etika Kerja	Fasa Akhir Program Pengajian	Tidak mengamalkan budaya kerja yang baik seperti berakhlak, menepati waktu, cekap, berhemah dan produktif di tempat kerja dan mempunyai masalah disiplin semasa menjalankan tugas.	Kurang mengamalkan budaya kerja yang baik seperti berakhlak, menepati waktu, cekap, berhemah dan produktif di tempat kerja.	Mengamalkan budaya kerja yang baik seperti berakhlak, menepati waktu, cekap, produktif dan berhemah di tempat kerja secara umum.	Mengamalkan budaya kerja yang baik seperti berakhlak, menepati waktu, cekap, produktif dan berhemah di tempat kerja pada kebanyakan masa.	Sentiasa mengamalkan budaya kerja yang sangat baik seperti berakhlak, menepati waktu, cekap, produktif dan berhemah di tempat kerja pada setiap masa.	Kerja Berkumpulan / Refleksi / Sangkutan / Projek / Kajian Kes
	Integriti	Fasa Akhir Program Pengajian	Tidak amanah, jujur, tulus dan telus dalam menjalankan sesuatu tugas.	Kurang amanah, jujur, tulus dan telus dalam menjalankan sesuatu tugas.	Menjalankan sesuatu tugas dengan sifat amanah, jujur, tulus dan telus yang memuaskan.	Menjalankan sesuatu tugas dengan sifat amanah, jujur, tulus dan telus yang sepenuhnya.	Sentiasa menjalankan sesuatu tugas dengan sifat amanah, jujur, tulus dan telus yang sepenuhnya dalam apa jua keadaan.	Sangkutan, Refleksi / Projek / Kajian Kes / Penilaian Keserupaan / Main Peranan

BAB

05



DHP KKM5: KEMAHIRAN KOMUNIKASI, KEPIMPINAN DAN KERJA BERPASUKAN



DHP KKM5: Kemahiran Komunikasi, Kepimpinan dan Kerja Berpasukan

Bahagian ini mengandungi definisi, glosari subatribut, kerangka konsep dan rubrik bagi DHP KKM5: Kemahiran Komunikasi, Kepimpinan dan Kerja Berpasukan.

Definisi

Kemahiran berkomunikasi didefinisikan sebagai kebolehan menyampaikan maklumat secara efektif dan berkesan. Seseorang yang mempunyai kemahiran secara lisan, bukan lisan dan bertulis membantu perkongsian maklumat untuk tujuan pendidikan dan kepentingan bersama.



Kemahiran berkomunikasi melibatkan komunikasi yang berkesan dalam bahasa Melayu dan bahasa Inggeris serta bahasa ketiga yang melibatkan peserta dalam konteks yang berlainan.

Kemahiran kepimpinan didefinisikan sebagai satu proses dua hala dalam memotivasikan individu serta menggerakkan sumber dalam pencapaian satu matlamat yang dikongsi bersama oleh semua ahli kumpulan. **Kemahiran kepimpinan melibatkan keupayaan untuk mengamalkan ciri kepimpinan dalam pelbagai aktiviti.**

Kemahiran kerja berpasukan didefinisikan sebagai satu proses bekerjasama dengan semua ahli bagi sesuatu kumpulan dalam mencapai satu tujuan yang sama. Kemahiran kerja berpasukan melibatkan kebolehan untuk bekerjasama dengan pihak lain daripada pelbagai latar belakang sosiobudaya bagi mencapai tujuan yang sama.



Glosari Subatribut

DHP KKM5: Kemahiran Komunikasi, Kepimpinan dan Kerja Berpasukan mengandungi empat atribut dan 13 subatribut. Takrif bagi setiap satu subatribut tersebut turut diberikan dalam Jadual 5.1.

Kerangka Konsep

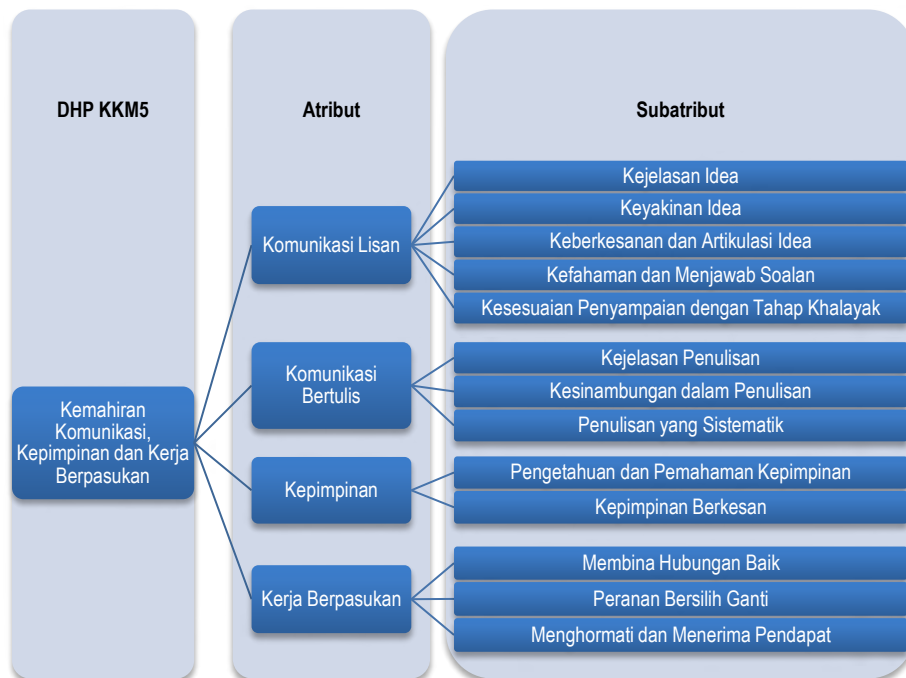
Kerangka Konsep DHP KKM5: Kemahiran Komunikasi, Kepimpinan dan Kerja Berpasukan memaparkan pecahan DHP KKM5 kepada atribut dan subatribut seperti yang ditunjukkan oleh Rajah 5.1.

Rubrik

Rubrik bagi DHP KKM5: Kemahiran Komunikasi, Kepimpinan dan Kerja Berpasukan memperincikan atribut dan subatribut dari segi tahap guna pakai; kriteria pencapaian, iaitu sangat lemah, lemah, memuaskan, baik, dan sangat baik; dan contoh tugas pentaksiran (Jadual 5.2).

Jadual 5.1: Atribut, Subatribut dan Takrif Subatribut DHP KKM5: Kemahiran Komunikasi, Kepimpinan dan Kerja Berpasukan

Atribut	Subatribut	Takrif
5.1 Komunikasi Lisan	Kejelasan Idea	Penyampaian isi yang terang, nyata dan dapat difahami dengan mudah.
	Keyakinan Idea	Pembentangan idea yang dilakukan dengan yakin dan menyakinkan.
	Keberkesanan dan Artikulasi Idea	Idea yang disampaikan dengan berkesan dan boleh diguna pakai serta dapat menyelesaikan masalah.
	Kefahaman dan Menjawab Soalan	Mampu memahami soalan yang diaju dan menjawab dengan tepat.
	Kesesuaian Penyampaian dengan Tahap Khlayak	Menyesuaikan perkara yang disampaikan dan cara penyampaian di khalayak yang berbeza.
5.2 Komunikasi Bertulis	Kejelasan Penulisan	Penulisan yang mematuhi penggunaan tatabahasa yang betul dan dapat menyampaikan maksud dengan tepat.
	Kesinambungan dalam Penulisan	Penulisan idea yang koheren atau mempunyai keterikatan antara satu ayat dengan ayat yang lain agar mudah difahami.
	Penulisan yang Sistematis	Penulisan yang mempunyai pendekatan atau kaedah turutan atau susunan yang jelas dan mudah difahami.
5.3 Kepimpinan	Pengetahuan dan Pemahaman Kepimpinan	Kadar pengetahuan dan kefahaman terhadap konsep asas kepimpinan.
	Kepimpinan Berkesan	Kemampuan menunjukkan ciri-ciri kepimpinan terhadap diri sendiri dan/atau orang lain.
5.4 Kerja Berpasukan	Membina Hubungan Baik	Memberikan kerjasama kepada orang lain.
	Peranan Bersilih Ganti	Mampu memegang peranan yang berbeza mengikut keadaan.
	Menghormati dan Menerima Pendapat	Mendengar dan mengambil kira pandangan pihak lain.



Rajah 5.1: Kerangka Konsep DHP KKM5: Kemahiran Komunikasi, Kepimpinan dan Kerja Berpasukan

Jadual 5.2: Rubrik DHP KKM5: Kemahiran Komunikasi, Kepimpinan dan Kerja Berpasukan

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Komunikasi Lisan	Kejelasan Idea	Sepanjang program pengajian	Tidak boleh menyampaikan idea dan memerlukan banyak penambahbaikan.	Boleh menyampaikan idea dan memerlukan penambahbaikan lanjut.	Boleh menyampaikan idea dengan jelas namun memerlukan sedikit penambahbaikan.	Boleh menyampaikan idea dengan jelas.	Boleh menyampaikan idea dengan sangat jelas.	Pembentangan / Kritik / Main Peranan / Drama / Demonstrasi
	Keyakinan Idea	Sepanjang program pengajian	Tidak boleh menyampaikan idea dengan yakin dan menyakinkan.	Boleh menyampaikan idea dengan yakin dan menyakinkan namun memerlukan penambahbaikan lanjut.	Boleh menyampaikan idea dengan yakin dan menyakinkan namun memerlukan sedikit penambahbaikan.	Boleh menyampaikan idea dengan yakin dan menyakinkan.	Boleh menyampaikan idea dengan sangat yakin dan menyakinkan.	
	Keberkesanan dan Artikulasi Idea	Sepanjang program pengajian	Tidak boleh menyampaikan idea dengan berkesan.	Boleh menyampaikan idea dengan berkesan namun memerlukan penambahbaikan lanjut.	Boleh menyampaikan idea dengan berkesan namun memerlukan sedikit penambahbaikan.	Boleh menyampaikan idea dengan berkesan dan petah.	Boleh menyampaikan idea dengan sangat berkesan dan petah.	

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Komunikasi Lisan	Kefahaman dan menjawab soalan	Sepanjang program pengajian	Tidak memahami dan tidak dapat menjawab soalan.	Boleh memahami dan menjawab soalan tetapi kurang bertepatan dengan kehendak soalan.	Boleh memahami dan menjawab soalan dengan memuaskan.	Boleh memahami dan menjawab soalan dengan baik.	Boleh memahami dan menjawab soalan dengan cemerlang.	Pembentangan / Kritik / Main Peranan / Drama / Demonstrasi
	Kesesuaian Penyampaian dengan Tahap Khalayak	Sepanjang program pengajian	Tidak boleh menyesuaikan pembentangan kepada tahap khalayak.	Boleh menyesuaikan pembentangan kepada tahap khalayak tetapi memerlukan penambahbaikan lanjut.	Boleh menyesuaikan pembentangan kepada tahap khalayak dengan memuaskan.	Boleh menyesuaikan pembentangan kepada tahap khalayak dengan baik.	Boleh menyesuaikan pembentangan kepada tahap khalayak dengan cemerlang.	
Komunikasi Bertulis	Kejelasan Penulisan	Sepanjang program pengajian	Tidak boleh menulis idea dengan jelas.	Boleh menulis idea dengan jelas dan memerlukan penambahbaikan lanjut.	Boleh menulis idea dengan jelas dan memerlukan sedikit penambahbaikan.	Boleh menulis idea dengan jelas.	Boleh menulis idea dengan sangat jelas.	Tugas / Kajian Kes / Kritik / Semakan / Artikel Jurnal / Tesis
	Kesinambungan dalam Penulisan	Sepanjang program pengajian	Tidak berupaya menulis idea.	Boleh menulis idea dan memerlukan penambahbaikan lanjut.	Boleh menulis idea dengan memuaskan.	Boleh menulis idea dengan baik.	Boleh menulis idea dengan sangat baik.	
	Penulisan yang Sistemik	Sepanjang program pengajian	Tidak boleh menulis idea dengan sistematik.	Boleh menulis idea dengan sistematik dan memerlukan penambahbaikan lanjut.	Boleh menulis idea dengan sistematik dan memerlukan sedikit penambahbaikan.	Boleh menulis idea dengan sistematik.	Boleh menulis idea dengan sangat sistematik.	

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Kepimpinan	Pengetahuan dan Pemahaman Kepimpinan	Sepanjang program pengajian	Tiada bukti jelas tentang pengetahuan dan pemahaman yang dizahirkan dalam amalan.	Boleh mempamerkan pengetahuan dan kefahaman asas kepimpinan dalam amalan tetapi memerlukan menambahkan.	Boleh mempamerkan pengetahuan dan kefahaman asas kepimpinan dalam amalan tetapi memerlukan sedikit menambahkan.	Boleh mempamerkan pengetahuan dan kefahaman asas kepimpinan dalam amalan dengan baik.	Mempamerkan bukti jelas tentang pengetahuan dan pemahaman yang dizahirkan dalam amalan dengan sangat baik.	Tugas berkumpulan (pembentangan / perbincangan / projek)
	Kepimpinan Berkesan	Sepanjang program pengajian	Tiada bukti jelas kebolehan memimpin anggota kumpulan secara berkesan dalam mencapai objektif.	Boleh memimpin anggota kumpulan sehingga projek mencapai objektif tetapi dengan kesan yang terhad dan memerlukan menambahkan.	Boleh memimpin anggota kumpulan sehingga projek mencapai objektif dengan berkesan yang baik dan memerlukan sedikit menambahkan.	Boleh memimpin anggota kumpulan sehingga projek mencapai objektif dengan berkesan.	Mempamerkan bukti jelas kebolehan memimpin anggota kumpulan dengan berkesan dalam mencapai objektif.	
Kerja Berpasukan	Membina Hubungan Baik	Sepanjang program pengajian	Tiada bukti jelas kebolehan membina hubungan baik dan bekerjasama dengan anggota kumpulan secara berkesan dalam mencapai objektif.	Boleh membina hubungan baik, dan bekerjasama dengan anggota lain dengan kesan terhad untuk mencapai objektif yang sama tetapi memerlukan menambahkan.	Boleh membina hubungan baik, dan bekerjasama dengan anggota lain untuk mencapai objektif yang sama dan memerlukan sedikit menambahkan.	Boleh membina hubungan baik, dan bekerjasama dengan anggota lain untuk mencapai objektif yang sama.	Mempamerkan bukti jelas kebolehan membina hubungan baik dan bekerjasama dengan anggota kumpulan secara berkesan dalam mencapai objektif.	

Atribut	Subatibut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Kerja Berpasukan	Peranan Bersilih Ganti	Sepanjang program pengajian	Tiada bukti yang jelas agihan peranan bersilih ganti antara ketua kumpulan dan ahli kumpulan yang dizahirkan dalam amalan.	Berusaha mempamerkan agihan peranan yang bersilih ganti antara ketua kumpulan dengan kesanterhad untuk mencapai objektif yang sama tetapi memerlukan penambahbaikan.	Boleh mempamerkan agihan peranan yang bersilih ganti antara ketua kumpulan untuk mencapai objektif yang sama tetapi memerlukan sedikit penambahbaikan.	Boleh mempamerkan agihan peranan yang bersilih ganti antara ketua kumpulan untuk mencapai objektif yang sama.	Mempamerkan bukti jelas agihan peranan bersilih ganti antara ketua kumpulan dan ahli kumpulan yang dizahirkan dalam amalan.	Tugas berkumpulan (pembentangan / perbincangan / projek)
	Menghormati dan Menerima Pendapat	Sepanjang program pengajian	Tidak menunjukkan rasa hormat dan tidak menerima pendapat anggota kumpulan sehingga menimbulkan konflik.	Kurang menghormati dan menerima pendapat ahli kumpulan alam mencapai objektif kumpulan.	Menghormati dan menerima pendapat ahli kumpulan bagi mencapai objektif.	Menghormati dan menerima dengan baik pendapat ahli kumpulan bagi mencapai objektif.	Menghormati dan menerima dengan sangat baik pendapat ahli kumpulan bagi mencapai objektif.	



BAB

06



DHP KKM6: KEMAHIRAN MENYELESAIKAN MASALAH DAN KEMAHIRAN SAINTIFIK

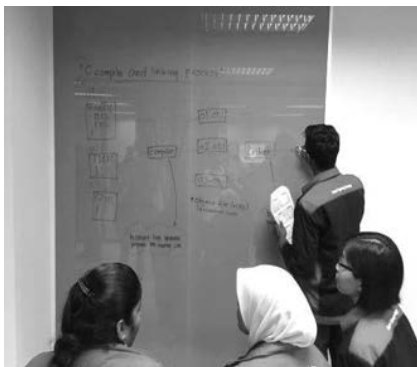


DHP KKM 6: Kemahiran Penyelesaian Masalah dan Kemahiran Saintifik

Bahagian ini mengandungi definisi, glosari subatribut, kerangka konsep dan rubrik bagi DHP KKM6: Kemahiran Penyelesaian Masalah dan Kemahiran Saintifik.

Definisi

Kemahiran menyelesaikan masalah melibatkan kebolehan untuk mengenal pasti masalah, menjana penyelesaian alternatif, menilai dan memilih penyelesaian alternatif,



iaitu membuat dan melaksanakan keputusan dan melaksanakan penyelesaian.

Pelajar wajar menggunakan kemahiran pemikiran kritikal dan analitikal untuk menjana penyelesaian alternatif dan melaksanakan penyelesaian masalah.

Kemahiran Saintifik ialah kebolehan intelektual untuk memproses secara aktif dan mahir dalam pembentukan konsep, analisis, aplikasi, sintesis dan/atau penilaian maklumat yang didapati melalui cerapan, atau dijana daripada pemerhatian, pengalaman, muhasabah diri, pertimbangan atau komunikasi sebagai panduan kepada kepercayaan dan tindakan.

Kemahiran ini **melibatkan pemikiran kritikal dan kreatif untuk menghasilkan keputusan/pendapat** yang telah dipertimbangkan dengan sebaik-baiknya dan secara logik/teratur. Hujah-hujah **tidak diterima dengan mudah tanpa bukti-bukti yang kukuh** yang diambil kira untuk menyokong sesuatu hujah atau kesimpulan. Juga, kemahiran ini dapat **dirangsang melalui proses tidak berstruktur, seperti sumbang saran atau melalui proses berstruktur seperti pemikiran lateral.**

Tugasan yang terlibat dalam kemahiran saintifik seperti mengintegrasikan idea sedia ada untuk menghasilkan penyelesaian baharu, membentuk kemungkinan bagi perkara yang wujud dan membayangkan atau mencipta sesuatu yang baharu.

Glosari Subatribut

DHP KKM6: **Kemahiran Penyelesaian Masalah dan Kemahiran Saintifik** mengandungi dua atribut dan 12 subatribut. Takrif bagi setiap satu subatribut tersebut turut diberikan dalam Jadual 6.1.



Kerangka Konsep

Kerangka Konsep DHP KKM6:
Kemahiran Penyelesaian Masalah dan



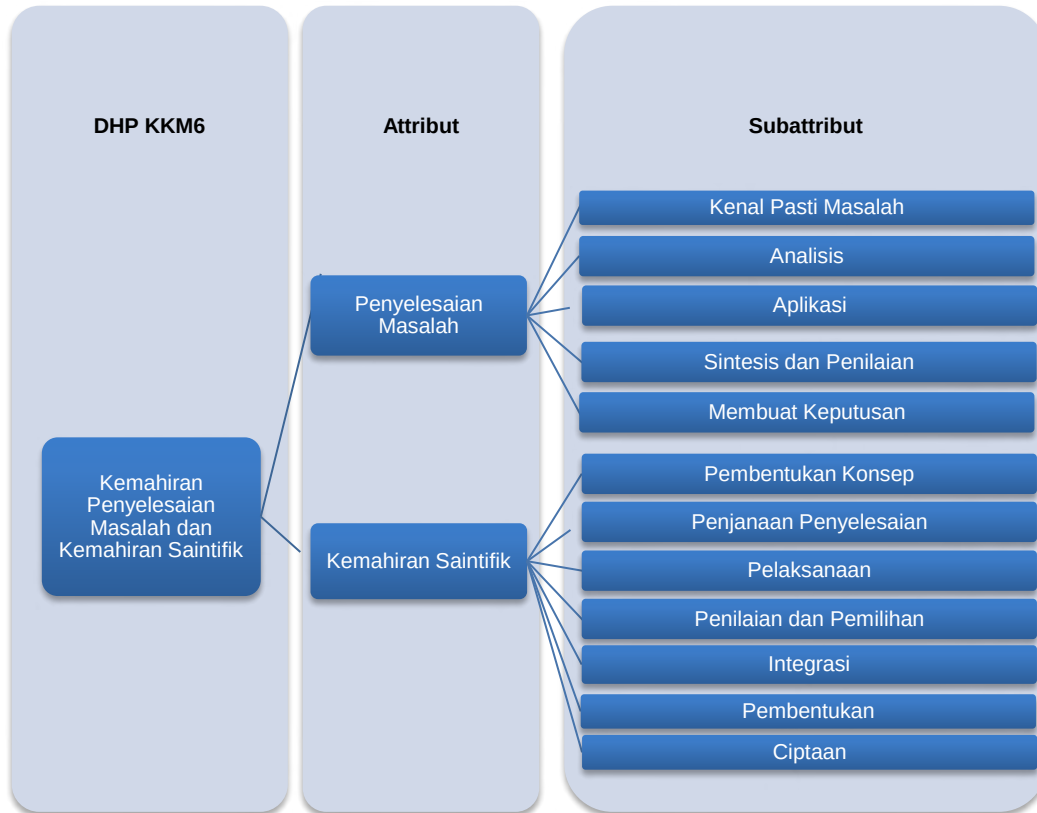
Kemahiran Saintifik memaparkan pecahan DHP KKM6 kepada atribut dan subatribut seperti yang ditunjukkan oleh Rajah 6.1.

Rubrik

Rubrik bagi DHP KKM6: **Kemahiran Penyelesaian Masalah dan Kemahiran Saintifik** memperincikan atribut dan subatribut dari segi tahap guna pakai; kriteria pencapaian, iaitu *sangat lemah, lemah, memuaskan, baik, dan sangat baik*; dan contoh tugasan pentaksiran (Jadual 6.2).

**Jadual 6.1: Atribut, Subatribut dan Takrif Subatribut DHP KKM6:
Kemahiran Penyelesaian Masalah dan Kemahiran Saintifik**

Atribut	Subatribut	Takrif
6.1 Penyelesaian Masalah	Kenal Pasti Masalah	Proses mengenali dan mengesan sesuatu isu yang boleh menimbulkan masalah atau konflik.
	Analisis	Proses pengasingan atau pemeriksaan dengan teliti sesuatu seperti data yang dikumpul, dicerap atau didapati, untuk dijadikan elemen-elemen kecil untuk membuat keputusan atau interpretasi.
	Aplikasi	Pelaksanaan terhadap sesuatu idea atau kaedah untuk menyelesaikan masalah.
	Sintesis dan Penilaian	Penyatuan atau proses kombinasi elemen-elemen kecil untuk dijadikan satu idea, penyelesaian atau sistem baharu.
	Membuat Keputusan	Proses pemikiran untuk memilih satu penyelesaian daripada beberapa alternatif.
6.2 Kemahiran Saintifik	Pembentukan Konsep	Proses pembentukan idea atau penyelesaian baharu.
	Penjanaan Penyelesaian	Proses melahirkan penyelesaian baharu atau alternatif.
	Pelaksanaan	Proses menjalankan penyelesaian atau idea sehingga berkesan.
	Penilaian dan Pemilihan	Proses membuat penilaian dan pemilihan bagi keputusan yang telah dibuat.
	Integrasi	Proses mengumpulkan elemen-elemen, idea, penyelesaian, orang atau sistem untuk berfungsi bersama.
	Pembangunan	Proses perkembangan, penambahan atau penambahbaikan hasil atau ekoran daripada sesuatu kejadian.
	Ciptaan	Tindakan untuk membuat, mencipta, mereka bentuk atau menghasilkan sesuatu yang belum wujud sebelum ini.



**Rajah 6.1: Kerangka Konsep DHP KKM6:
Kemahiran Penyelesaian Masalah dan Kemahiran Saintifik**

Jadual 6.2: Rubrik DHP KKM6: Kemahiran Penyelesaian Masalah dan Kemahiran Saintifik

Attribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Penyelesaian Masalah	Kenal Pasti Masalah	Fasa awal program pengajian	Tidak boleh mengenal pasti dan menerangkan masalah walaupun dengan bantuan.	Boleh mengenal pasti dan menerangkan masalah dengan bantuan yang maksimum.	Boleh mengenal pasti dan menerangkan masalah dengan sedikit bantuan.	Boleh mengenal pasti dan menerangkan masalah dengan tepat dan jelas tanpa bantuan.	Boleh mengenal pasti dan menerangkan masalah dengan sangat tepat, terperinci dan jelas.	Peperiksaan (tulisan esei) / laporan projek / tugas / prestasi projek praktikal / kajian kes / latihan amali / projek akhir / main peranan
	Analisis	Sepanjang program pengajian	Tidak boleh menyusun dan menganalisis data atau maklumat yang dicerap / didapati dan tidak berjaya mengenal pasti faktor yang menyumbang kepada masalah / isu atau menjelaskan punca masalah.	Kurang berkemampuan menyusun dan menganalisis data atau maklumat yang dicerap / didapati dan tidak berjaya mengenal pasti faktor yang menyumbang kepada masalah/ isu atau menjelaskan punca masalah.	Boleh menyusun dan menganalisis data atau maklumat yang dicerap / didapati tetapi kurang berjaya mengenal pasti faktor yang menyumbang kepada masalah / isu atau tidak menerangkan punca masalah dengan jelas.	Boleh menyusun dan menganalisis data atau maklumat yang dicerap / didapati, boleh mengenal pasti faktor yang menyumbang kepada masalah / isu atau boleh menerangkan punca masalah.	Boleh menyusun dan menganalisis data atau maklumat yang dicerap / didapati, boleh mengenal pasti faktor yang menyumbang kepada masalah/ isu dengan tepat atau boleh menerangkan punca masalah dengan jelas.	

Attribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Penyelesaian Masalah	Aplikasi	Fasa awal atau pertengahan program pengajian	Tidak boleh mengaplikasi idea/ ilmu baharu kepada masalah yang diberi.	Boleh mengaplikasi sedikit idea / ilmu baharu kepada masalah yang diberi.	Boleh mengaplikasi idea / ilmu baharu kepada masalah yang diberi dengan bantuan rakan atau pensyarah.	Boleh mengaplikasi idea / ilmu baharu kepada masalah yang diberi tanpa sebarang bantuan.	Boleh mengaplikasi idea/ilmu baharu kepada masalah yang diberi serta mencadangkan aplikasi alternatif.	
	Sintesis dan Penilaian	Fasa pertengahan program pengajian	Tidak berjaya mengumpul / mencerap maklumat untuk sintesis dan penilaian.	Menghadapi kesukaran untuk mengumpul / mencerap maklumat untuk sintesis dan penilaian.	Boleh mengumpul / mencerap maklumat untuk sintesis dan penilaian serta menawarkan beberapa bukti yang mudah untuk membuat kesimpulan.	Boleh mengumpul / mencerap maklumat untuk sintesis dan penilaian serta menawarkan kesimpulan yang baik dengan menunjukkan bukti yang kukuh untuk menyokong keputusan tersebut.	Boleh mengumpul / mencerap maklumat untuk sintesis dan penilaian serta menawarkan kesimpulan yang sangat jelas dengan menunjukkan banyak bukti yang kukuh serta berkualiti untuk menyokong keputusan tersebut.	Peperiksaan (tulisan esei) / laporan projek / tugas / prestasi projek praktikal / kajian kes / latihan amali / projek akhir / main peranan

Attribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Penyelesaian Masalah	Membuat Keputusan	Fasa pertengahan program pengajian	Tidak boleh membanding dan membezakan maklumat, idea dan penyelesaian walaupun dengan bantuan.	Kurang berupaya membuat keputusan berasaskan perbandingan antara maklumat, idea dan penyelesaian yang sedia ada .	Berupaya membuat keputusan yang memuaskan berasaskan perbandingan antara maklumat, idea dan penyelesaian yang sedia ada.	Berupaya membuat keputusan yang baik berasaskan perbandingan antara maklumat, idea dan penyelesaian yang sedia ada.	Berupaya membuat keputusan yang sangat baik berasaskan perbandingan antara maklumat, idea dan penyelesaian yang sedia ada.	Peperiksaan (Tulisan Esei) / Laporan projek / Tugas / Prestasi projek Praktikal / Kajian kes / Latihan amali / Projek akhir / Main peranan
Kemahiran Saintifik	Pembentukan Konsep	Sepanjang program pengajian	Tidak boleh menjana sebarang idea baharu.	Boleh menjana idea mudah atau idea yang bukan baharu.	Boleh menjana idea baharu dengan bantuan rakan-rakan atau pensyarah.	Boleh menjana idea baharu yang bersesuaian dan tepat.	Boleh menjana idea baharuyang mantap, berkualiti dan mempunyai potensi untuk dilaksanakan.	Tugas / Laporan projek / Prestasi projek praktikal / Kajian kes, analisis kes, Latihan amali / Projek akhir / Main peranan

Attribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Kemahiran Saintifik	Penjanaan Penyelesaian	Fasa pertengahan program pengajian	Tidak boleh menyelesaikan masalah atau menawar penyelesaian alternatif.	Boleh menyelesaikan masalah atau menawar penyelesaian alternatif dengan bantuan yang maksimum.	Boleh menyelesaikan masalah atau menawar penyelesaian alternatif dengan sedikit bantuan.	Boleh menyelesaikan masalah atau menawar penyelesaian alternatif dengan tepat dan jelas tanpa bantuan.	Boleh menyelesaikan masalah atau menawar penyelesaian alternatif dengan sangat tepat, terperinci dan jelas.	Peperiksaan (tulisan esei) / laporan projek / tugas / prestasi projek praktikal / kajian kes / latihan amali / projek akhir /main peranan
	Pelaksanaan	Fasa pertengahan program pengajian.	Boleh mengguna strategi / idea / penyelesaian lama untuk menyelesaikan masalah	Boleh mengenal pasti pelbagai strategi / idea / penyelesaian dan membuat pemilihan untuk menyelesaikan masalah dengan bantuan.	Boleh mengenal pasti pelbagai strategi / idea / penyelesaian dan membuat pemilihan untuk menyelesaikan masalah tanpa bantuan.	Boleh mengenal pasti pelbagai strategi / idea / penyelesaian dan membuat pemilihan untuk menyelesaikan masalah serta menggunakan beberapa atau kombinasi penyelesaian.	Boleh membuat perbandingan antara pelbagai strategi / idea / penyelesaian dan menilai serta memilih kaedah yang paling efektif dan menggunakannya untuk menambah baik situasi atau menyelesaikan masalah.	Peperiksaan (tulisan esei) / laporan projek / tugas / prestasi projek praktikal / kajian kes / analisis kes/ latihan amali / projek akhir /main peranan

Attribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Kemahiran Saintifik	Penilaian dan Pemilihan	Fasa pertengahan program pengajian	Tidak boleh memilih penyelesaian alternatif yang sesuai.	Boleh menilai beberapa penyelesaian tetapi tidak dapat memilih penyelesaian yang sesuai.	Boleh menilai beberapa penyelesaian dan memilih penyelesaian yang sesuai tetapi hanya dapat menyelesaikan sebahagian daripada masalah.	Boleh menilai beberapa penyelesaian dan memilih penyelesaian yang sesuai serta dapat menyelesaikan masalah dengan memuaskan.	Boleh menilai beberapa penyelesaian dan memilih penyelesaian yang sesuai serta menyelesaikan masalah dengan teratur dan efisien.	Peperiksaan (tulisan esei) / laporan projek / tugas / prestasi projek praktikal / kajian kes / analisis kes/ latihan amali / projek akhir / main peranan
	Integrasi	Fasa akhir program pengajian	Tidak boleh menyatukan idea-idea sedia ada.	Boleh menyatukan idea-idea sedia ada tetapi tidak boleh menghasilkan penyelesaian baharu.	Boleh menyatukan idea-idea sedia ada dan boleh menghasilkan penyelesaian baharu dengan bantuan.	Boleh menyatukan idea-idea sedia ada dan boleh menghasilkan penyelesaian baharu dengan jelas.	Boleh menyatukan idea-idea sedia ada dan boleh menghasilkan penyelesaian baharu dengan sangat jelas.	

Attribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Kemahiran Saintifik	Pembentukan	Fasa akhir program pengajian	Tidak boleh berfikir dan menjana idea baharu untuk penambahbaikan.	Berupaya menjana idea baharu dengan bantuan untuk penambahbaikan.	Berupaya menjana idea baharu tetapi mungkin tidak praktikal untuk pelaksanaan.	Berupaya menjana idea-baharu yang mungkin praktikal untuk pelaksanaan.	Berupaya menjana idea baharu yang sangat praktikal untuk dilaksanakan.	Tugasan / Laporan projek / Prestasi projek praktikal / Kajian kes / Latihan amali / Projek akhir /Main peranan
	Ciptaan	Fasa akhir program pengajian	Tidak boleh menghasilkan sebarang / produk .	Boleh menghasilkan idea / produk dengan bantuan.	Boleh menghasilkan idea / produk dengan sedikit bantuan.	Boleh menghasilkan idea / produk tanpa bantuan.	Boleh menghasilkan idea / produk di luar jangkaan.	Tugasan / Laporan projek / Prestasi projek praktikal / Kajian kes / Latihan amali / Projek akhir /Main peranan



BAB

07



DHP KKM7: KEMAHIRAN PENGURUSAN MAKLUMAT DAN PEMBELAJARAN SEPANJANG HAYAT



DHP KKM7: Kemahiran Pengurusan Maklumat dan Pembelajaran Sepanjang Hayat



Bahagian ini mengandungi definisi, glosari subatribut, kerangka konsep dan rubrik bagi DHP KKM7: Kemahiran Pengurusan Maklumat dan Pembelajaran Sepanjang Hayat.

Definisi

Pengurusan maklumat ialah pengumpulan dan pengurusan yang berkaitan maklumat daripada satu atau lebih sumber dan pengedaran maklumat kepada satu atau lebih pengguna.

Kadang kala ia melibatkan mereka yang mempunyai kepentingan dan hak ke atas maklumat tersebut. Pengurusan maklumat bermaksud menyusun dan mengawal struktur, pemprosesan dan penghantaran maklumat.

Pembelajaran sepanjang hayat ditakrifkan secara umum sebagai pembelajaran yang dilaksanakan sepanjang hidup: Pembelajaran secara luwes, pelbagai dan boleh dialami pada masa yang berlainan dan di tempat yang berbeza serta merentasi sektor.



Glosari Subatribut

DHP KKM7: Kemahiran Pengurusan Maklumat dan Pembelajaran Sepanjang Hayat mengandungi tiga atribut dan 12 subatribut. Takrif bagi setiap satu subatribut tersebut turut diberikan dalam Jadual 7.1.



Kerangka Konsep

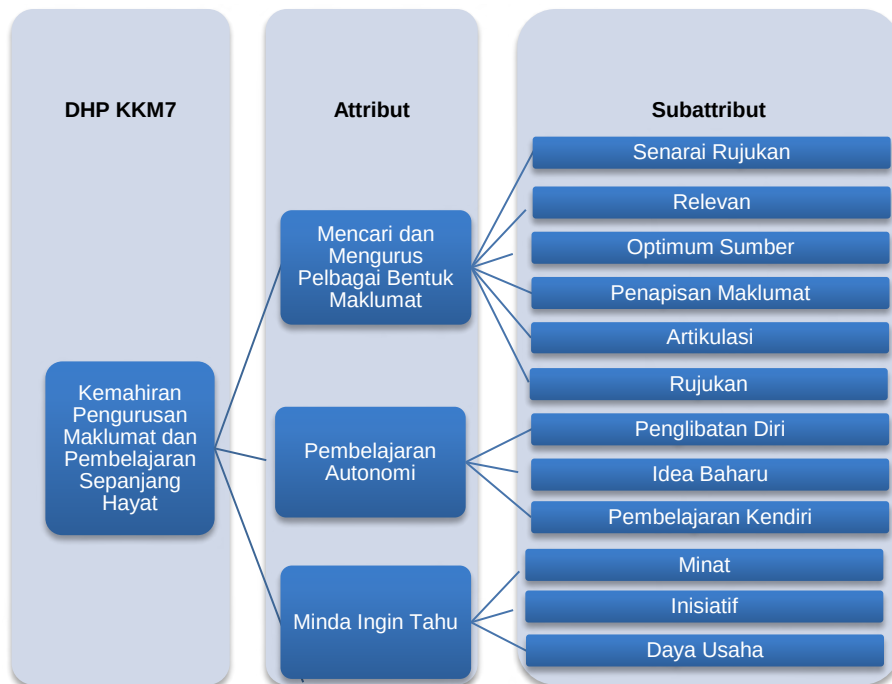
Kerangka Konsep DHP KKM7: **Kemahiran Pengurusan Maklumat dan Pembelajaran Sepanjang Hayat** memaparkan pecahan DHP KKM7 kepada Atribut dan Subatribut seperti yang ditunjukkan dalam Rajah 7.1.

Rubrik

Rubrik bagi DHP KKM7: Kemahiran Pengurusan Maklumat dan Pembelajaran Sepanjang Hayat memperincikan atribut dan subatribut dari segi tahap guna pakai; kriteria pencapaian iaitu sangat lemah, lemah, memuaskan, baik, dan sangat baik; dan contoh tugasan pentaksiran seperti Jadual 7.2.

**Jadual 7.1: Atribut, Subatribut dan Takrif Subatribut DHP KKM7:
Kemahiran Pengurusan Maklumat dan Pembelajaran Sepanjang Hayat**

Atribut	Subatribut	Takrif
7.1 Mencari dan Mengurus Pelbagai Bentuk Maklumat	Senarai Rujukan	Jumlah senarai rujukan berkaitan dengan tugas yang diberikan
	Relevan	Bersesuaian dan berkaitan dengan tugas yang diberikan
	Optimum Sumber	Mengoptimumkan penggunaan pelbagai bentuk rujukan dengan mengoptimumkan pelbagai rujukan.
	Penapisan Maklumat	Penapisan - memilih, mengelolakan dan mendapatkan maklumat mengikut senarai rujukan.
	Artikulasi	Penzahiran idea secara terang dan berkesan dalam penulisan serta dapat difahami oleh pembaca
	Rujukan	Bahan atau sumber keterangan lanjutan mengenai sesuatu perkara sebagai panduan
7.2 Pembelajaran Autonomi	Penglibatan Diri	Tahap penglibatan, keinginan, minat, optimis dan keterlibatan yang dipaparkan bagi mempertingkatkan proses pembelajaran.
	Idea Baharu	Mengemukakan pandangan dan pendapat yang tercetus daripada penerokaan sendiri.
	Pembelajaran Kendiri	Pembelajaran terarah sendiri yang melibatkan pembelajaran yang menghubungkan kait dengan maklumat baharu tentang konsep dan proses yang lebih tersusun dan lengkap.
7.3 Minda Ingin Tahu	Minat	Keinginan mencari peluang untuk menambah ilmu pengetahuan dengan melakukan penerokaan terhadap sesuatu isu dan melaksanakan tugas semampu mungkin.
	Inisiatif	Tahap keupayaan yang mempamerkan keinginan seseorang memulakan dan menyelesaikan tugas.
	Daya Usaha	Menunjukkan usaha dalam membuat pencarian maklumat.



Rajah 7.1: Kerangka Konsep DHP KKM7: Kemahiran Pengurusan Maklumat dan Pembelajaran Sepanjang Hayat

Jadual 7.2: Rubrik DHP KKM7: Kemahiran Pengurusan Maklumat dan Pembelajaran Sepanjang Hayat

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Mencari dan Mengurus Pelbagai Bentuk Maklumat	Senarai Rujukan	Sepanjang Pengajian	Tidak memenuhi keperluan jumlah senarai rujukan yang diperlukan.	Kurang memenuhi keperluan jumlah senarai rujukan yang diperlukan.	Memenuhi sebahagian keperluan senarai jumlah rujukan yang diperlukan.	Memenuhi keperluan jumlah senarai rujukan.	Melebihi keperluan jumlah senarai rujukan.	Tunjuk cara / Tugas / Pembentangan Individu / Projek Individu / Refleksi / Analisis Kes / Demonstrasi
	Relevan	Sepanjang Pengajian	Tiada rujukan yang sesuai dan relevan.	Rujukan yang dikumpul kurang sesuai dan terhad.	Rujukan yang mencukupi dan relevan.	Rujukan yang dikumpul memenuhi tugas yang diberikan pada tahap baik.	Rujukan yang dikumpul adalah relevan dan sangat bersesuaian dengan tugas.	
	Optimum Sumber	Sepanjang Pengajian	Tidak boleh menggunakan maklumat daripada rujukan.	Boleh menggunakan maklumat daripada rujukan secara minimum.	Boleh menggunakan maklumat daripada rujukan secara sederhana.	Boleh menggunakan maklumat daripada rujukan secara dengan baik.	Boleh menggunakan maklumat secara maksimum daripada rujukan.	

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Mencari dan Mengurus Pelbagai Bentuk Maklumat	Penapisan maklumat	Sepanjang Pengajian	Tidak boleh membuat tapisan maklumat yang diperlukan.	Boleh membuat tapisan terhadap maklumat yang diperlukan	Boleh-membuat tapisan yang memuaskan bagi maklumat yang diperlukan.	Boleh membuat tapisan yang tepat bagi maklumat yang diperlukan.	Boleh membuat tapisan yang sangat tepat bagi maklumat yang diperlukan.	Tunjuk cara / Tugas / Pembentangan Individu / Projek Individu / Refleksi / Analisis Kes / Demonstrasi
	Artikulasi	Sepanjang Pengajian	Amat kurang menggunakan rujukan dalam penulisan.	Kurang menggunakan rujukan dalam penulisan.	Boleh menggunakan rujukan dalam penulisan dengan memuaskan.	Boleh menggunakan rujukan dalam penulisan dengan baik.	Boleh menggunakan rujukan dalam penulisan dengan sangat baik.	
	Rujukan	Sepanjang Pengajian	Tiada menggunakan sumber rujukan.	Kurang menggunakan sumber rujukan.	Penggunaan sumber rujukan yang berpatutan.	Penggunaan sumber rujukan.	Penggunaan sumber rujukan dengan sangat baik.	

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Pembelajaran Autonomi	Penglibatan Diri	Sepanjang Pengajian	Kurang melibatkan diri dalam pembelajaran autonomi.	Meminimumkan penglibatan diri dalam pembelajaran autonomi.	Berusaha untuk membiasakan diri dalam pembelajaran autonomi.	Konsisten dalam melibatkan diri bagi pembelajaran autonomi.	Melibatkan diri sepenuhnya dalam pembelajaran secara autonomi.	Tugas / Pembentangan Individu / Projek Individu / Refleksi / Analisis Kes / Demonstrasi
	Idea Baharu	Sepanjang Pengajian	Tiada Idea baharu untuk menyelesaikan.	Mempunyai idea baharu yang lemah untuk menyelesaikan masalah	Mempunyai idea baharu yang sederhana untuk menyelesaikan masalah.	Mempunyai idea baharu yang baik untuk menyelesaikan masalah.	Mempunyai idea baharu yang sangat baik untuk menyelesaikan masalah.	Tunjuk cara / Tugas / Pembentangan Individu / Kajian Kes / Demonstrasi
	Pembelajaran Kendiri	Sepanjang Pengajian	Tidak melakukan sebarang pembelajaran kendiri.	Melakukan sedikit pembelajaran kendiri.	Melakukan pembelajaran kendiri yang memuaskan.	Melakukan pembelajaran kendiri yang baik.	Melakukan pembelajaran kendiri yang sangat baik.	Tugas / Pembentangan Individu / Kajian Kes / Demonstrasi

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Minda Ingin Tahu	Minat	Sepanjang Pengajian	Tiada keinginan untuk meneroka sesuatu isu bagi melaksanakan tugas.	Mempunyai sedikit keinginan untuk meneroka sesuatu isu bagi melaksanakan tugas.	Mempunyai keinginan yang memuaskan untuk meneroka sesuatu isu bagi melaksanakan tugas.	Mempunyai keinginan yang baik untuk meneroka sesuatu isu bagi melaksanakan tugas.	Mempunyai keinginan yang sangat baik untuk meneroka sesuatu isu bagi melaksanakan tugas.	Tunjuk cara / Tugas / Pembentangan Individu / Refleksi / Projek Individu / Kajian kes / Demonstrasi
	Inisiatif	Sepanjang Pengajian	Tidak mempamerkan inisiatif dalam menyelesaikan tugas.	Mempamerkan inisiatif yang lemah dalam menyelesaikan tugas.	Mempamerkan inisiatif yang sederhana dalam menyelesaikan tugas.	Mempamerkan inisiatif yang baik dalam menyelesaikan tugas.	Mempamerkan inisiatif yang sangat baik dalam menyelesaikan tugas.	
	Daya Usaha	Sepanjang Pengajian	Tidak mempunyai daya usaha dalam menyiapkan tugas.	Mempunyai daya usaha yang sedikit dalam menyiapkan tugas.	Mempunyai daya usaha yang memuaskan dalam menyiapkan tugas.	Mempunyai daya usaha yang baik dalam menyiapkan tugas.	Mempunyai daya usaha yang sangat baik dalam menyiapkan tugas.	



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08



DHP KKM8: KEMAHIRAN MENGURUS DAN KEUSAHAWANAN



DHP KKM 8: Kemahiran Mengurus dan Keusahawanan

Bahagian ini mengandungi definisi, glosari subatribut, kerangka konsep dan rubrik bagi DHP KKM8: Kemahiran Mengurus dan Keusahawanan.

Definisi

Kemahiran **Mengurus** adalah merupakan kemahiran asas pengurusan organisasi atau kumpulan yang meliputi kemahiran mengurus masa, membuat keputusan, menyusun idea, memberi arahan kerja dan mendorong atau memberi motivasi kepada ahli.



Keusahawanan merangkumi minda keusahawanan dan kemahiran keusahawanan.

Minda Keusahawanan merujuk kepada pemikiran yang mempengaruhi perlakuan manusia ke arah hasil dan aktiviti keusahawanan. Individu yang berminda keusahawanan berkecenderungan ke arah inovasi, peluang dan hasil reka cipta baharu.

Kemahiran Keusahawanan pula meliputi:

- Kemampuan belajar melalui pengalaman keusahawanan,
- Kreativiti,
- Inovasi,
- Pengenalpastian peluang dan strategi keusahawanan,
- Toleransi risiko,
- Lokus kawalan dalaman,
- Pencapaian tinggi dan ketabahan
- Pengurusan kewangan.

Glosari Subatribut

DHP KKM8: Kemahiran Mengurus dan Keusahawanan mengandungi tiga atribut dan 14 subatribut. Takrif bagi setiap satu subatribut tersebut turut diberikan dalam Jadual 8.1.

Kerangka Konsep

Kerangka Konsep DHP KKM8: **Kemahiran Pengurusan dan Keusahawanan** memaparkan pecahan DHP KKM8 kepada **Atribut dan Subatribut** seperti yang ditunjukkan pada Rajah 8.1.



Rubrik

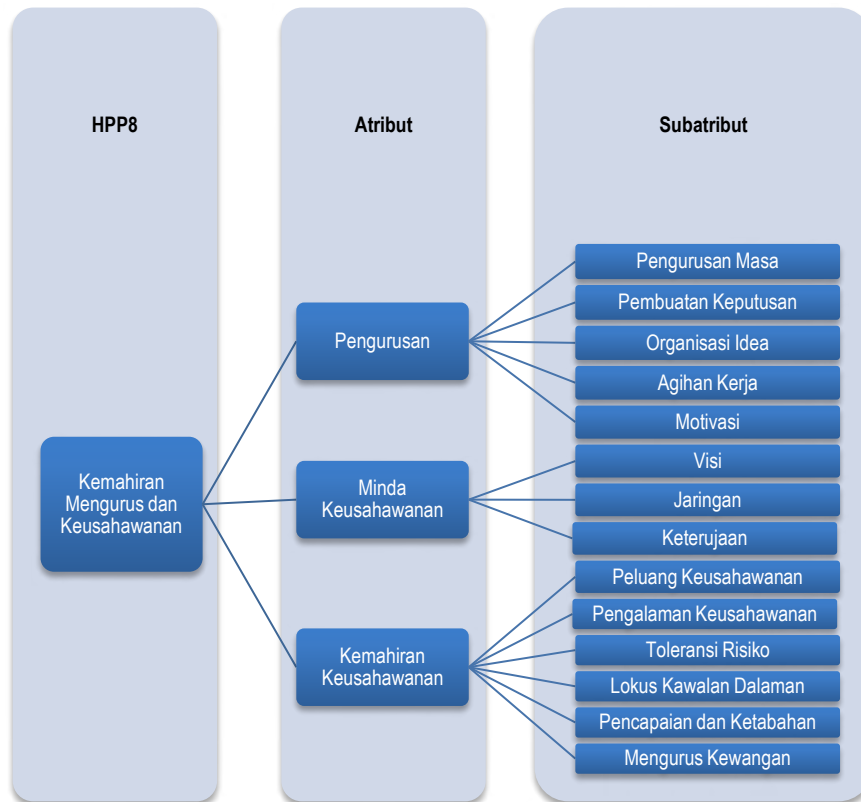
Rubrik bagi DHP KKM8: Kemahiran Mengurus dan Keusahawanan memperincikan atribut dan subatribut dari segi tahap guna pakai dan kriteria pencapaian iaitu bagi kemahiran mengurus dan minda keusahawanan diukur dengan *sangat lemah, lemah, memuaskan, baik, dan sangat baik* dan contoh tugas pentaksiran seperti dalam Jadual 8.2.

Kemahiran keusahawanan pula diukur dengan tiga tahap; asas, pertengahan dan lanjutan. Ia menggunakan rubrik yang sama dengan kemahiran mengurus dan minda keusahawanan.

Tahap penggunaan indikator digunakan untuk tahap asas. Bagi tahap pertengahan kedudukan indikator *sangat lemah* bermula dari *lemah* dan berakhir dengan indikator tambahan bagi *sangat baik*. Manakala bagi tahap lanjutan, kedudukan indikator *sangat lemah* diukur dari kedudukan *memuaskan* dan ditambah dengan dua indikator baharu seperti yang ditunjukkan dalam Jadual 8.3.

Jadual 8.1: Atribut, Subatribut dan Takrif Subatribut DHP KKM8: Kemahiran Mengurus dan Keusahawanan

Atribut	Subatribut	Takrif
8.1 Kemahiran Mengurus	Pengurusan Masa	Proses merancang dan melaksanakan kawalan masa yang digunakan untuk sesuatu aktiviti, terutamanya untuk meningkatkan keberkesanan, kecekapan atau produktiviti.
	Membuat Keputusan	Proses pemilihan kepercayaan atau tindakan yang perlu daripada beberapa keberangkalian alternatif.
	Organisasi Idea	Menyatakan idea dengan jelas, koheren dan tersusun/teratur.
	Agihan Kerja	Agihan tanggungjawab dan kuasa kepada suatu kumpulan untuk melaksanakan aktiviti-aktiviti.
	Motivasi	Bermotivasi dan mendorong rakan-rakan lain untuk menyiapkan setiap tugas dan aktiviti.
8.2 Minda Keusahawanan	Visi	Mempunyai wawasan berinovasi bagi menyelesaikan masalah dunia sebenar.
	Jaringan	Mempunyai kesedaran bahawa bagi menjadi seorang usahawan seseorang memerlukan hubungan keusahawanan melalui pembentukan pasukan, integriti peribadi, komunikasi dan tawaran yang baik.
	Keterujaan	Mempunyai perasaan seronok atau suka dalam menjalankan aktiviti bidang keusahawanan.
8.3 Kemahiran Keusahawanan	Pengalaman Keusahawanan	Pembelajaran yang diperolehi melalui penglibatan dalam aktiviti keusahawanan.
	Pengenalpastian Peluang Keusahawanan	Proses mencari peluang melaksanakan idea keusahawanan mengikut strategi yang telah dirancang hasil daripada kreativiti ialah proses mengumpul menjana idea-idea baharu dan inovasi dalam mengaplikasikan idea kepada amalan.
	Toleransi Risiko	Sikap dan kesediaan usahawan dalam mengenal pasti dan mengambil langkah menghadapi risiko.
	Lokus Kawalan Dalaman	Sikap percaya bahawa asas kejayaan adalah terletak pada kerja sendiri dan mampu mengawal kehidupan.
	Pencapaian dan Ketabahan	Keupayaan meletakkan sasaran yang lebih tinggi dan juga ketabahan dalam menghadapi cabaran.
	Pengurusan Kewangan	Keupayaan untuk mengendalikan komponen kewangan dan sumber.



Rajah 8.1: Kerangka Konsep DHP KKM8: Kemahiran Mengurus dan Keusahawanan

Jadual 8.2: Rubrik DHP KKM8: Kemahiran Mengurus dan Keusahawanan

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Pengurusan	Pengurusan Masa	Semua Tahap / Tahun Pengajian	Tiada usaha untuk menyiapkan kerja dalam tempoh. Tidak boleh mengurus masa.	Jarang menyelesaikan kerja dalam tempoh. Tidak boleh mengurus masa dengan baik.	Kadang-kadang dapat menyelesaikan kerja dalam tempoh yang diberikan. Berusaha untuk mengurus masa.	Menyediakan kerja dalam tempoh yang diberikan dengan menggunakan kemahiran pengurusan masa	Melengkapkan tugas-tugas lebih awal daripada jadual dengan mewujudkan pelan dan jadual waktu untuk menyiapkan kerja itu.	Kerja Kursus / Tugas
	Pembuatan Keputusan	Semua Tahap / Tahun Pengajian	Tiada usaha untuk membuat keputusan dan tidak memahami keadaan dan pilihan-pilihan yang ada.	Ada sedikit usaha untuk membuat keputusan dan memahami keadaan dan pilihan-pilihan yang ada.	Ada usaha yang memuaskan untuk membuat keputusan dan mempunyai kefahaman yang memuaskan tentang keadaan dan pilihan-pilihan yang ada.	Ada usaha yang baik untuk membuat keputusan dan mempunyai kefahaman yang baik tentang keadaan dan pilihan-pilihan yang ada.	Ada usaha yang sangat baik untuk membuat keputusan dan mempunyai kefahaman yang sangat baik tentang keadaan dan pilihan-pilihan yang ada.	Tugas / Laporan Refleksi

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Pengurusan	Organisasi Idea	Semua Tahap / Tahun Pengajian	Menyampaikan idea dengan cara yang tidak jelas, padu dan teratur.	Menyampaikan idea dengan cara yang kurang jelas, padu dan teratur.	Menyampaikan idea dengan cara yang sederhana jelas, padu dan teratur.	Menyampaikan idea dengan cara yang jelas, padu dan teratur.	Menyampaikan idea dengan cara yang amat jelas, padu dan teratur.	Tugas / Perbincangan Kumpulan / Forum
	Agihan Kerja	Semua Tahap / Tahun Pengajian	Tidak berlaku agihan kerja dalam kalangan ahli kumpulan.	Berlaku sedikit agihan kerja dalam kalangan ahli kumpulan.	Berlaku agihan kerja yang memuaskan dalam kalangan ahli kumpulan.	Berlaku agihan kerja yang baik dalam kalangan ahli kumpulan.	Berlaku agihan kerja yang sangat baik dalam kalangan ahli kumpulan.	Kerja Kumpulan

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Contoh Tugas Pentaksiran
Pengurusan	Motivasi	Semua Tahap/Tahun Pengajian	Tidak mempunyai semangat dalam menyelesaikan tugas.	Kurang mempunyai semangat dalam menyelesaikan tugas.	Mempunyai semangat yang memuaskan dalam menyelesaikan tugas.	Mempunyai semangat yang tinggi dalam menyelesaikan tugas.	Mempunyai semangat yang sangat tinggi dalam menyelesaikan tugas.	Tugas
Minda Keusahawanan	Visi	Semua Tahap/Tahun Pengajian	Tidak mempunyai wawasan dalam menyelesaikan masalah.	Kurang mempunyai wawasan dalam menyelesaikan masalah.	Mempunyai wawasan yang memuaskan dalam menyelesaikan masalah.	Mempunyai wawasan yang baik dalam menyelesaikan masalah.	Mempunyai wawasan yang sangat baik dalam menyelesaikan masalah.	Laporan refleksi
	Jaringan	Semua Tahap/Tahun Pengajian	Tidak mempunyai kesedaran bahawa seorang usahawan memerlukan hubungan keusahawanan.	Kurang mempunyai kesedaran bahawa seorang usahawan memerlukan hubungan keusahawanan.	Mempunyai tahap kesedaran yang memuaskan bahawa seorang usahawan memerlukan hubungan keusahawanan.	Mempunyai tahap kesedaran yang baik bahawa seorang usahawan memerlukan hubungan keusahawanan.	Mempunyai tahap kesedaran yang sangat baik bahawa seorang usahawan memerlukan hubungan keusahawanan.	Kajian kes
	Keterujaan	Semua Tahap/Tahun Pengajian	Tidak suka atau seronok menjalankan aktiviti bidang keusahawanan.	Kurang suka atau seronok menjalankan aktiviti bidang keusahawanan.	Agak suka atau seronok menjalankan aktiviti bidang keusahawanan.	Suka atau seronok menjalankan aktiviti bidang keusahawanan.	Sangat suka atau seronok menjalankan aktiviti bidang keusahawanan.	Simulasi

Jadual 8.3: Rubrik DHP KKM8: Kemahiran Keusahawanan

Atribut	Subatribut	Tahap Guna Pakai								Contoh Tugas Pentaksiran
			Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Sangat Baik (Pertengahan)	Sangat Baik (Lanjutan)	
Kemahiran Keusahawanan	Peluang keusahawanan	Semua tahap	Tiada idea untuk penambahan nilai / penyelesaian masalah / kehendak / keperluan pelanggan.	Mempunyai idea penambahan nilai / penyelesaian masalah yang tidak jelas dan tidak relevan dengan kehendak / keperluan pelanggan.	Idea perniagaan adalah jelas tetapi tidak memenuhi kehendak / keperluan pelanggan.	Idea perniagaan adalah jelas dan memenuhi kehendak / keperluan pelanggan.	Mengupayakan idea menjadi peluang mengikut strategi perniagaan dan memenuhi kehendak / keperluan pelanggan.	Menjalankan perniagaan mengikut strategi perniagaan dan memenuhi kehendak / keperluan pelanggan.	Menjalankan perniagaan di peringkat global mengikut strategi dan memenuhi kehendak / keperluan pelanggan.	Pembentangan lisan / Laporan perniagaan bertulis / Pameran dan jualan produk (untuk tahap pertengahan dan lanjutan)
	Pengalaman Keusahawanan	Semua tahap	Tidak berupaya menyediakan laporan refleksi berkaitan dengan program keusahawanan yang disertai.	Boleh menyediakan laporan refleksi berkaitan dengan program keusahawanan yang disertai pada tahap lemah.	Boleh menyediakan laporan refleksi berkaitan dengan program keusahawanan yang disertai pada tahap yang memuaskan.	Boleh menyediakan laporan refleksi berkaitan dengan program keusahawanan yang disertai pada tahap yang baik.	Boleh menyediakan laporan refleksi berkaitan dengan program keusahawanan yang disertai dengan sangat baik.	Boleh menyediakan laporan refleksi yang jelas, terperinci dan berimpak tinggi berkaitan dengan program keusahawanan yang disertai.	Boleh menyediakan laporan refleksi yang jelas, terperinci dan sangat berimpak tinggi berkaitan dengan program keusahawanan yang disertai.	Laporan refleksi dan keterlibatan dalam aktiviti keusahawanan
				Rubrik untuk mengukur pencapaian pelajar tahap asas						
								Rubrik untuk mengukur pencapaian pelajar tahap pertengahan		
								Rubrik untuk mengukur pencapaian pelajar tahap lanjutan		

Atribut	Subatribut	Tahap Guna Pakai								Contoh Tugas Pentaksiran
			Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Sangat baik (Pertengahan)	Sangat baik (Lanjutan)	
Kemahiran Keusahawanan	Toleransi Risiko	Semua tahap	Tidak berupaya untuk mengenalpasti risiko.	Berupaya mengenal pasti risiko.	Berupaya mendapatkan maklumat dalam mengurangkan risiko.	Berupaya mengukur dan menganalisis risiko.	Berupaya mencadangkan alternatif untuk mengurangkan risiko.	Berupaya memilih alternatif untuk mengurangkan risiko.	Berupaya mengurus risiko dengan saluran yang betul (Contoh: mengambil insurans dan memohon IP).	Pembentangan lisan / Laporan bertulis (pertengahan dan lanjutan)
	Lokus Kawalan Dalam	Semua tahap	Tidak berupaya menyatakan pendirian atau pendapat/idea keusahawanan.	Berani menyatakan pendirian atau pendapat/idea keusahawanan.	Berupaya menyakinkan orang lain dengan pendapat/idea keusahawanan.	Mengambil inisiatif sendiri untuk membangunkan sesuatu berdasarkan pendapat/idea keusahawanan.	Mempunyai keinginan untuk mempengaruhi orang lain untuk membina jaringan perniagaan mengikut pendapat/idea keusahawanan (Contoh: mewujudkan lebih ramai pelanggan, rakan kongsi, pelabur dan ahli bersekutu).	Telah mempunyai jaringan perniagaan mengikut pendapat/idea keusahawanan.	Pembentangan lisan.	
	Rubrik untuk mengukur pencapaian pelajar tahap asas									
Rubrik untuk mengukur pencapaian pelajar tahap pertengahan										
Rubrik untuk mengukur pencapaian pelajar tahap lanjutan										

Atribut	Subatribut	Tahap Guna Pakai	Sangat Lemah	Lemah	Memuaskan	Baik	Sangat Baik	Sangat baik (Pertengahan)	Sangat baik (Lanjutan)	Contoh Tugas Pentaksiran
Kemahiran Keusahawanan	Pencapaian dan ketabahan	Semua tahap	Tidak mempunyai matlamat dan daya usaha	Mempunyai matlamat dan daya usaha yang kurang jelas.	Mempunyai matlamat dan daya usaha yang jelas, tetapi kurang realistik.	Mempunyai matlamat dan daya usaha yang jelas dan realistik, tetapi rendah.	Mempunyai matlamat dan daya usaha yang jelas, realistik dan tinggi.	Berupaya mencapai matlamat dan daya keusahawanan yang tinggi secara tidak konsisten (Contoh: jualan dan keuntungan).	Berupaya mencapai matlamat dan daya keusahawanan yang tinggi dan konsisten (Contoh: jualan dan keuntungan).	Pembentangan lisan / Laporan bertulis Rancangan perniagaan (peringkat lanjutan)
	Pengurusan Kewangan	Semua tahap	Tidak berupaya mengenal pasti komponen kewangan dan sumber.	Berupaya mengenal pasti komponen asas kewangan dan sumber.	Berupaya menganalisis kewangan dan sumber.	Berupaya memperoleh maklumat kewangan dan sumber bagi kos.	Berupaya membangunkan perancangan kewangan dan sumber bagi kos.	Berupaya mengurus dan mengelola kewangan dan sumber bagi kos.	Berupaya mencipta kekayaan dari kewangan dan sumber.	Laporan bertulis Laporan kewangan (lanjutan)
			Rubrik untuk mengukur pencapaian pelajar tahap asas							
								Rubrik untuk mengukur pencapaian pelajar tahap pertengahan		
								Rubrik untuk mengukur pencapaian pelajar tahap lanjutan		



BAB

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PENUTUP



Penutup



Buku panduan ini cuba menggariskan dua perkara utama, iaitu:

- (i) Penggunaan rubrik untuk mencatat penskoran tugas pelajar agar prestasi pencapaian Hasil Pembelajaran Kursus (HPK) dapat dilaksanakan dengan lebih adil. **Rubrik yang telah dikongsi dengan pelajar pada permulaan semester dapat mendorong mereka menghasilkan tugas mengikut prestasi pencapaian yang dihasratkan.** Ini kerana rubrik tersebut berupaya memberikan penerangan bagi setiap tahap pencapaian atribut dan subatribut bagi setiap Domain Hasil Pembelajaran Kerangka Kelayakan Malaysia (DHP KKM3 hingga DHP KKM8).

- (ii) Penekanan terhadap pelaksanaan penjajaran konstruktif yang merujuk kepada prinsip yang digunakan untuk merangka aktiviti pengajaran dan pembelajaran serta pentaksiran yang dapat memaparkan pembangunan diri pelajar yang melaksanakan tugas tersebut. **Melalui penjajaran konstruktif pelajar berpeluang mengenal pasti pencapaian mereka terhadap kompetensi yang diharapkan melalui kursus yang diikuti.**

Rumusannya, buku panduan ini juga diharapkan dapat membantu tenaga pengajar memulakan atau menambah baik amalan penjajaran konstruktif dalam pengajaran dan pentaksiran. Semoga transformasi amalan ini dapat menyokong aspirasi Lonjakan Pertama Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi) bagi menghasilkan graduan yang holistik, berciri keusahawanan dan seimbang.

A



GLOSARI



Glosari

Atribut

- Kualiti atau ciri-ciri yang wujud dalam seseorang atau sesuatu.

Beban Pembelajaran Pelajar (SLT)

- Jam pembelajaran sendiri termasuk daripada modul pembelajaran sendiri dan sebarang tambahan pembelajaran sendiri tidak bersemuka dan persediaan untuk kuliah/makmal/tutoran dan ujian serta pentaksiran.

Domain Hasil Pembelajaran Kerangka Kelayakan Malaysia (DHP KKM)

- Merujuk kepada lapan domain hasil pembelajaran yang signifikan untuk Malaysia: (1) Pengetahuan; (2) Kemahiran Praktikal; (3) Kemahiran dan Tanggungjawab Sosial; (4) Nilai, Sikap dan Profesionalisme; (5) Kemahiran Komunikasi, Kepimpinan dan Kerja Berpasukan; (6) Kemahiran Penyelesaian Masalah dan Kemahiran Saintifik; (7) Kemahiran Pengurusan Maklumat dan Pembelajaran Sepanjang Hayat; (8) Kemahiran Mengurus dan Keusahawanan.

Hasil Pembelajaran Kursus (HPK)

- Hasil pembelajaran yang mewakili senarai kompetensi yang akan dimiliki oleh pelajar setelah melalui suatu kursus dan perlu dicapai oleh setiap pelajar yang mengikuti kursus berkenaan dalam semester berkenaan.

Kerangka Kelayakan Malaysia (KKM)

- Huraian atau deskripsi sistem pendidikan kebangsaan, yang difahami di peringkat antarabangsa, yang menjelaskan semua kelayakan dan pencapaian akademik dalam pendidikan tinggi (pasca sekolah) dan menghubungkaitkan kelayakan-kelayakan ini secara bermakna.
-

**Pendidikan
Berasaskan Hasil
(OBE)**

- Satu proses yang melibatkan penstrukturan kurikulum, penilaian dan laporan amali dalam pendidikan untuk mencerminkan pencapaian pembelajaran peringkat tinggi dan penguasaan daripada pengumpulan kredit kursus.

**Penjajaran
Konstruktif**

- Prinsip yang digunakan untuk merangka aktiviti pengajaran dan pembelajaran dan tugas penilaian secara langsung menangani hasil pembelajaran yang dikehendaki yang tidak dapat dicapai dalam kuliah tradisional, kelas tutorial dan peperiksaan

Pentaksiran

- Suatu proses pembelajaran yang merangkumi aktiviti menghurai, mengumpul, merekod, memberi skor dan menterjemahkan maklumat tentang pembelajaran pelajar bagi sesuatu tujuan tertentu.

**Purata Nilai Gred
Kumulatif Bersepadu
(PNGK Bersepadu)**

- Sistem pentaksiran yang mengukur prestasi pelajar universiti secara keseluruhan dan bukan hanya pencapaian akademik.

Rubrik

- Satu alat pemarkahan yang jelas mewakili jangkaan prestasi untuk tugasan atau sesuatu kerja.

Subatribut

- Atribut sekunder.



B



PENGHARGAAN



Penghargaan

Kementerian ingin merakamkan setinggi-tinggi penghargaan dan terima kasih kepada semua yang telah menyumbang kepada Buku Rubrik PNGK Bersepadu: Panduan Pentaksiran Hasil Pembelajaran.

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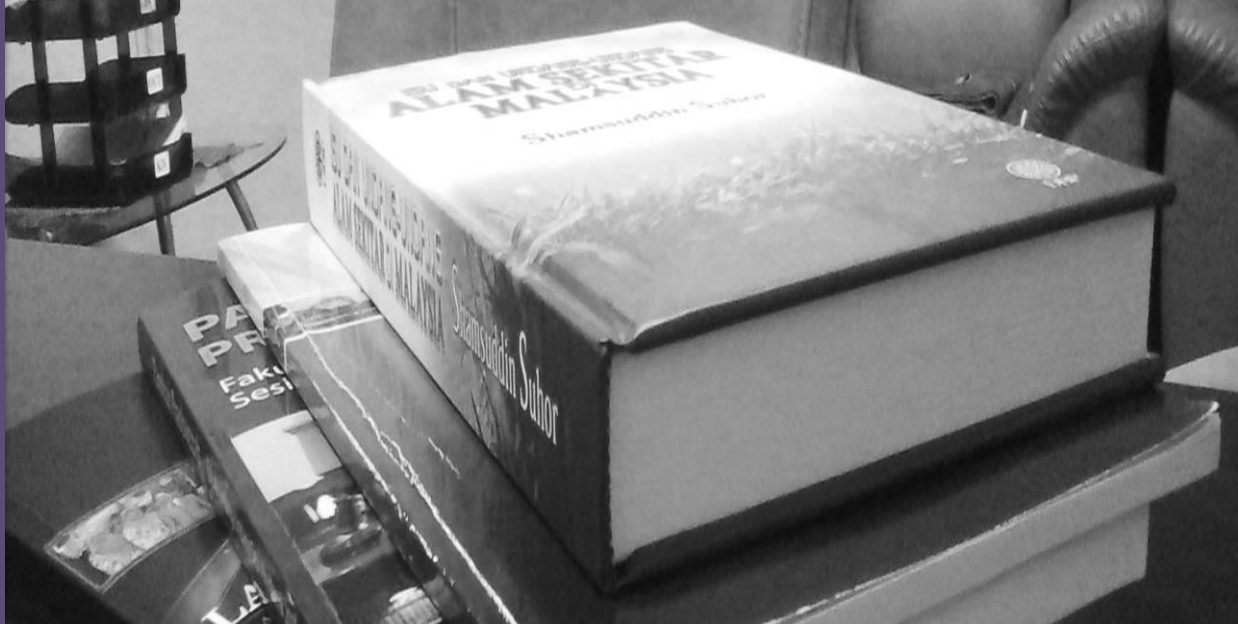
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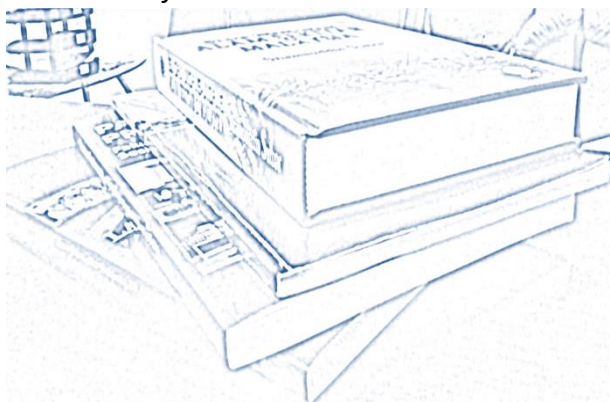
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CHAPTER

01

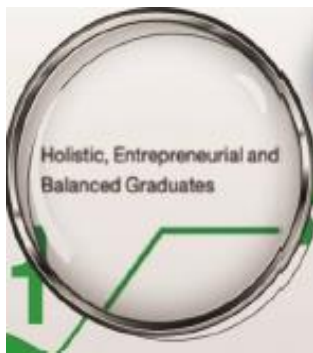


INTRODUCTION



Introduction

The Malaysia Education Blueprint 2015-2025 (Higher Education) or the MEB (HE) (Ministry of Higher Education, 2015) is formulated based on the vision and aspiration of Malaysia Education Development Plan (2013 – 2015) and National Higher Education Strategic Plan or *Pelan Strategik Pengajian Tinggi Negara (PSPTN)* in educating students who are knowledgeable, skilled and talented to face the challenges of the 21st century. **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.

iCGPA serves to drive the practices of constructive alignment in ensuring quality curriculum design, delivery and assessment at the course level and the programme level.

What is iCGPA?

- A system or mechanism for assessing and reporting learner's integrated development and learning gains of their ADAB (ethics and values), their declarative and functional knowledge and their disciplinary skills & technical abilities.
- The reporting illustrates attainment of attributes outlined in the six student aspirations stipulated in the MEB (HE) as well as the eight domains of learning outcomes listed in the Malaysian Qualifications Framework. It is a mechanism that aims to assist various stakeholders in making decisions or planning for improvement.

- Hence, iCGPA reports the learner's holistic performance and their program learning outcome achievement throughout their study period.

Purpose of iCGPA Rubric Book: Learning Outcomes Assessment Guide

This book acts as a guide as well as a source of support for academic staff in the implementation of the **Constructive Alignment in teaching and assessment methods in achieving the respective course learning outcomes.**

This book is **not prescriptive or exclusive in nature but focuses on good practices that can be referred to in designing learning outcomes as well as the aligned assessment tasks.**

The book contains definitions, glossaries, subattributes, conceptual frameworks and the assessment rubrics attributes for the **Malaysian Qualification Framework (MQF) learning outcome domains (LOD) namely (Malaysian Qualification Agency, 2015):**

Social Skills and Responsibilities

Values, Attitude and Professionalism

Communication, Leadership and Teamwork Skills

Problem Solving and Scientific Skills

Information Management and Lifelong Learning Skills

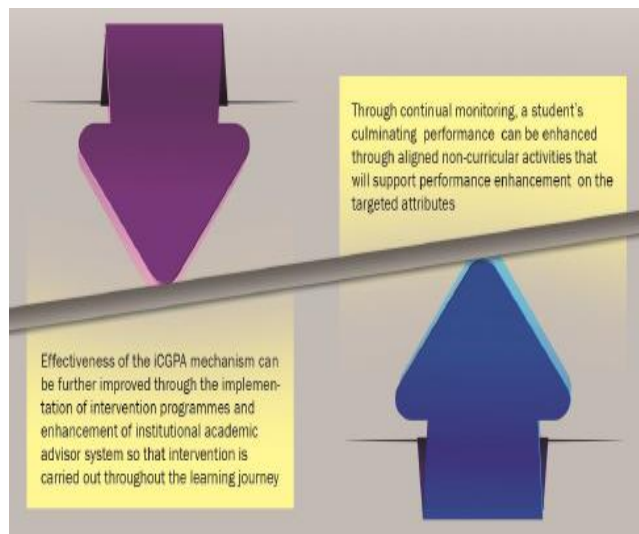
Managerial and Entrepreneurial Skills

The *Knowledge and Practical Skills* learning outcome domains are not covered in this book as the academic staff are already highly trained and specialized in the assessment methods of student attainment for this particular learning outcome domains (Ministry of Higher Education Malaysia, 2006).

This book also provides examples on the mapping of the course constructive alignment for several courses. The mapping shows the role of courses in facilitating the improvement of students' holistic ability. The mapping also demonstrates constructive learning method that can help students to attain the course learning outcomes.

Finally, the mapping shows the aligned assessment tasks (together with the weightage

for the awarded grades) so that students can demonstrate their performance that corresponds with the desired learning outcomes (Malaysian Qualification Agency, 2013).

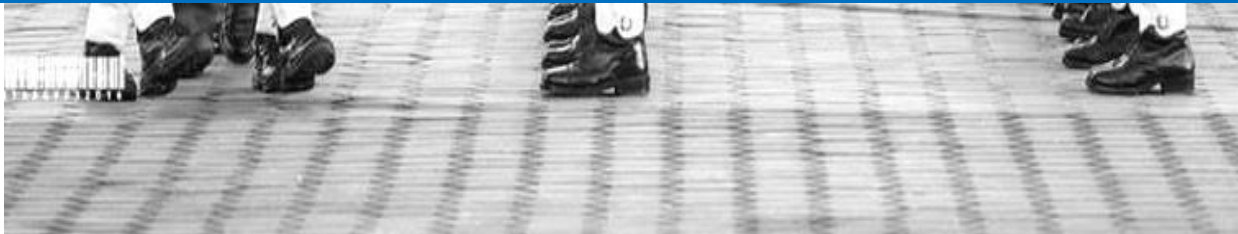


CHAPTER

02



CONSTRUCTIVE ALIGNMENT

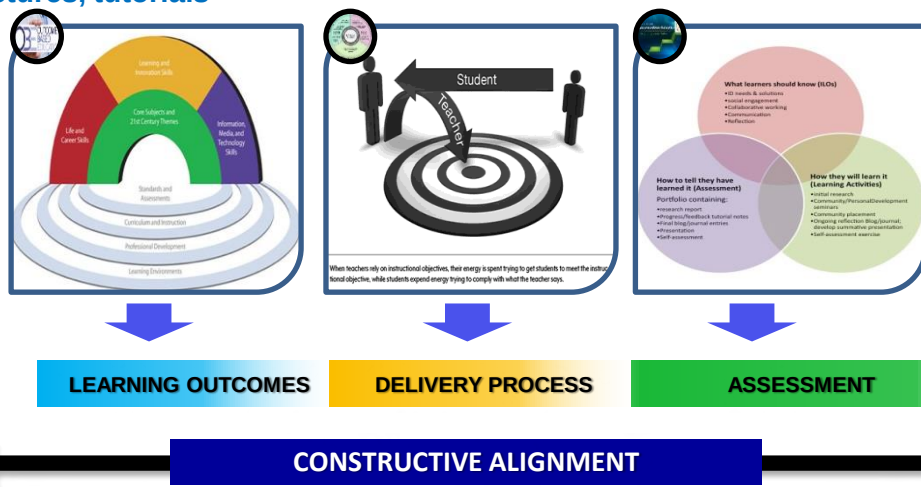


Constructive Alignment

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.

To produce holistic, entrepreneurial and well-balanced graduates requires transformation and paradigm shift in the form of curriculum design, learning activities and tasks that are used for assessments.

The educational approach practised in institutions of higher learning (IHL) in Malaysia has to emphasise more on the learning outcomes that focuses on the broadening of knowledge, skills, manners and attitude as outlined in the 8 MQF LOD.



Aligned with this approach, the assessment tasks and learning activities must be integrated based on the desired outcomes of the course.

The integration process or constructive alignment (Biggs, 1996) are:

- a To produce the CLO statement that outlines the competence that should be attained by students at the end of the course.**
- b To state and specify the most suitable task that students must do (as well as the scoring rubrics) so that they can demonstrate the attainment of the CLO.**
- c To prepare learning activities so that all students have the opportunity to be involved in attaining the competency level according to the LO statement.**

Course Constructive Alignment Mapping

An example of the course constructive alignment mapping for the 7 MQF LOD is shown in sections 2.1 until 2.4.

Figure 2.1 shows the relationship between the course constructive alignment mapping to the MQF LOD specific task and appropriate assessment rubrics to determine the attainment level of the students for that particular task.



Figure 2.1: Alignment of Teaching and Learning Elements

Example of Mapping of MQF3 LOD, MQF4 LOD and MQF6 LOD for Ethnic Relations Course

An example of the relationship between the Ethnic Relations Course constructive alignment mapping and the MQF LOD, specific tasks and the appropriate assessment rubrics used to determine the level of students' achievement for the task is shown in Table 2.1 and 2.2.



Example of Mapping of MQF5 LOD and MQF6 LOD for Man and Machine Relations Course

An example of the relationship between the Man and Machine Relations Course constructive alignment mapping and the MQF LOD, specific tasks and the appropriate assessment rubrics used to determine the level of students' achievement for the task is shown in Table 2.3.

Example Mapping of MQF7 LOD and MQF8 LOD for Foundation in Entrepreneurship Course

An example of the relationship between the Foundation in Entrepreneurship Course constructive alignment mapping and the MQF LOD, specific tasks and the appropriate assessment rubrics used to determine the level of students' achievement for the task is shown in Table 2.4.



Table 2.1: Mapping of the Constructive Alignment for Ethnic Relations Course (2 Credits)

No.	Course Learning Outcomes (CLOs)	MQF LOD	Delivery Method	Assessment Method / Component				Specific Task and the Related MQF LOD Attribute	Student Learning Time (SLT)
				Written Examination	Reflection/ Quiz	Presentation	Report		
1	Assess the importance of national identity and volunteerism towards building responsible citizens.	MQF 4 LOD	Group field work			20%	20%	Presentation and written report of field work related to the assessment on identity and volunteerism to emphasize the attribute of 'values and attitudes' in MQF 4 LOD.	32 hours
2	Discuss issues and challenges in the context of ethnic relations in Malaysia.	MQF 6 LOD	Interactive lectures, e-learning and group activities	30%				Written examination questions which require students to analyze ethnic relations issues and challenges in Malaysia which are relevant to the 'critical thinking' attributes in MQF6 LOD.	24 hours
3	Build relationship and social interaction among various ethnic groups.	MQF 3 LOD	Interactive lectures, e-learning and group activities		15%	15%		Presentation and reflection related to ethnic relation to emphasize the attribute 'respect' and 'social responsibility' in MQF 3 LOD.	24 hours
TOTAL				30%	15%	35%	20%	100%	80 hours

- Higher Learning Institutions are free to set types of task in achieving CLOs.
- Standard deviation of weight for component/assessment methods for every CLO is $\pm 5\%$, except for examination.

Table 2.2: Mapping of the Constructive Alignment for Ethnic Relations Course (3 Credits)

No.	Course Learning Outcomes (CLOs)	MQF LOD	Delivery Method	Assessment Method / Component				Specific Task and the Related MQF LOD Attribute	Student Learning Time (SLT)
				Written Examination	Reflection / Quiz	Presentation	Written Report		
1	Assess and debate the importance of national identity and volunteerism towards building responsible citizens.	MQF 4 LOD	Group field work			20%	20%	Presentation and written report of field work related to the assessment on identity and volunteerism to emphasize the attribute of 'values and attitudes' in MQF 4 LOD.	48 hours
2	Analyze issues and challenges in the context of ethnic relations in Malaysia.	MQF 6 LOD	Interactive lecture, e-learning and group activities.	30%				Written examination questions which require students to analyze ethnic relations issues and challenges in Malaysia which are relevant to the 'decision making' attributes in MQF6 LOD.	36 hours
3	Build relationship and social interaction among various ethnic groups.	MQF 3 LOD	Interactive lecture, e-learning and group activities		15%	15%		Presentation and reflection related to ethnic relation to emphasize the attribute of 'respect and social responsibility' in MQF 3 LOD.	36 hours
TOTAL				30%	15%	35%	20%	100%	120 hours

- Higher Learning Institutions are free to set types of task in achieving CLOs.
- Standard deviation of weight for component/assessment methods for every CLO is $\pm 5\%$, except for examination.

Table 2.3: Mapping of the Constructive Alignment for Man and Machine Relations Course (3 Credits)

No.	Course Learning Outcomes (CLOs)	MQF LOD	Delivery Method	Assessment Method / Component			Specific Task and the Related MQF LOD Attribute	Student Learning Time (SLT)
				Examination	Case Study Report	Presentation		
1	Describe the impact of ICT on individual and societal change.	MQF 1 LOD	Collaborative Learning; Case Study	10%	20%		Examination and case study report related to the impact of ICT on individual and society require student to gain knowledge to emphasize the attribute of 'knowledge' in MQF 1 LOD.	36 hours
2	Analyse the impact of national and global ICT changes has on individual and societal attitude changes.	MQF 6 LOD	Case Study (report and presentation)		20%	20%	Case study report and presentation to emphasize analysis of the impact of national and global ICT changes towards individual and society attitude changes related to the attribute 'scientific skills' in MQF 6 LOD.	48 hours
3	Report verbally and in writing the impact of national and global ICT changes towards individual and societal attitude.	MQF 5 LOD	Case Study (report and presentation)		15%	15%	Case study report and presentation on the impact of changes in national and global ICT towards individual and society related to 'oral communication' and 'writing communication' in MQF 5 LOD.	36 hours
TOTAL				10%	55%	35%	100%	120 hours

- Higher Learning Institutions are free to set types of task in achieving CLOs.
- Standard deviation of weight for component/assessment methods for every CLO is $\pm 5\%$, except for examination.

Table 2.4: Constructive Alignment Mapping of Foundation in Entrepreneurship Course (3 Credits)

No.	Course Learning Outcomes (CLOs)	MQF LOD	Delivery Method	Assessment Method /Component			Specific Task and Related MQF LOD Attribute	Student Learning Time (SLT)
				Report	Presentation	Product/Business Service		
1	Preparation of background information and relevant business plan suitable for low-risk business chain.	MQF 7 LOD	Case Study	30%			Report 1 is related to background information, relevant business plan and suitable for low-risk business chain which is related to the MQF7 LOD subattribute 'search and manage various forms of information'.	36 hours
2	Develop a business platform through social media	MQF 2 LOD	Field work		10%	20%	Presentation 1 regarding the development of a business platform through social media and the product/business service require students to perform practical activities which are related to the "practical skills" attribute in MQF2 LOD.	36 hours
3	Design a business plan	MQF 8 LOD	Case Analysis		20%	20%	Presentation 2 regarding business planning and product/business service related to the 'entrepreneurial' attribute in MQF8 LOD.	48 hours
TOTAL				30%	30%	40%	100%	120 hours

- Higher Learning Institutions are free to set types of task in achieving CLOs.
- Standard deviation of weight for component/assessment methods for every CLO is $\pm 5\%$, except for examination.

Method to Generate Spider Web for Student Performance

To generate spider web for any programme, academic programme managers will first identify and determine a set of graduate attributes that would be attained by students after they have completed all courses.



This is then followed by the selection of appropriate methods of teaching and learning, as well as assessments.

Before an academic programme runs, the academic programme managers constructively align it to meet the requirements of its stakeholders.

First and foremost, Programme Learning Outcomes (PLOs) are formulated and validated through interactions with internal and external stakeholders. Each PLO is supported by a clear body of knowledge that transforms into relevant courses. For any academic programme, the mapping of each PLO to the courses is known as the curriculum map or matrix. A curriculum matrix can show the strength of an academic programme. An example of a curriculum matrix is shown in Table 2.5.

Table 2.5: An Example of a Curriculum Matrix

YEAR	SEMESTER	Course	Credit	Type	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	
YEAR 1	Semester 1	Foundation English	2	University	-	-	-	-	X	-	-	-	
		Co-curriculum	1	University	-	-	X	-	X	-	-	-	
		Co-curriculum	1	University	-	-	-	X	X	-	-	-	
		System Thinking and Concept	3	Elective	X	-	X	-	-	X	-	-	
		Statistics and Probability	3	Elective	X	-	-	-	-	X	X	-	
		Computer Organisation & Operation System	3	Programme	X	X	-	-	-	-	X	-	
		Computer Programming	4	Programme	X	X	-	-	-	X	-	-	
		Discrete Mathematics	3	Programme	X	-	-	-	X	X	-	-	
	Semester 2	Academic Communication	2	Elective	-	-	-	-	X	-	-	-	
		Basic of Entrepreneurship and Innovation	2	Elective	X	-	-	-	X	-	-	X	
		Co-curriculum	1	University	-	-	X	X	-	X	-	-	
		Co-curriculum	1	University	-	-	X	X	-	-	-	-	
		Lifestyle Environment and Information Technology	3	Elective	X	-	-	-	X	-	-	-	
		Computer Network Technology	3	Programme	X	X	-	-	-	X	-	-	
		Databases	4	Programme	X	X	-	-	-	X	-	-	
YEAR 2	Semester 1	Data Structure	3	Programme	X	X	-	-	-	X	-	-	
		Ethnic Relation	3	University	-	-	X	X	X	-	-	-	
		Workplace Communication	2	Elective	-	-	-	-	X	X	-	-	
		Co-curriculum	1	University	-	-	X	X	X	-	-	-	
		Co-curriculum	1	University	-	-	-	X	X	-	-	-	
		Emotion Management	3	Elective	-	-	X	X	-	-	X	-	
		Advanced Databases	3	Programme	X	X	-	-	-	X	-	-	
		Object-oriented Programming	3	Programme	X	X	-	-	-	X	-	-	
	Semester 2	Introduction to Artificial Intelligence	3	Programme	X	X	-	-	X	-	-	-	
		Islam Civilisations and Asia Civilisations	3	University	-	-	X	X	X	-	-	-	
		Co-curriculum	2	University	-	-	X	X	-	X	-	-	
		Software Engineering Methodology	3	Programme	X	-	-	-	X	X	-	-	
		Human Computer Interaction	3	Programme	X	-	-	-	X	-	-	X	
		Client Server Computing	3	Programme	X	X	-	-	-	-	-	-	
		Data Communication & Telecommunication	3	Elective	X	-	-	X	-	X	-	-	
YEAR 3	Semester 1	LAN & Wireless Switching	3	Elective	X	X	-	X	-	X	-	-	
		Thinking Philosophy	3	University	-	-	-	-	-	X	X	-	
		Compiler Construction	3	Programme	X	-	-	-	-	X	X	-	
		Project Proposal	2	Programme	-	-	X	-	X	X	-	-	
		Network Programming	3	Elective	X	X	-	-	-	X	-	-	
		Routing Concept and Protocol	3	Elective	X	X	-	-	-	X	-	-	
		Computer & Network Security	3	Elective	X	-	X	-	-	X	-	-	
		Computer, Ethics and Social	3	Elective	X	-	X	X	X	-	-	-	
	Semester 2	Project	6	Programme	-	X	-	-	X	X	X	-	
		Algorithm Design & Analysis	3	Programme	X	-	-	-	X	-	-	-	
		WAN Technology	3	Elective	X	X	-	-	-	-	X	-	
		Industrial Training	6	Programme	-	-	X	X	X	-	X	-	
		Industrial Project	6	Programme	-	X	-	-	X	X	-	X	
		YEAR 4											
		TOTAL CREDITS			122	No. of courses	25	15	14	13	21	23	8

Based on Biggs Model of Constructive Alignment (Figure 2.2), **constructive alignment is interpreted as the alignment of each course in a programme to the PLOs to be attained. The attainment of PLOs involve direct measurement and assessment in the activities of teaching and learning.**



In each course, several chosen PLOs are mapped to the Course Learning Outcomes (CLOs) that can or may involve all three learning domains which are cognitive, psychomotor and affective. As part of constructive alignment, the allocation of weightage for each PLO attainment is also planned.

Through this alignment, students' CLO attainments at the course and programme levels are assessed through scores obtained from the components of students' assessments such as teamwork, field work, project report, presentation and examination. The quantitative attainments of PLOs can be plotted in a spider web known as spider web, as shown in Figure 2.3.

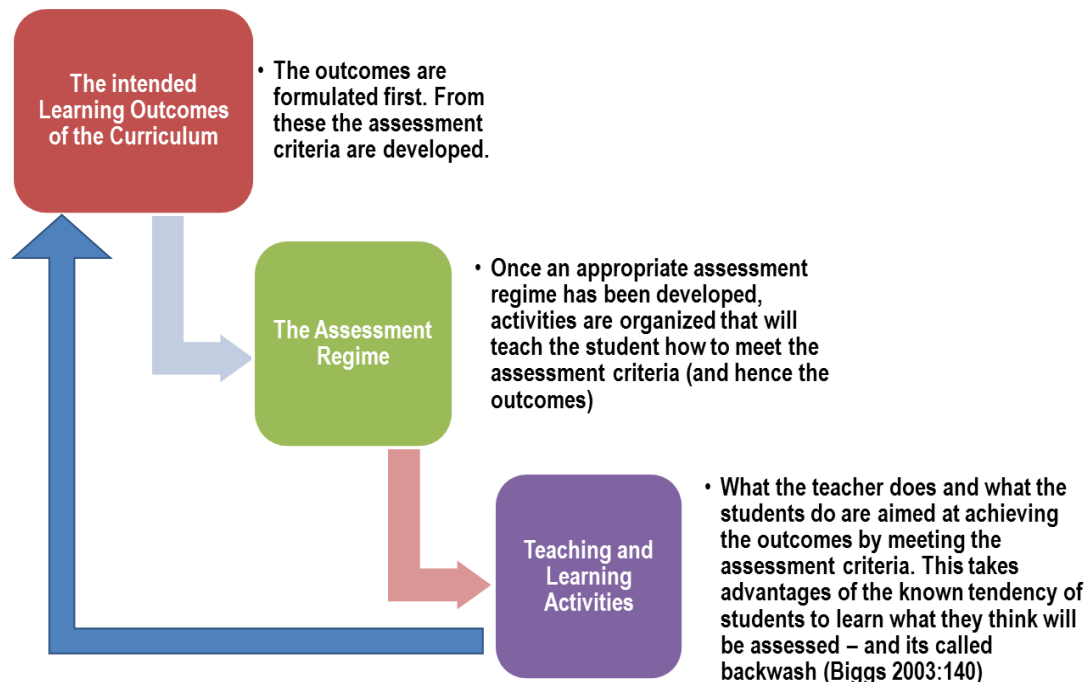


Figure 2.2: Biggs Model of Constructive Alignment

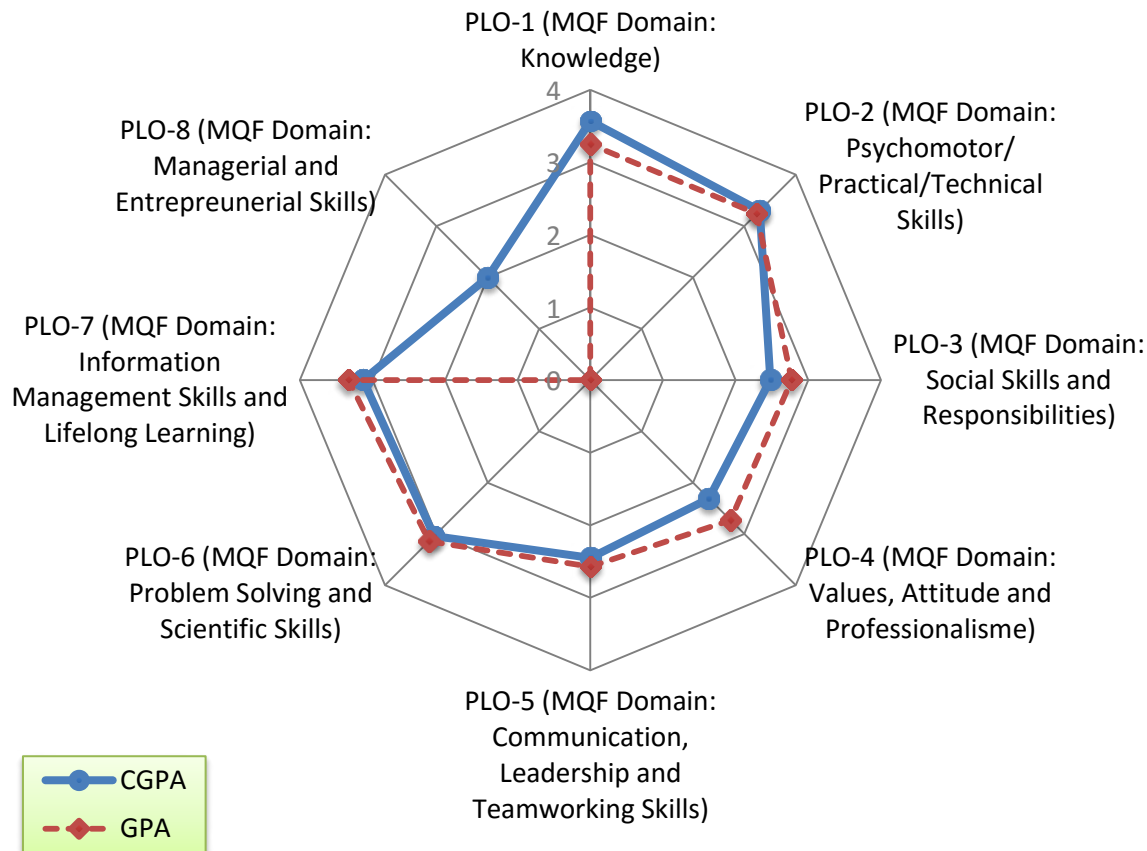


Figure 2.3: An example of spider web for a student's learning outcome iCGPA attainment

Calculation Method for Integrated Cumulative Grade Point Average

In order to generate the spider web as in Figure 2.3, the mapping of PLO-CLO and the mapping of CLOs to the assessment tasks are used to calculate students' achievement through scores and marks. The flow chart of the process is shown in Figure 2.4.

The formula for the calculation of GPA and CGPA for the respective PLO is written below:

$$GPA_i = \frac{\sum_i w_i c_i g_i}{\sum_i w_i c_i}$$

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.

At the course level, the delivery methods used during teaching and learning processes must be aligned to the CLOs that need to be attained. The teaching methods during lecture sessions must meet the set CLOs.

Consequently, the CLO attainments should be measured using assessment tasks that are suitable to the CLOs. To materialize the PLO mapping, each CLO is set with an appropriate measurement and assessment weightage. These information is summarised in a course assessment plan as shown in Table 2.6.



Figure 2.4: The calculation process for a student's iCGPA achievement

**Table 2.6: An Example of a Course Assessment Plan for
Man and Machine Relations Course (3 Credits)**

No.	Course Learning Outcome (CLO) At the end of this course, student should be able to:	PLO	Delivery Methods	Assessment Component/Method			Total
				Open Book Test	Writing of Case Study	Presentation of Case Study	
1	Explain the impact of ICT to changes in individuals and community.	PLO1	Collaborative Learning; Case Study	20%	10%		30%
2	Analyse the impact of national and global changes to attitudinal changes in individuals and community.	PLO6	Case Study (report writing and presentation)		20%	20%	40%
3	Report through verbal and in writing on the impact of national and global changes to attitudinal changes in individuals and community.	PLO5	Case Study (report writing and presentation)		15%	15%	30%
TOTAL				20%	45%	35%	100%

To measure the CLO attainment, each assessment component must be measured using rubrics that are appropriate to the targeted taxonomy domain and level (see Table 2.7 for examples of rubrics and scores for students' achievement).

The scores for each assessment component will be used to calculate the grades for each CLO and the overall course grades as shown in Table 2.8.



Next, the grade point for each CLO is summed-up according to the weightage-credit of the course and the alignment of the course to the PLO, as shown in Table 2.9.

In conclusion, the attainment of each PLO obtained through the course assessments is projected in a spider web as shown in Figure 2.3 to visually demonstrate the GPA achievement in the current semester and the overall CGPA.

Table 2.7: An Example of Assessment Using Rubrics

CLO/ Attribute	Attribute Ref.	Attribute/ Subattribute	Weight (%)	Attainment Scale					Student Attainment		
				1 Very Poor	2 Poor	3 Satisfactory	4 Good	5 Very Good	Level	Marks	CLO Marks
CLO2 (Critical Thinking)	6.1.1	Concept Development	10%	Refer to Rubrics for MQF 6 Domain of Learning Outcomes: Problem Solving and Scientific Skills					4	8	34/50 = 68%
	6.1.2	Analysis	10%						3	6	
	6.1.3	Application	10%						5	10	
	6.1.4	Synthesis	10%						3	6	
	6.1.5	Decision	10%						2	4	
CLO3 (Verbal Communication)	5.1.1	Clarity of Idea	10%	Refer to Rubrics for MQF 5 Domain of Learning Outcomes: Communication, Leadership and Team Skills					4	8	29/50 = 58%
	5.1.2	Confidence in Idea	10%						3	6	
	5.1.3	Effectiveness of Idea	10%						3	6	
	5.1.4	Ability to Answer Questions	15%						2	6	
	5.1.5	Appropriateness with Audience Level	5%						3	3	
JUMLAH			100%							63%	

Table 2.8: Calculation Method for PLO Grades

CLO	PLO	Weight × Credit	Assessment Component/Method			CLO Total Marks	CLO Grade	Grade Value
			Open Book Test	Writing of Case Study	Presentation of Case Study			
CLO1	PLO1	$0.3 \times 3 = 0.9$	65% = 13.0/20	74% = 7.4/10		20.4/30 = 68%	B	3.00
CLO2	PLO6	$0.4 \times 3 = 1.2$		72% = 14.4/20	68% = 13.6/20	28.0/40 = 70%	B+	3.33
CLO3	PLO5	$0.3 \times 3 = 0.9$		63% = 9.5/15	58% = 8.7/15	18.2/30 = 61%	B-	2.67
TOTAL		3.0	WEIGHTED AVERAGE			67%	B	3.00

Table 2.9: The Sum-up of CLO Grades for Calculation of PLO Attainments

Course	Credit	Grade Value for Course Learning Outcomes (CLO) × Weight-Credit							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Ethnic Relation	3			3.00 (1.5)	2.67 (0.9)	2.67 (0.6)			
Workplace Communication	2					2.33 (1.4)	3.33 (0.6)		
Co-curriculum	1			2.00 (0.3)	2.67 (0.5)	2.67 (0.2)			
Co-curriculum	1				2.33 (0.5)	3.00 (0.5)			
Emotion Management	3			2.67 (1.2)	2.67 (0.9)			3.33 (0.9)	
Advanced Databases	3	3.00 (1.2)	2.67 (0.9)				2.67 (0.9)		
Object-oriented Programming	3	3.33 (1.8)	3.67 (0.6)				3.67 (0.6)		
Man and Machine Relations	3	3.00 (0.9)				2.67 (0.9)	3.33 (1.2)		
TOTAL/WEIGHTED AVERAGE	19	3.15 (3.9)	3.07 (1.5)	2.77 (3.0)	2.61 (2.8)	2.58 (3.6)	3.21 (3.3)	3.33 (0.9)	



Through this spider web, students will be aware of their achievement levels based on the PLOs that embed all three learning domains – cognitive, psychomotor and affective; and not just a CGPA that represents the primarily cognitive learning domain.

In this context, at any semester, students who obtained a GPA or a CGPA below the minimum level for any PLO, will be able to intervene and enhance those PLOs before they graduate. This is in line with the objective of the National Education Philosophy that focuses on the efforts to produce holistic graduates who are spiritually, physically, intellectually and emotionally balanced, and also in line with Shift 1 of the MEB (HE) 2015-2025 – to produce holistic, entrepreneurial and balanced graduates.

CHAPTER

03



MQF 3 LOD: SOCIAL SKILLS AND RESPONSIBILITIES



MQF3 LOD: Social Skills and Responsibilities



This section covers the definition, glossary for the subattributes, conceptual framework

and the rubrics for MQF3 LOD: Social Skills and Responsibilities.

Definitions

The ability to display **appropriate verbal or non-verbal behaviour or response**. The behaviour happens effectively during the interaction process and the doer is accountable in executing tasks for community activities.

Individuals who have social skills and responsibilities possess **self confidence**, **respect for others**, **ability to communicate in social contexts**, **possess self awareness** and **is responsible**.

Self confidence is related to the feeling of confidence towards self ability that encompasses the evaluation and acceptance of self, appropriately responding to other people's expectations until he/she is accepted by others in his/her social circle.

Respect for others is acknowledging and respecting individuals or institutions such as to display respect and acknowledgement.

Social communication means the ability to interact socially in an intensive and arranged manner, build relationships with others, co operate with the society in achieving similar goals.

Self awareness relates to the awareness and understanding towards self ethical behavior in emotion control during socialising.

Responsibilities means the ability to produce appropriate behaviours in a community that has diverse cultures and to be engaged in social and welfare activities.



Glossary of Subattributes

The MQF3 LOD: Social Skills and Responsibilities consist of five attributes and ten Subattributes. The definition for each sub attribute is given in Table 3.1.

Conceptual Framework

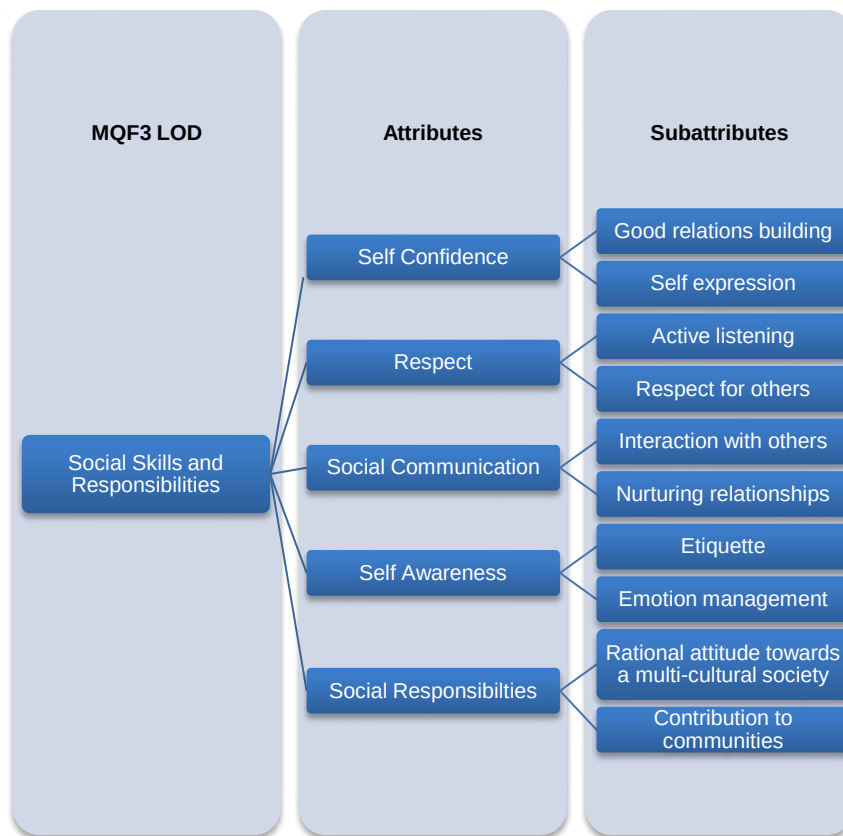
Figure 3.1 shows the breakdown of the the Conceptual Framework for the MQF3 LOD: Social Skills and Responsibilities.

Rubrics

Table 3.2 provides the detailed rubrics for each attribute and subattribute according to the level of applicability, performance criteria i.e. *Very Weak, Weak, Fair, Good* and *Very Good* and the respective examples of assessment tasks.

Table 3.1 Attributes, Subattributes and Definitions for MQF3 LOD: Social Skills and Responsibilities

Attributes	Subattributes	Definition
3.1 Self Confidence	Relationship Building	The ability to build good relationship, interact with others and work effectively with them to achieve common objectives.
	Self-expression	The ability to express, explain the perception of others towards self, and receive or give praise and constructive feedback.
3.2 Respect	Active Listening	The ability to practice active listening skills, provide feedback and communicate with others from different cultures.
	Respect for Others	The ability to recognize and respect the attitude, behaviour, belief and the rights of other people.
3.3 Social Communication	Interaction with Others	The ability to converse and maintain interactions with others.
	Nurturing Relationships	The ability to understand and interchange roles between team leader and team members.
3.4 Self-Awareness	Etiquette	The ability to be ethical in carrying out responsibilities to society.
	Emotion Management	The ability to control emotions while socializing.
3.5 Social Responsibility	Rational Attitude Towards Multicultural Society	Sensitive to the problems of society and the environment. Able to recognize and adopt a rational attitude towards a multi-cultural society.
	Contribution to the Society	The ability to be responsible and take the initiative/volunteer to be engaged and able to act as an agent of change in the society.



**Figure 3.1: Conceptual Framework for the MQF3 LOD:
Social Skills and Responsibilities**

Table 3.2: MQF3 LOD: Social Skills and Responsibilities Rubrics

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Tasks
Self Confidence	Relationship building	All phases of studies	Not able to work in a team	Poor ability of: 1. Teamwork 2. Collaboration in reaching consensus on an issue	Satisfactory ability of: 1. Teamwork 2. Collaboration in reaching consensus on an issue	Good ability of: 1. Teamwork 2. Collaboration in reaching consensus on an issue	Excellent ability of: 1. Teamwork 2. Collaboration in reaching consensus on an issue	Field trip, Project, Role play
	Self-expression	All phases of studies	1. Not confident in doing a task 2. Too self centred 3. Not aware of self ability and potential	1. Limited self-confidence in doing a task 2. Self centred 3. Able to realize the self ability and potential when raised by others	Sometimes: 1. Demonstrate self-confidence 2. Accept other people's perception of self 3. Accept and give praise and feedback	Frequently: 1. Demonstrate self-confidence 2. Accept other people's perception of self with an open heart 3. Accept and give praise and feedback rationally	Always: 1. Display self-confidence 2. Accept other people's perception of self with an open heart 3. Accept and give praise and constructive feedback 4. Influence other people, able to attract attention and provide guidance	Field trip, Role play, Case study, Test (Scenario based)

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Tasks
Respect	Active Listening	All phases of studies	No effort and tolerance in listening to a discussion of accepting opinions from individuals of different cultures	1. Little effort and tolerance in listening to a discussion 2. Little efforts in accepting opinions from individuals of different cultures	1. Satisfactory efforts and tolerance in listening to a discussion 2. Satisfactory efforts in accepting opinions from individuals of different cultures	1. Tolerant in listening 2. Respect for individuals from different cultures 3. Provide feedback	1. High tolerance in listening 2. Appreciate and honour individuals from different cultures 3. Provide appropriate responses	Field trip, Project, Case Study, Internship
	Respect for others	All phases of studies	No sensitivity towards the rights and needs of other individuals	Little sensitivity towards the rights and needs of other individuals	Show sensitivity to the rights and needs of other individuals	Show respect and appreciation for the rights and needs of other individuals	Show high respect and appreciation for the rights and needs of other individuals	Field trip, Project, Presentation

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Tasks
Social Communication	Interaction with others	All phases of studies	1. Less interest to participate in conversations 2. No eye contact 3. Always disrupt or monopolise conversations	1. Take part in conversations when initiated by others 2. Limited eye contact 3. Interfere or monopolise conversations	1. Take the initiative to start a conversation 2. Appropriate eye contact 3. Take turn to talk	1. Start, maintain and end a conversation in a friendly manner 2. Maintain good eye contact 3. Take turn to talk with respect	1. Start, maintain and end a conversation naturally 2. Use appropriate eye contact and body language 3. Take turn to talk with respect and actively listen to others	Role play, Presentation, Interview
	Nurturing relationships	All phases of studies	1. Do not share responsibility for the common good 2. Fail to support the atmosphere of mutual understanding and only concern about self-benefits	1. Lack in sharing responsibility for the common good 2. Lack in supporting the atmosphere of mutual understanding and only concern about self-benefits	1. Share responsibility for the common good 2. Mutually understand and encourage one another for mutual benefits	1. Often exhibit sharing of responsibilities 2. Often demonstrate support in understanding and promoting mutual benefits	1. Excellent sharing of responsibilities with every group member 2. All group members feel the atmosphere of mutual understanding by promoting an amicable atmosphere to achieve mutual benefits	Field trip, Project, Presentation

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Tasks
Self-Awareness	Etiquette	All phases of studies	Need guidance to be ethical when carrying out responsibilities to the society	Lack of ethics when carrying out responsibilities to the society	Ethical when carrying out responsibilities to the society, but sometimes put self interest first	Frequently ethical when carrying out responsibilities to the society	Always ethical and promote being ethical when carrying out responsibilities to the society	Field trip, Role play, Case Study
	Emotion management	All phases of studies	Need guidance from others to correct attitude and behaviour and manage emotions	1. Correct attitude and behaviour and attempt to manage emotions when prompted 2. Receive a few compliments accordingly 3. Use strategies to control anger when prompted	1. Sometimes able to fix self undesirable attitude and behaviour 2. Able to manage simple emotional distress satisfactorily 3. Receive and give some praises as well as criticisms accordingly	1. Fix self undesirable attitude and behaviour 2. Manage emotional distress well 3. Receive and give praise and some criticism accordingly	1. Always show a good attitude and behaviour when socializing with others 2. Manage emotional distress wisely 3. Receive and give praise and constructive criticism	Field trip, Role play, Case study, Simulation (Scenario based)

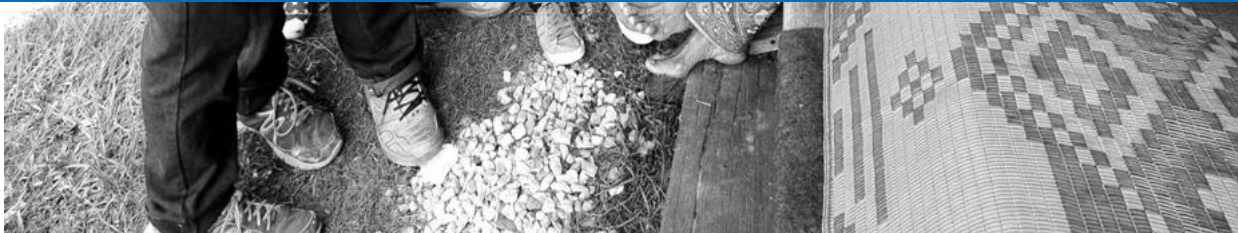
Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Tasks
Social Responsibility	Rational attitude towards a multicultural society	All phases of studies	Not concern and considerate towards the diversity of values and/or beliefs, as well as community wellness	Little concern and consideration towards the diversity of values and/or beliefs, as well as community wellness	1. Concern and considerate towards the diversity of values and/or beliefs, as well as community wellness 2. Satisfactory socialising and communication (listen, understand, share and provide feedback) with members of the community	1. Willing to guide in order to improve community's knowledge for the common wellness of the community 2. Good socialising and communication (listen, understand, share and provide feedback) with members of the community 3. Ability to maintain collaboration and cooperation in a multicultural community	1. Willing to guide in order to improve society's knowledge for the common wellness of the community 2. Excellent socialising and communication (listen, understand, share and provide feedback) with members of the community 3. Able to nurture and maintain collaboration and cooperation in a multicultural community	Filed trip, Project, Case Study, Role Play, Community Service

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Tasks
Social Responsibility	Contribution to the society	All phases of studies	Lack of initiative and is not interested to be engaged in the community	Take the initiative to be engaged in the community when requested	Satisfactorily responsible and taking initiative to be engaged in the community	1. Responsible and always take the initiative to be engaged in the community 2. Able to act as an agent of change (such as maintaining, improving, stabilizing moral values and norms) in the community	1. Very responsible and always take the initiative to be engaged in the community 2. Able to play an active role as an agent of change (such as maintaining, improving, stabilizing moral values and norms) in the community	Filed trip, Project, Case Study, Role Play, Community Service





MQF 4 LOD: VALUES, ATTITUDES AND PROFESSIONALISM



MQF4 LOD: Values, Attitudes and Professionalism

This section covers the definition, glossary for the subattributes, conceptual framework and the rubrics for MQF4 LOD: Values, Attitudes and Professionalism.

Definitions

Values are principles, standards or qualities that an individual or a group of people subscribed to.



Attitudes refer to ways of feeling and state of conduct or actions of an individual or a group of individuals in living their life in a society. It also refers to ways or methods of the individual or the group to practice moral values in cultural, social and religious context based on social norms.

Professionalism refers to attributes of an individual such as his/her ability, skills and implementation methods as expected to be within or to be performed by a professional.

Professional Ethics refers to values and code of practices that should be followed by a professional in applying knowledge of his/her discipline and career.



Glossary of Subattributes

The MQF4 LOD: Values, Attitudes and Professionalism consist of two attributes and 10 subattributes. The definition of each subattribute is given in Table 4.1.

Conceptual Framework

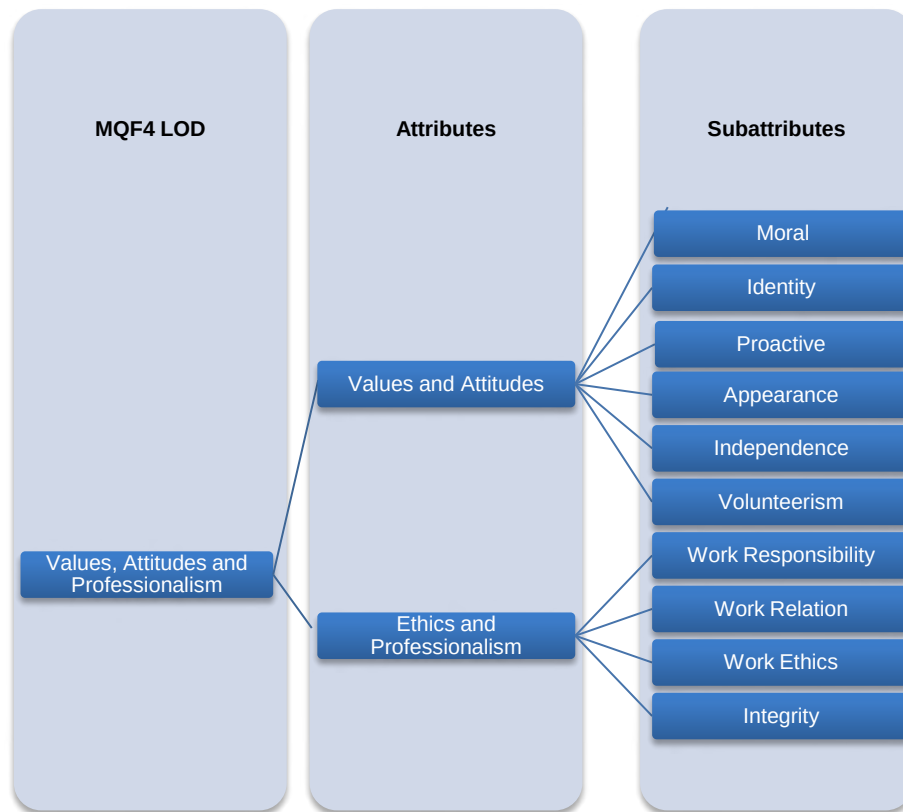
Figure 4.1 shows the breakdown of the Conceptual Framework for the MQF4 LOD: Values, Attitudes and Professionalism.

Rubrics

Table 4.2 provides the detailed rubrics for each attribute and sub attribute according to the level of applicability, performance criteria i.e. Very Weak, Weak, Fair, Good and Very Good and the respective examples of assessment tasks.

Table 4.1: Attribute and Definitions of MQF4 LOD: Values, Attitudes and Professionalism

Attribute	Subattribute	Definition
4.1 Values and Attitudes	Moral	Personality, manners and politeness according to universal good and positive values that are generally acceptable and considered good by the community.
	Identity	Characteristics of an individual's origin such as customs, language, culture and religion which make up the pillar and portrayal of his personality and bring out the spirit of patriotism and love for the nation-state.
	Proactive	A positive attitude to prepare and control actions to be performed ahead of expectations before the occurrence of an event or incident.
	Appearance	Character, behaviour as well as tidiness and suitability of the attire based on situations in interacting with other persons and in managing or performing a task.
	Independence	An attitude not to rely on others' help in order to perform a certain task.
4.2 Ethics and Professionalism	Volunteerism	An attitude of helping others and caring for the community wellbeing for the common good.
	Work Responsibility	Duties to be carried out as prescribed in the scope and terms of reference of the position held.
	Work Relation	Relationships with co-workers or within institution, work groups and community in a work setting.
	Work Ethics	System of moral rules or principles of behaviour, which are practiced in a workplace or a working environment.
	Integrity	Level of honesty and being upright in keeping or defending his/her stand, principles and accountability in carrying out a task.



**Figure 4.1: Conceptual Framework for the MQF4:
Values, Attitudes and Responsibilities**

Table 4.2: MQF4 LOD: Values, Attitudes and Professionalism Rubrics

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Task
Values and Attitudes	Moral	Initial Phase of Academic Programme	Does not practice good values or does not behave decently in any situation as it should be	Practice good values or behave decently only in some situation	Practice good values and behave decently in many situations	Practice good values and behave decently in most situations.	Always practice good values and behave decently in any situation	Demonstration / Presentation / Group Work / Reflection / Case Study
	Identity	Final Phase of Academic Programme	Demonstrate no interest in preserving dignity of the nation-state and religion in many situations	Demonstrate a mixed attitude in preserving dignity of the nation-state and religion in many situations	Demonstrate an attitude of willingness to preserve dignity of the nation-state and religion in many situations	Demonstrate an attitude of willingness to preserve dignity of the nation-state and religion in most situations	Always demonstrate an attitude of willingness to preserve dignity of the nation-state and religion in any situation	Role Play / Case Study / Reflection
	Proactive	Initial Phase of Academic Programme	Not able to demonstrate active attitude in all situations	Demonstrate limited active attitude in many situations.	Demonstrate positive and active attitude in many situations	Demonstrate positive and active attitude in most situations	Always demonstrate positive and active attitude in all situations even if it is critical	Internship / Assignment / Project / Group Work / Reflection
	Appearance	Middle Phase of Academic Programme	Show appearance not appropriate to situations or wear improper attire at all times	Show appearance less appropriate to situations or wear improper attire many times	Show appearance appropriate to situations and wear proper attire in general	Show appearance appropriate to situations and wear proper attire at most times	Always show appearance appropriate to situations and wear proper attire at all times	Presentation / Internship / Indoor and Outdoor Activities / Event Management / Role Play / Group Work

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Task
Values and Attitudes	Independence	Middle Phase of Academic Programme	Demonstrate dependency on others' guidance in performing a task	Demonstrate tendency to depend on others' guidance in performing a task	Demonstrate a self-reliant attitude in general in performing a task	Demonstrate a self-reliant attitude in most situations in performing a task	Always demonstrate a self-reliant attitude in all situations in performing a task	Individual Project / Individual Presentation / Individual Reflection
	Volunteerism	Middle Phase of Academic Programme	Demonstrate no interest to offer him/herself when offered to perform a certain task	Demonstrate less interest to offer him/herself when offered to perform a certain task	Agree to offer him/herself when offered to perform a certain task	Offer him / herself voluntarily to perform a certain task	Offer him/herself voluntarily to perform certain task and demonstrate ability to lead a task	Visit / Service Learning / Community Work / Group Work / Reflection
Ethics and Professionalism	Work Responsibility	Middle Phase of Academic Programme	Does not perform assigned tasks within by the scope of work even with close supervision	Perform assigned tasks within by the scope of work with close supervision	Perform assigned tasks within by the scope of work and meets expectation	Perform assigned tasks within by the scope of work and exceeds expectation	Perform assigned tasks beyond the scope of work and beyond expectation	Internship / Project / Group Work / Case Study

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Task
Ethics and Professionalism	Work Relation	Middle Phase of Academic Programme	Has a disharmonious relationship with co-workers and within, institution, work groups and community when at work	Has a less harmonious relationship with co-workers and within, institution, work groups and community when at work	Has a satisfactory relationship with co-workers and within, institution, work groups and community when at work	Has a good relationship with co-workers and within, institution, work groups and community when at work	Has a well-acknowledged relationship with co-workers and within, institution, work groups and community when at work	Internship / Project / Group Work / Case Study
	Work Ethics	Final Phase of Academic Programme	Practise inappropriate working culture such as bad behaviour, no punctuality as well as not being efficient, productive and ethical at work in all situations	Practise less appropriate working culture such as inconsistent behaviour, less punctuality as well as being less efficient, productive and ethical at work in many situations	Practise good working culture such as good moral, timeliness as well as being efficient, productive and ethical at work in general	Practise good working culture such as good moral, timeliness as well as being efficient, productive and ethical at work in most situations	Always practise excellent working culture such as good moral, timeliness as well as being efficient, productive and ethical at work in all situations	Group Work / Reflection / Internship / Project / Case Study
	Integrity	Final Phase of Academic Programme	Perform a task with lack of trust, honesty, sincerity and transparency	Perform a task with limited trust, honesty, sincerity and transparency	Perform a task with acceptable trust, honesty, sincerity and transparency	Perform a task with trust, honesty, sincerity and transparent in most situations	Always perform a task with trust, honesty, sincerity and transparent in any situation	Internship / Reflection / Project / Case Study / Similarity Evaluation / Role Play

CHAPTER

05



MQF 5 LOD: COMMUNICATION, LEADERSHIP AND TEAMWORK SKILLS



MQF5 LOD: Communication, Leadership and Teamwork Skills

This section covers the definition, glossary of subattributes, conceptual framework and rubrics for MQF5 LOD: Communication, Leadership and Teamwork Skills.

Definitions

Communication skill is defined as the ability to convey information effectively and efficiently. A person with good verbal, non-verbal and written communication skills helps to facilitate the sharing of information for education purposes and mutual benefits.



It refers to the ability to communicate effectively in both Bahasa Melayu and English as well as a third language in a varied communication contexts that involve diverse participants.

Leadership skill is defined as a reciprocal process of motivating individuals and mobilizing resources in pursuit of a common goal shared by members of a group. **It refers to the ability to practice leadership skills in varied activities.**

Teamwork skill is defined as the process of working collaboratively with a group of people in order to achieve the same goal. It refers to the ability to cooperate with others from varied socio-cultural backgrounds in achieving the same mutually understood goal(s).



Glossary of Subattributes

The MQF5 LOD: Communication, Leadership and Teamwork Skills consist of one attribute and four subattributes. Each subattribute is defined in Table 5.1.

Conceptual Framework

Figure 5.1 shows the breakdown of attributes and subattributes for the Conceptual Framework for MQF5 LOD: Communication, Leadership and Teamwork Skills

Rubrics

Table 5.2 provides the detailed rubrics for each attribute and subattribute according to the level of applicability, performance criteria i.e. *Very Weak*, *Weak*, *Fair*, *Good* and *Very Good* and the respective examples of task assessments.

Table 5.1: The Attributes, Subattributes and Definition of MQF5 LOD: Communication, Leadership and Teamwork Skills

Attributes	Subattributes	Definition
5.1 Verbal Communication	Clear delivery of ideas	Delivery of clear and defined ideas which can be well
	Confident delivery of ideas	Confident and convincing in delivery of ideas.
	Effective and articulate delivery of ideas	Ideas are delivered effectively and can be used to solve problems.
	Understand and respond to questions	Able to understand and respond to questions.
	Adapt delivery to audience	Ability to adapt delivery to a variety of audiences.
5.2 Written Communication	Clearly written academic discourse	Writing an academic discourse that fulfills the grammar rules and can deliver the correct meaning.
	Coherently written academic discourse	Writing an academic discourse that is coherent or shows the link between sentences so that it can be easily comprehended.
	Systematically written academic discourse	Writing an academic discourse which has an approach or flow or systematic arrangement that is clear and easy to comprehend.
5.3 Leadership	Knowledge and understanding in leadership	The knowledge and understanding of the fundamental concepts of leadership.
	Effective leadership	The ability to lead self and/or others.
5.4 Teamwork	Foster good relationships	Cooperate with others
	Alternate roles	Able to play different roles for different situations
	Respect and accept opinion	Able to honour and accept opinions of others

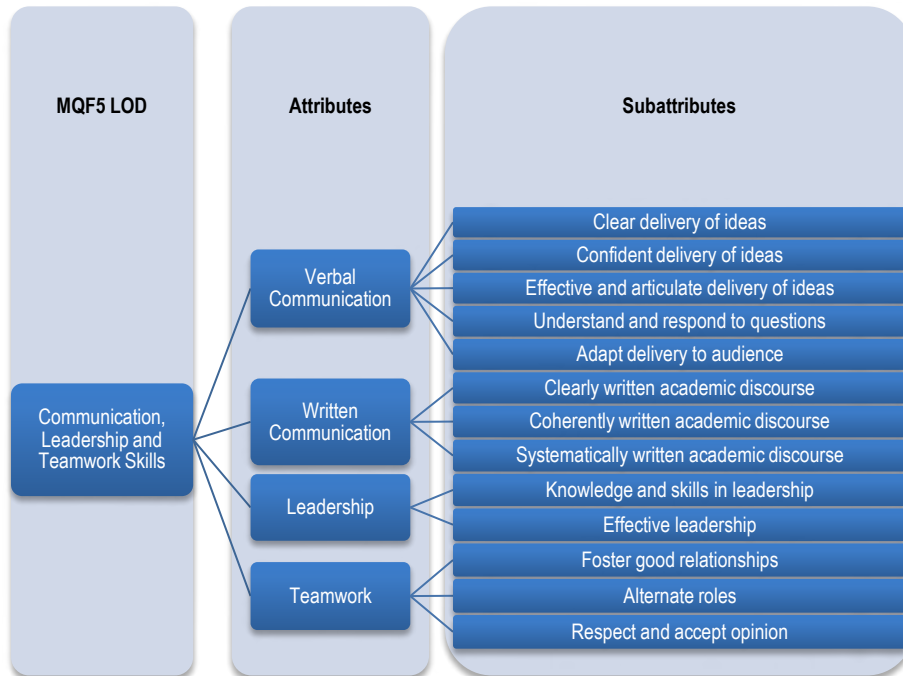


Figure 5.1: Conceptual Framework for MQF5 LOD: Communication, Leadership and Teamwork Skills

Table 5.2: MQF5 LOD: Communication, Leadership and Teamwork Skills Rubrics

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Example of Assessment Tasks
Verbal Communication	Clear delivery of ideas	All levels of study	Not able to deliver ideas clearly and require major improvements	Able to deliver ideas and require further improvements	Able to deliver ideas fairly clearly and require minor improvements	Able to deliver ideas clearly	Able to deliver ideas with great clarity	Presentation, critique, role play, drama, demonstration
	Confident delivery of ideas	All levels of study	Not able to deliver ideas confidently	Able to deliver ideas with limited confidence and require further improvements.	Able to deliver ideas fairly confidently and require minor improvements	Able to deliver ideas confidently	Able to deliver ideas with great confidence	Presentation, critique, role play, drama, demonstration
	Effective and articulate delivery of ideas	All levels of study	Not able to deliver ideas effectively	Able to deliver ideas with limited effect and require further improvements	Able to deliver ideas fairly effectively and require minor improvements	Able to deliver ideas effectively and articulately	Ability to deliver ideas with great effect and articulate	Presentation, critique, role play, drama, demonstration
	Understand and respond to questions	All levels of study	Not able to understand and respond to a question	Able to understand and answer questions but not able to accurately answer the question	Able to understand and answer questions satisfactorily	Able to respond to questions well	Able to fully understand and respond to questions very well	Presentation, critique, role play, drama, demonstration
	Adapt delivery to audience level	All levels of study	Not able to deliver appropriately to the audience level	Able to deliver ideas with limited appropriateness to the target audience and require further improvements.	Able to deliver ideas appropriately to the target audience satisfactorily	Able to deliver ideas appropriately to the target audience well	Able to fully deliver ideas appropriately very well	Presentation, critique, role play, drama, demonstration

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Example of Assessment Tasks
Written Communication	Clearly written academic discourse	All levels of study	Not able to write ideas clearly	Able to write ideas with limited clarity and require further improvements	Able to write ideas fairly clearly but require minor improvements	Able to write ideas clearly	Able to write ideas with excellent clarity	Assignment, case study, critique, review, journal article, thesis)
	Coherently written academic discourse	All levels of study	Not able to write ideas coherently	Able to write ideas with limited coherence and require further improvements	Able to write ideas fairly coherently but require minor improvements	Able to write ideas coherently	Able to write ideas with excellent coherence	Assignment, case study, critique, review, journal article, thesis)
	Systematically written academic discourse	All levels of study	Not able to write ideas systematically	Able to write ideas with limited system and require further improvements	Able to write ideas fairly systematically but require minor improvements	Able to write ideas systematically	Excellent ability to write ideas systematically	Assignment, case study, critique, review, journal article, thesis)
Leadership	Knowledge and skills in leadership	All levels of study	No clear evidence of knowledge and understanding demonstrated in practice	Able to demonstrate knowledge and understanding in practice but require improvements	Able to demonstrate knowledge and understanding in practice and require minor improvements	Able to demonstrate knowledge and understanding in practice well	Very clear evidence of knowledge and understanding demonstrated in practice	Group Tasks (Presentation, Discussion, Project)
	Effective leadership	All levels of study	No clear evidence of ability to lead self and/or others	Able to lead self and/or others towards goal achievement but with limited effect and require further improvements	Able to lead self and/or others towards goal achievement with some effect and require minor improvements	Able to lead effectively self and/or others towards goal achievement	High ability to lead effectively self and/or others towards goal achievement.	Group Tasks (Presentation, Discussion, Project)

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Example of Assessment Tasks
Teamwork	Foster good relationship	All levels of study	No clear evidence of ability to foster good relationships and work together effectively with other group members towards goal achievement.	Able to foster relationship and work together with other group members towards goal achievement but with limited effect and require improvements	Able to foster relationship and work together with other group members towards goal achievement with some effect(s) and require minor improvements	Able to foster good relationship and work together with other group members towards goal achievement	High ability to foster good relationship and work together effectively with other group members towards goal achievement	Group Tasks (Presentation, Discussion, Project)
	Alternate roles	All levels of study	No clear evidence of ability to assume alternate roles as a group leader and group members demonstrated in practice	Attempt to demonstrate in practice the ability to alternate roles as a group leader and group members but with limited effect and require improvements	Able to demonstrate in practice the ability to assume alternate roles as a group leader and group members with some effect(s) and require minor improvements	Able to demonstrate in practice the ability to assume alternate roles as a group leader and a group member to achieve the same goal	Show clear evidence to assume alternate roles as a group leader and a group member demonstrated in practice	Group Tasks (Presentation, Discussion, Project)
	Respect and accept opinions	All levels of study	Not able to respect and accept opinion of others that leads to conflicts	Limited respect and acceptance of others' opinions in achieving group's objectives	Able to respect and accept opinion of others in achieving group's objectives	Able to well respect and accept opinion of others in achieving group's objectives	Able to very well respect and accept opinion of others in achieving group's objectives	Group Tasks (Presentation, Discussion, Project)



MQF 6 LOD: PROBLEM SOLVING AND SCIENTIFIC SKILLS

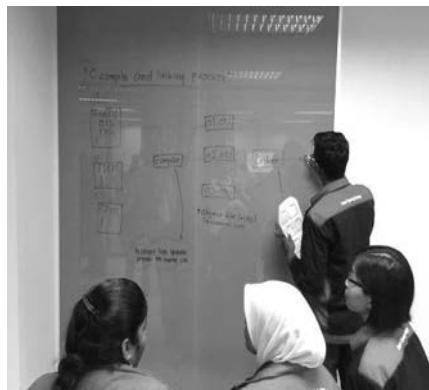


MQF6 LOD: Problem Solving and Scientific Skills

This section covers the definition, glossary of sub-attributes, conceptual framework and the rubrics for MQF6 LOD: Problem Solving and Scientific Skills.

Definitions

Problem Solving skill involves the ability to define or identify the problem, generate



alternative solutions, evaluate and select alternatives, making decisions and implementing the solutions.

Students must use critical thinking and project management skills in order to generate and implement alternative solutions.

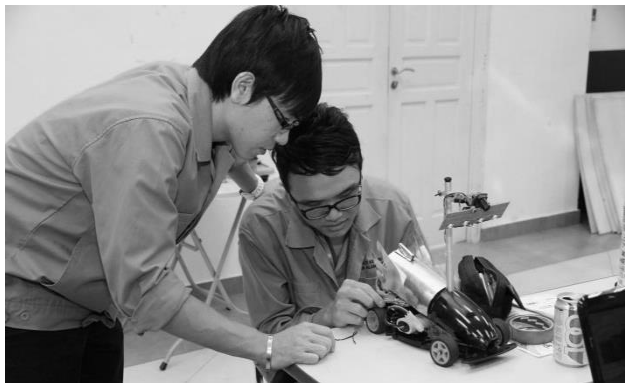
Scientific Skill is the intellectual ability to process actively and skillfully conceptualise, apply, analyse, synthesise, and/or evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

This skill involves **critical thinking and creative thinking that results in making reasoned judgments that are logical and well thought out.** Arguments are not simply accepted and evidences are required to support a particular argument or conclusion. In addition, it can be stimulated by unstructured process such as brainstorming or a structured process such as lateral thinking.

The tasks that involve scientific skills are: Integrating existing ideas into new solutions; developing possibilities for something that already exists and imagining or creating something completely new.

Glossary of Subattributes

The MQF6 LOD: Problem Solving and Scientific Skills consist of three attributes and twelve subattributes. The definition of each subattribute is given in Table 6.1.



Conceptual Framework

Figure 6.1 shows the breakdown of attributes and subattributes



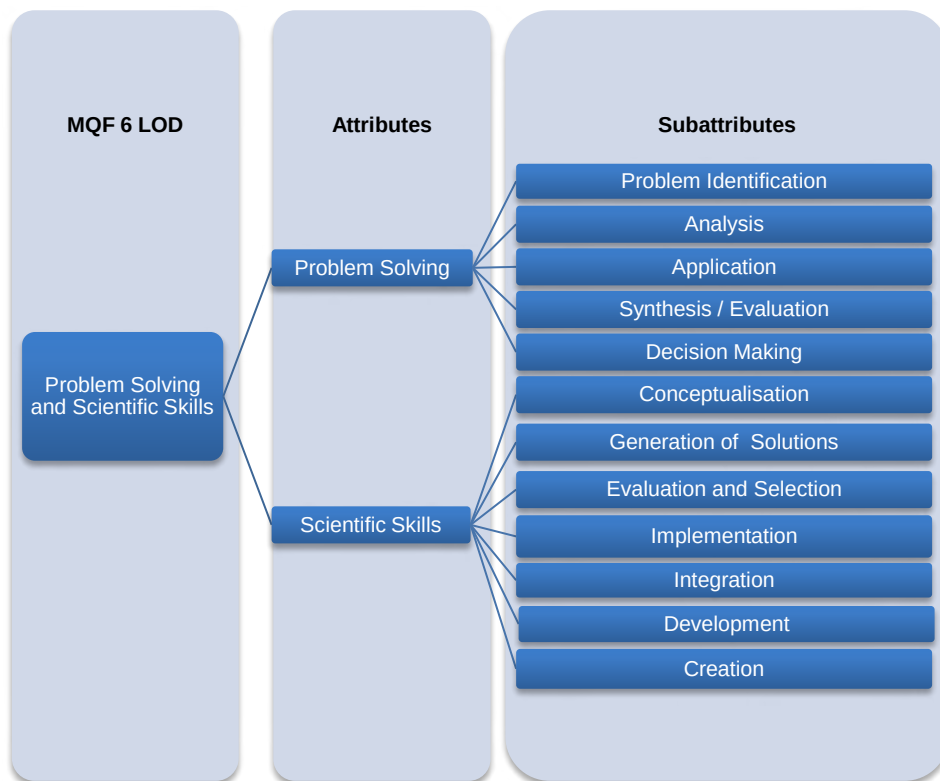
for the Conceptual Framework for MQF6 LOD: Problem Solving and Scientific Skills.

Rubrics

Table 6.2 provides the detailed rubrics for each attribute and subattribute according to the level of applicability, performance criteria i.e. *Very Weak*, *Weak*, *Fair*, *Good* and *Very Good* and the respective examples of task assessments.

Table 6.1: The Attributes, Subattributes and Definition of MQF6 LOD: Problem Solving and Scientific Skills

Attribute	Subattribute	Definition
6.1 Problem Solving	Problem Identification	The process of recognising and identifying an issue that may cause a problem or conflict.
	Analysis	The process of separating or detailed examination of gathered, measured or collected data, into smaller elements for decision-making or interpretation.
	Application	The action of putting ideas or solutions into operation to solve problems.
	Synthesis	The combination or composition of small parts to form a whole idea, new solution or system.
	Decision-Making	The thought process of selecting a solution from several alternatives.
6.2 Scientific Skills	Conceptualisation	Formation of new ideas or solutions.
	Generation of Solutions	The process of producing alternative or new solutions.
	Evaluation and Selection	The process of weighing the significance, worth or value of a decision made and to choose a solution or alternative solution.
	Implementation	The process of putting or executing a solution or idea into effect.
	Integration	The act or process of bringing together elements, ideas, solutions, people, systems etc. to function as one.
	Development	The process of growth, addition, improvement or a significant consequence or event.
	Creation	The act of making, produce or invent something into existence.



**Figure 6.1: Conceptual Framework for MQF6 LOD:
Problem Solving and Scientific Skills**

Table 6.2 MQF6 LOD: Problem Solving and Scientific Skills

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Task
Problem Solving	Problem Identification	Initial phase of study	Not able to explain a problem, even with assistance.	Able to partially explain a problem with maximum assistance.	Able to explain a problem with minimum assistance.	Independently able to explain a problem clearly without assistance.	Able to provide explanation of problem very clearly and accurately.	Exam (long essay question), Assignment, Project report, Performance of student during execution of project/practical, Case study, Role-play, Final year project, Internship
	Analysis	All levels of study	Not able to organise and analyse gathered information or data and fails to define the factors that contribute to the problem/issue or explain the root of the problem.	Finds difficulty in organizing and analysing gathered information or data and finds difficulty in explaining the factors that neither contribute to the problem/issue nor explains the root of the problem.	Able to organise and analyse gathered information or data, but does not clearly describe the factors that contribute to the problem/issue or clearly explain the root of the problem.	Able to organise and analyse gathered information or data, clearly describe the some factors that contribute to the problem/issue or explain the possible roots of the problem.	Able to organise and analyse gathered information or data, clearly describe the factors that contribute to the problem/issue or explain the root of the problem.	Exam (long essay question), assignment, test, project report, performance of student during execution of project/practical, Case study, Final year project, Internship
	Application	Early or middle phase of study	Not able to apply any new idea or knowledge to a given problem.	Limited ability to apply new idea or knowledge.	Able to apply new idea or knowledge to a given problem with assistance from lecturer or student.	Able to apply new idea or knowledge to a given problem independently.	Able to apply new idea or knowledge to a given problem and able to propose alternative applications.	Exam (long essay question), assignment, project report, performance of student during execution of project/practical, case study, Role-play, Final year project, Internship

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Task
Problem Solving	Synthesis and Evaluation	Middle phase of study	Fails to gather information for synthesis and evaluation.	Has difficulty in gathering, synthesising and evaluating information.	Able to gather relevant information, synthesise and evaluate the information and offers simple, unsupported conclusions.	Able to gather and thinks about information, synthesise, able to offer responsible interpretations; provides sufficient evidence to support conclusions.	Able to gather and evaluates information, chooses a clear interpretation, and provides sufficient evidence (quality and quantity) to support conclusions.	Exam (long essay question), assignment, project report, performance of student during execution of project/practical, case study, Role-play, Final year project, Internship
	Decision Making	Middle phase of study	Not able to make decisions based on comparison and contrast between information, ideas and solutions even with assistance.	Able to make decisions based on comparison and contrast between information, ideas and available solutions with some assistance.	Able to make decisions based on comparison and contrast between information, ideas and available solutions.	Able to make good decisions based on comparison and contrast between information, ideas and available solutions.	Able to make excellent decisions based on comparison and contrast between information, identify problems and available solutions.	Exam (long essay question), assignment, project report, performance of student during execution of project/practical, case study, Role-play, Final year project, Internship
Scientific Skills	Conceptualisation	All levels of study	Not able to generate any new idea.	Able to generate a simple idea or an idea independently.	Able to generate a new idea or ideas with some help from lecturer or colleagues	Able to generate a new idea or ideas that is or are relevant and appropriate.	Able to generate new idea or ideas that have potential to be applied, has depth, quality and novel in nature.	Exam (long essay question), assignment, project report, performance of student during execution of project/practical, case study, Role-play, Final Year project, Internship

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Task
Scientific Skills	Generation of Solutions	Middle phase of study	Not able to solve problems or offer alternative solutions.	Able to solve problems or offer alternative solutions with maximum assistance.	Able to partially solves problems or provide alternative solutions with some assistance.	Able to solve problems or provide alternative solutions well without assistance.	Able to solve problems and provide alternative solutions with accuracy, clarity and detailed.	Exam (long essay question), Assignment, Project report, performance of student during execution of project/practical, Case study, Role-play, Final year project, Internship
	Evaluation / Selection	Middle phase of study	Not able to select appropriate alternative solution.	Able to evaluate several solutions but not able to select an appropriate solutions with maximum assistance.	Able to evaluate several solutions and able to select a solution that partially solves a problem with minimum assistance.	Able to evaluate several solutions and clearly and accurately select alternative solutions without assistance.	Able to evaluate several solutions and able to clearly and accurately select alternative solutions in detail.	Exam (long essay question), Assignment, Project report, Performance of student during execution of project/practical, Case study, Role-play, Final year project, Internship
	Implementation	Middle phase of study	Able to apply the same strategy / old ideas / old solutions to solve problems.	Able to identify a variety of strategies / ideas / solutions, but needs assistance to choose an appropriate one.	Able to identify a variety of strategies / ideas / solutions and able to choose an appropriate one.	Able to identify a variety of strategies / ideas / solutions, chooses an appropriate one, and applies the strategies individually or in combination.	Able to compare a variety of strategies / ideas / solutions, evaluates and chooses the most effective, and applies the strategies to improve the situations or solve the problem.	Exam (long essay question), Assignment, Project report, Performance of student during execution of project/practical, Case study, Role-play, Final year project, Internship

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Examples of Assessment Task
Scientific Skills	Integration	Final phase of study	Not able to integrate existing ideas.	Able to integrate existing ideas but unable to provide new solution	Able to integrate existing ideas and provide new solutions with assistance.	Able to integrate existing ideas and provide new solutions clearly.	Able to integrate existing ideas and provide new solutions very clearly.	Exam (long essay question), Assignment, Project report, Performance of student during execution of project/practical, Case study, Role-play, Final year project.
	Development	Final phase of study	Not able to think and generate new ideas for improvement.	Able to think and produce some new ideas for improvement but with substantial assistance.	Able to think and produce some new ideas for improvement but may not be practical.	Able to think and produce new ideas for improvement that may be practical.	Able to think independently and produce many new ideas for improvement that are very practical.	Performance of student during execution of project/practical, Case study, Role-play, Final Year project.
	Creation	Final phase of study	Not able to create any new idea./ product.	Able to create a new idea with substantial assistance.	Able to create a new idea /product with some assistance.	Able to create a new idea /product without assistance.	Able to create new ideas /product beyond expectation.	Performance of student during execution of project/practical, Case study, Role-play, Final year project.





MQF 7 LOD: INFORMATION MANAGEMENT AND LIFELONG LEARNING SKILLS



MQF7 LOD: Information Management And Lifelong Learning Skills



This section covers the definition, glossary of subattribute, conceptual framework and rubrics for MQF7 LOD: Information Management and Lifelong Learning skills.

Definitions

Information management (IM) is the collection and management of information from one or more sources and the distribution of that information to one or more users.

This sometimes involves those who have a stake in, or a right to that information. Management means the organization of and control over the structure, processing and delivery of information.

Lifelong Learning may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places.



Glossary of Subattributes

The MQF7 LOD: Information and Lifelong Learning Skills consist of three attributes and twelve subattributes. The definition of each subattribute is given in Table 7.1.



Conceptual Framework

Figure 7.1 shows the breakdown of the Conceptual Framework for MQF7 LOD: Information Management and Lifelong Learning Skills into attributes and subattributes.

Rubrics

Table 7.2 provides the detailed rubrics for each attribute and subattribute according to the level of applicability, performance criteria i.e. *Very Weak, Weak, Fair, Good* and *Very Good* and the respective examples of assessment tasks.

Table 7.1: Attributes, Subattributes and Definition of MQF7 LOD: Information and Lifelong Learning Skills

Attributes	Subattributes	Definition
7.1 Information Retrieval and Management	List of references	Required number of references related to a given task
	Relevance	Appropriateness and relevance of references to a task
	Optimisation	Optimising variety of references (to make useful as possible)
	Curation	Curate is to select, organize and look for required information according to a list of references
	Articulation	Able to express ideas clearly and effectively in writing and easily understood by the reader
	References	The materials or sources of information used to elicit further information regarding a subject matter
7.2 New Idea Acceptance Related to Independent Learning	Engagement	The degree of attention, curiosity, interest, optimism, and passion that students display to heighten the learning process
	New Idea	To express ideas as a result of self exploration
	Independent Learning	Self-directed learning that involves learners relate to new information, concepts, process which are more organised and complete
7.3 Inquisitive Mind	Interest	Interest to heighten knowledge by exploring certain issues and to execute relevant tasks to the best of one's ability
	Initiative	Demonstrate the level of willingness to start and complete a task
	Effort	To show effort to investigate or search for information

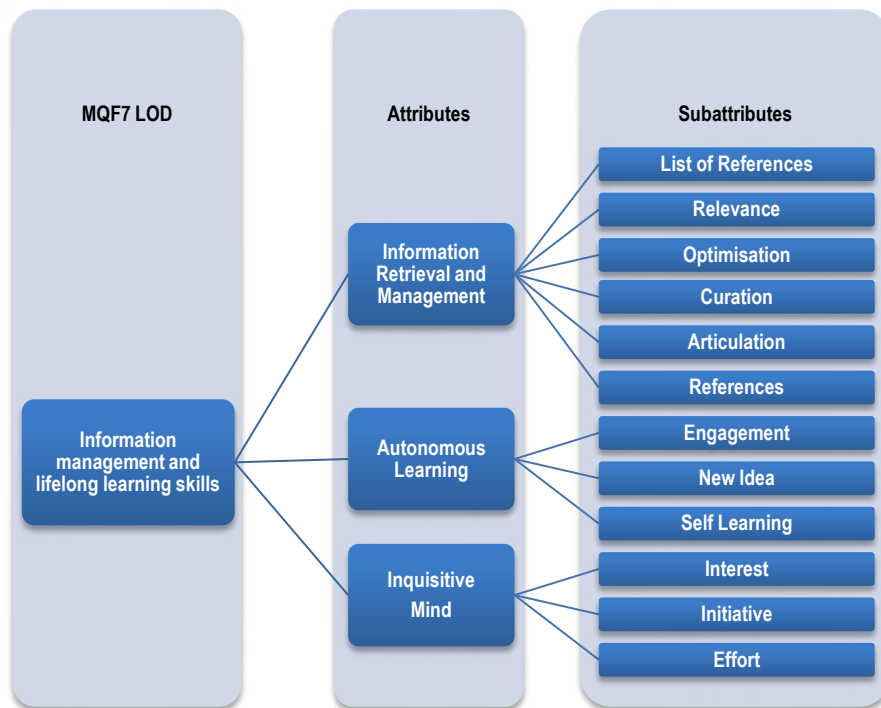


Figure 7.1: The Conceptual Framework for MQF7 LOD: Information Management and Lifelong Learning Skills

Table 7.2: MQF7 LOD: Information Management and Lifelong Learning Skills Rubrics

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Example of Assessment Tasks
Information Retrieval and Management	List of References	All levels of study	Fail to fulfil the required number of references	Minimally fulfil the required number of references	Partially fulfil the required number of references	Fulfil the required number of references	Exceed the required number of references	Self-reflection / Assignment / Demonstration / Case analysis
	Relevance	All levels of study	No appropriateness and relevance of reference	Limited appropriateness and relevance of reference	Sufficient appropriateness and relevancy of reference	Good appropriateness and relevance of reference	Excellent appropriateness and relevance of reference	Self-reflection / Assignment / Demonstration / Case analysis / Group work
	Optimisation	All levels of study	Not able to retrieve information	Able to retrieve information from minimal references	Able to retrieve information from sufficient reference	Able to retrieve information from many references	Able to retrieve information from maximum references	Presentation / Self-reflection / Assignment / Demonstration / Case analysis / Group work
	Curation	All levels of study	Not able to curate for required information	Limited curation for required information	Satisfactory curation for required information	Good curation for required information	Excellent curation for required information	Presentation / Self-reflection / Assignment / Demonstration / Case analysis / Group work
	Articulation	All levels of study	Least articulation of references in writing	Low articulation of references in writing	Able to articulate the references in writing	Sufficiently able to articulate the references in writing	High ability to articulate references in writing	Presentation / Self-reflection / Assignment / Demonstration / Case analysis / Group work
	References	All levels of study	Not able to use references	Limited use of the references	Appropriate use of references	Good use of the references	Excellent use of references	Presentation / Self-reflection / Assignment / Case analysis/Group work

Table 7.2: MQF7 LOD: Information Management and Lifelong Learning Skills Rubrics

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Example of Assessment Tasks
Autonomous Learning	Engagement	All levels of study	Least attempt to engage in autonomous learning	Minimally engage in autonomous learning	Putting effort to engage in autonomous learning	Consistently engage in autonomous learning	Highly engage in autonomous learning	Self-reflection / Assignment / Demonstration / Case analysis / Group work
	New Idea	All Levels of Study	No new idea to solve problems	Able to solve problems with weak new ideas	Able to solve problem with moderate new ideas	Able to solve problem with good new ideas	Able to solve problems with excellent new ideas	
	Self Learning	All levels of study	Not able to self learn	Limited ability to self learn	Sufficient ability to self learn	Good ability to self learn	Excellent ability to self learn	
Inquisitive Mind	Interest	All levels of study	No interest in exploring issues for a given task	Demonstrate limited interest in exploring issues for a given task	Demonstrate sufficient interest in exploring issues for a given task	Demonstrate good interest for exploring issues for a given task	Demonstrate excellent interest in exploring issues for a given task	Presentation / Self-reflection / Assignment Demonstration
	Initiative	All levels of study	No initiative to complete a task	Demonstrate limited initiative in completing a task	Demonstrate moderate initiative in completing a task	Demonstrate good initiative in completing a task	Demonstrate excellent initiative in completing a task	Presentation / Self-reflection / Demonstration / Case analysis
	Effort	All levels of study	No effort to complete task	Minimal effort to complete task	Sufficient effort to complete task	Good effort to complete task	Excellent effort to complete task	Self-reflection / Assignment / Demonstration / Case analysis / Group work





MQF 8 LOD: MANAGERIAL AND ENTREPRENEURIAL SKILLS



MQF8 LOD: Managerial and Entrepreneurial Skills

This section covers the definition, glossary of subattributes, conceptual framework and the rubrics for MQF8 LOD: Managerial and Entrepreneurial Skills.

Definitions

Managerial Skills represent basic skills in managing an organization/group, which includes work planning, time management, decision making, organising ideas, delegate work and motivation.



Entrepreneurial Skills covers the entrepreneurial mindset and skills.

The mindset refers to the thinking that drives human behaviour towards entrepreneurial activities and outcomes. These individuals are drawn towards innovation, opportunities and new product designs.

Entrepreneurial skills cover:

- Ability to learn through entrepreneurial experience,
- Creativity,
- Innovation,
- Recognizing opportunities and entrepreneurial strategies,
- Risk tolerance,
- Internal locus of control,
- High achievement and endurance, and
- Financial management.

Glossary of Subattributes

The MQF8 LOD: Managerial and Entrepreneurial Skills consist of three attributes and fourteen subattributes. The definition of each attribute is given in Table 8.1.

Conceptual Framework

Figure 8.1 shows the breakdown of attributes and subattributes for the Conceptual Framework for MQF8 LOD: Managerial and Entrepreneurship Skills.



Rubrics

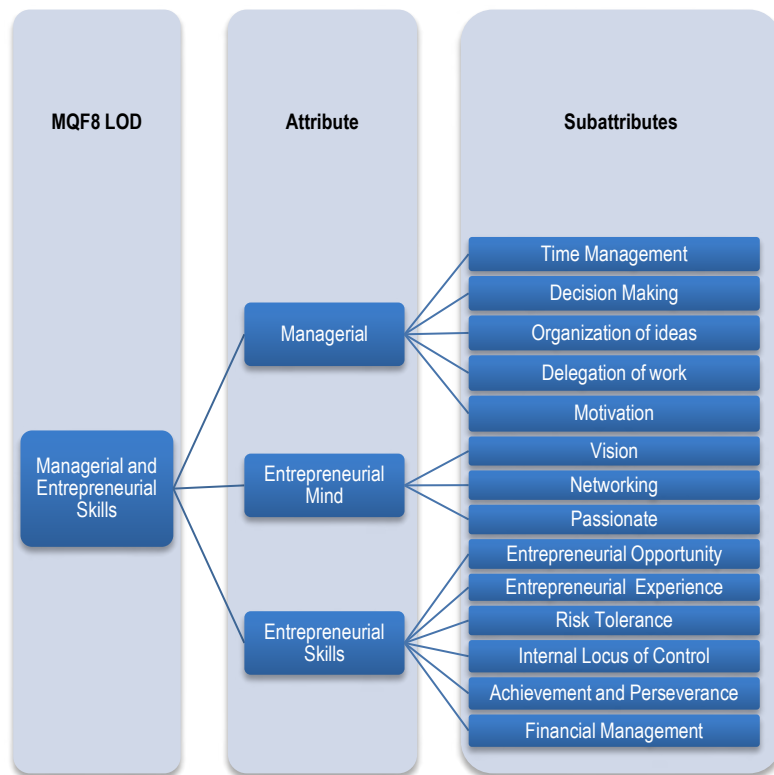
The rubrics for MQF8 LOD: Managerial and Entrepreneurial Skills details out the attributes and subattributes from the level of usage and performance criteria which are for managerial skills and entrepreneurial mindset measured by the following level of applicability, performance criteria i.e. *Very Weak, Weak, Fair, Good* and *Very Good* and the respective examples of task assessments as in Table 8.2.

Entrepreneurial Skills is measured in three (3) stages: Foundation, Intermediate and Advanced. It uses the same rubrics for measuring the Managerial Skill and Entrepreneurial Mindset skills.

For the **Foundation**, it uses the same level of applicability. For the **Intermediate**, the *Very Weak* indicator starts at the *Weak* level and ends with an additional indicator for the *Very Good* level of applicability. For the **Advanced** level of applicability, the *Weak* indicator starts from the satisfactory level of applicability and also ends with 2 additional indicators as shown in Table 8.3.

Table 8.1: The Attributes, Subattributes and Definitions of MQF8 LOD: Managerial and Entrepreneurial Skills

Attributes	Subattributes	Definitions
8.1 Managerial	Time Management	The process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity.
	Decision Making	The process resulting in the selection of a belief or a course of action among several alternative possibilities.
	Organization of Ideas	Present an idea completely in clear, cohesive and organized manner.
	Delegation of Work	Assignment of responsibility or authority to a group to carry out activities.
	Motivation	Being self-motivated and encourage group members to complete every task and activity.
8.2 Entrepreneurial Mind	Vision	Innovative vision for solving real world problems
	Networking	Awareness to become an entrepreneur requires the following characteristics: Entrepreneurial relationship through the formation of a business circle, personal integrity, communication, and good offers.
	Passion	Excitement or liking when performing entrepreneurial activities.
8.3 Entrepreneurial Skills	Entrepreneurial Opportunities	A process to find opportunities following a planned strategy as a result of creative consolidating process, generation of new ideas and innovation in the application of ideas into practice.
	Entrepreneurial Experience	Learning through engagement in entrepreneurial activities.
	Risk Tolerance	Attitude and readiness of an entrepreneur in the identification and confrontation of the risk.
	Internal Locus and Control	Belief in the fundamental of success lies in self employment and ability to manage one's life.
	Achievement and Perseverance	Ability to put a higher target and has high endurance in facing challenges.
	Financial Management	Ability to handle financial components and sources.



**Figure 8.1: Concept Framework for MQF8 LOD:
Managerial and Entrepreneurial Skills**

Table 8.2: Rubrics for MQF8 LOD: Managerial and Entrepreneurial Mind

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Assessment/ Tasks
Managerial	Time Management	All levels/ Years of study	No attempt to complete work on time. Not able to manage time.	Rarely completes work on time. Not able to manage time well.	Occasionally completes work on time. Tries to manage time.	Completes work on time by taking advantage of the time provided and by using time management skills.	Completes tasks ahead of schedule by creating a plan and scheduling time to complete the work.	Assignment
	Decision making	All levels/ Years of study	No attempt to make decision. Do not understand the situation and relate with options that are available.	Tries to make decision by understanding the situation. Decision made is based on limited understanding of the situation and available options.	Satisfactory attempts to make decisions and satisfactory understanding of the situation and available options.	Able to make a good decision based on good understanding of the situation and available options.	Able to make a very good decision based on excellent understanding of the situation and available options.	Assignment Self-reflection report
	Organization of ideas	All levels/ Years of study	Deliver ideas unclearly, loosely and disorganized.	Deliver ideas with minimal clarity, comprehensiveness and organization.	Deliver ideas with satisfactory clarity, comprehensiveness and organization.	Deliver ideas with good clarity, comprehensiveness and organization.	Deliver ideas with excellent clarity, comprehensiveness and organization.	Assignment
	Delegation of work	All levels/ Years of study	Work was not divided equally. Only few members are doing the work while others are ignored.	Work was divided minimally amongst group members.	Work was divided satisfactorily amongst group members.	Work was divided well amongst group members.	Work was divided excellently amongst group members.	Group work
	Motivation	All levels/ Years of study	No motivation to complete task.	Minimal motivation to complete task.	Satisfactory motivation to complete task.	High motivation to complete task.	Very high motivation to complete task.	Assignment

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Assessment/ Tasks
Entrepreneurial Mind	Vision	All Level	No vision to solve problem.	Minimal vision to solve problem.	Satisfactory vision to solve problem.	Good vision to solve problem.	Excellent vision to solve problem.	Reflection
	Networking	All Level	No awareness that an entrepreneur requires entrepreneurial networking.	Minimal awareness that an entrepreneur requires entrepreneurial networking.	Satisfactory awareness that an entrepreneur requires entrepreneurial networking.	Good awareness that an entrepreneur requires entrepreneurial networking.	Excellent awareness that an entrepreneur requires entrepreneurial networking.	Case study
	Passionate	All Level	Dislike to organise an entrepreneurial activity.	Minimal liking to organise an entrepreneurial activity.	Satisfactory liking and enjoys to organise an entrepreneurial activity.	Likes and enjoys to organise an entrepreneurial activity.	Passionate to organise an entrepreneurial activity.	Simulation

Table 8.3: Rubrics for MQF8 LOD: Entrepreneurial Skills

Attribute	Subattribute	Level of Applicability								Assessment/ Tasks	
			Very Weak	Weak	Fair	Good	Very Good	Very Good (Intermediate)	Very Good (Advanced)		
Entrepreneurial Skills	Entrepreneurial Opportunity	All level	No entrepreneurial idea for value adding/solving customer needs.	Has unclear entrepreneurial idea for value adding/ solving customer needs and is not relevant to customer needs.	Business idea is clear but does not fulfil the realistic customer needs.	Business idea is clear and fulfils the customer needs.	Able to mobilise the idea to become opportunity according to the business strategy and fulfil the customer needs.	Able to conduct the business according to the business strategy and fulfils the customer needs.	Able to conduct the business globally according to the business strategy and fulfils the customer needs.	Pitching / Written report / Product exhibition and sales	
	Entrepreneurial Experience	All level	Not able to write a reflection report for an entrepreneurial activity that he/she attends.	Able to write a poor reflection report for an entrepreneurial activity that he/she attends.	Able to write a satisfactory reflection report for an entrepreneurial activity that he/she attends.	Able to write a good reflection report for an entrepreneurial activity that he/she attends.	Able to write an excellent reflection report for an entrepreneurial activity that he/she attends.	Able to write a clear, detailed and high impact reflection report for an entrepreneurial activity that he/she attends.	Able to write a clear, detailed and very high impact reflection report for an entrepreneurial activity that he/she attends.	Entrepreneurial Reflective Report, Engagement	
			Rubric to measure student performance at foundation level								
			Rubric to measure student performance at intermediate level								
			Rubric to measure student performance at advanced level								

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Very Good (Intermediate)	Very Good (Advanced)	Assessment/ Tasks
Entrepreneurial Skills	Risk Tolerant	All level	Not able to identify risk.	Able to identify risk.	Able to get the information to reduce risks.	Able to measure and analyse risks.	Able to suggest alternatives to reduce risks.	Able to choose alternatives to reduce risks	Able to manage risks through the right channel (Example: take insurance and apply for IP).	Pitching / Written report
	Internal Locus of Control	All level	Unable to take a stand and express entrepreneurial opinion/idea.	Dare to take a stand and express entrepreneurial opinion/idea.	Able to convince others with the entrepreneurial opinion/idea.	Take own initiative to develop something from the entrepreneurial opinion/idea.	Has the eagerness to influence others to develop a business network based on the entrepreneurial opinion/idea.	Able to influence others to develop a business network based on the entrepreneurial opinion/idea (Example: create more customers, partners, investors, and associates).	Has developed a business network based on the entrepreneurial opinion/idea.	
Rubric to measure student performance at foundation level										
Rubric to measure student performance at intermediate level										
Rubric to measure student performance at advanced level										

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Very Good (Intermediate)	Very Good (Advanced)	Assessment/ Tasks
Entrepreneurial Skills	Achievement and Perseverance	All level	Does not have a goal and no effort	Has unclear goal and effort	Has clear goal, but the goal is unrealistic	Has clear and realistic but easily achievable goal	Has clear, realistic and high goal	Able to achieve high goal inconsistently endurance (Example: sales and profit)	Able to achieve high goal consistently (Example: sales and profit)	Pitching / Written report
	Financial Management		Not able to identify financial components or sources	Able to identify basic financial components and sources	Able to analyse financial and sources	Able to retrieve financial information and costing	Able to develop a financial plan and costing	Able to manage and supervise financial and costing	Able to create wealth from monetary and other sources	Written and financial report
			Rubric to measure student performance at foundation level							
								Rubric to measure student performance at intermediate level		
								Rubric to measure student performance at advanced level		

CHAPTER

09



CONCLUSION



Conclusion



This guide book is an attempt to outline two major items which are:

- i. The use of rubrics to record the scoring of tasks for a fairer implementation of CLO performance appraisal of students. **The rubrics that are shared with the students at the beginning of the semester will motivate them to produce tasks according to the desired performance attainment.** This is because the rubrics clearly explain the level of attainment for each MQF LOD (MQF3 LOD to MQF8 LOD).

- ii. Emphasis is given to the implementation of constructive alignment with reference to the principle which is applied to the design of teaching and learning activities and assessment that reflect the self-development of students who are performing those tasks. **The constructive alignment provides opportunities for students to identify their desired performance attainment through their courses.**

In summary, it is hoped that this guide book is able to assist the teaching staff to initiate or improve their practices in constructive alignment and assessment. It is also hoped that this transformation of practice can support the First Shift of the MEB 2015 – 2015 (HE) in producing holistic, entrepreneurial and balanced graduates.

A



GLOSSARY





Glossary

Assessment

- A learning process that encompasses describe, collect, record, score and interpret information about students' learning for a particular purpose.

Attribute

- A quality or feature regarded as a characteristic or inherent part of someone or something.

Constructive Alignment

- A principle used for devising teaching and learning activities and assessment task that directly address the learning outcome intended in a way not typically achieved in traditional lectures, tutorial classes and examinations.

Course Learning Outcome CLO)

- Learning outcomes that represent a list of competencies that would be owned by the student after passing a course and must be achieved by each student who took the course in the current semester.

Integrated Cumulative Grade Point Average) (iCGPA)

- To measure the performance of university students as a whole and not just academic achievement.
-

**Malaysian
Qualifications
Framework (MQF)**

- An explanation or description of the national education system that is understood at the international level, which clarifies all qualifications and academic achievement in higher education (post-secondary) and how these qualifications are meaningfully linked.

**Malaysian
Qualifications
Framework Learning
Outcome Domain
(MQF LOD)**

- Refers to the eight domains of learning outcomes, which are significant for Malaysia: (1) Knowledge; (2) Practical Skills; (3) Social Skills and Responsibilities; (4) Values, Attitude and Professionalism; (5) Communication, Leadership, and Teamwork Skills; (6) Problem Solving and Scientific Skills; (7) Information Management and Lifelong Learning Skills; (8) Managerial and Entrepreneurial Skills.

**Outcome Based
Education (OBE)**

- Is a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits.

Rubric

- A scoring tool that explicitly represents the performance expectations for an assignment or piece of work.

**Student Learning
Time (SLT)**

- Self-learning which include learning from self-learning modules and any additional non face-to-face hours self-learning and preparation for lecture/lab/tutorial and test and assessment.

Subattribute

- A lesser or secondary attribute.



B



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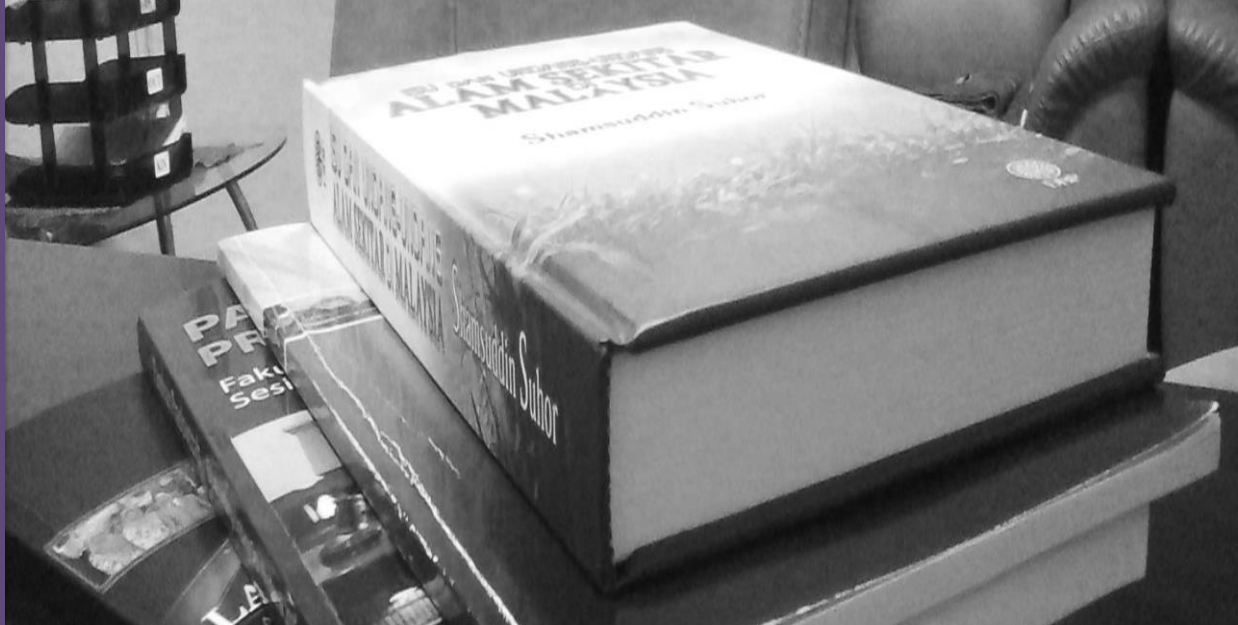
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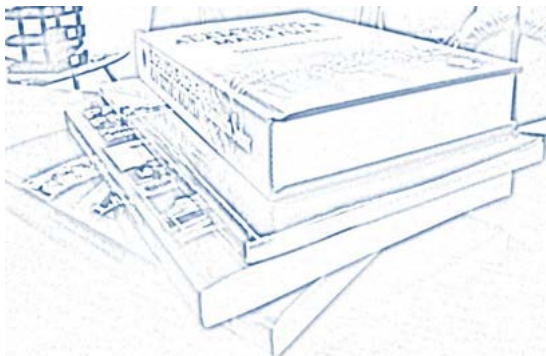
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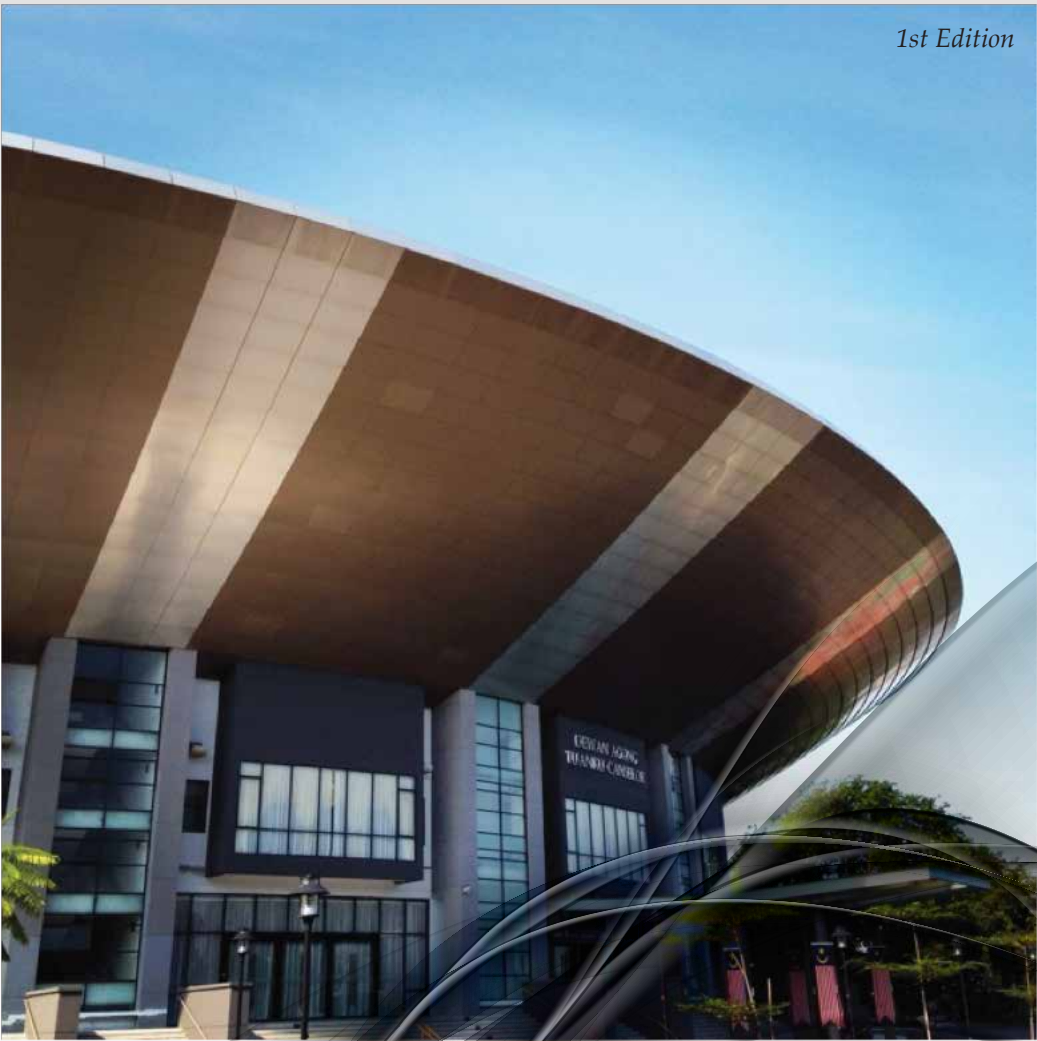
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1st Edition



Manual for iCGPA

CONSTRUCTIVE ALIGNMENT  ENGAGEMENT  ASSESSMENT REPORTING SYSTEM

Academic Affairs Division

EDITORIAL

The 1st of the 10 Shifts for the Malaysia Education Blueprint 2015-2025 (Higher Education) emphasizes on the formation of Holistic, Entrepreneurial and Balanced graduates. With it, the concept of iCGPA was formulated to address graduate employability that will ensure positive growth for the nation.

Through the mechanisms of constructive alignment on academic curricula and the objective reporting of assessment performance, teaching, learning and assessing will all culminate in one single outcome – students' Programme Learning Outcomes (PLO) attainment.

To achieve this, especially for a huge institution of higher learning such as Universiti Teknologi Mara (UiTM) that has more than 9,000 academics, a concerted and dedicated effort is certainly required.

This publication, aptly named *Manual for iCGPA – Constructive Alignment, Engagement and Assessment Reporting System*, serves to ensure that all 9,000 academics are of the same vision, mission and aspiration when implementing iCGPA at all levels. With a refreshing approach in its content presentation, technical conundrums of iCGPA have been packaged and written for easy reading.

The authors have given deep and considerable thoughts in creating this piece of simple yet highly beneficial creative work. Thank you for their everlasting efforts in ensuring that the rudiments of academics are always seen and understood in meaningful contexts. Happy reading!

Professor Sr. Ir. Dr. Suhaimi Abdul Talib

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MANUAL FOR iCGPA

Constructive Alignment . Engagement . Assessment Reporting System

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ALAM

PREFACE

This manual intends to assist academics to internalise the soul of iCGPA. It is divided into 4 main parts: Introduction, Constructive Alignment, Student Engagement – Internalising iCGPA and Assessment Reporting System. The holistic and comprehensive presentation of information is adopted so that the complexity of the iCGPA concept can be easily understood and practised. The authors hope that this manual can contribute towards the strengthening of academic curricula and fulfil the nation's educational vision, mission and aspiration.

Ahmad Mazli Muhammad
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31 May 2016
META XVIII

EXECUTIVE SUMMARY

Part A starts with the introduction of the iCGPA concept that was designed to be a part of Malaysia Education Blueprint 2015 – 2025 (Higher Education). Anchoring the 1st from 10 Shifts of the blueprint, its primary function is to address graduate employability. The focus is to constructively align academic curricula towards the present and future global demands, and also to report assessment performance in an objective manner. As a result, it will benefit both the institutions of higher learning and the industry/potential employers in a productive win-win symbiotic relationship.

Part B illustrates Constructive Alignment at 2 levels: Programme and Course. At programme level, constructive alignment ensures that the academic programme blueprint exudes its nature and characteristics. The statements of the Programme Educational Objectives (PEO) and Programme Learning Outcomes (PLO) must manifest the Learning Outcome Domains as stipulated by the Malaysian Qualification Framework (MQF), as well as the Educational Learning Taxonomy Domains (Cognitive, Affective and Psychomotor). The Curriculum Matrix is then analysed to ensure that every course content aligns to and supports the PLOs. Consequently, at the course level, constructive alignment unfolds in a careful and mindful process to ensure correctness and coherence of teaching, learning and assessing using a table called the Course Assessment Plan (CAP). It also includes the construction of a rubric that measures the attributes selected to represent respective PLOs. This process relates directly to the statements that are aligned at the programme level. The climax or outcome for both processes can eventually be observed when the PLO is attained by students through the administration and scoring of assessments. This entire process is described as *Forensic Curriculum* as it is a systematic approach to study curriculum documents with the intention to establish coherence and compliance to standards in the design and implementation of teaching, learning and assessing with specific focus on the Learning Outcomes (LO).

Part C assists academics to be engaged with students actively in explaining what iCGPA is and how it should be implemented. This approach is deemed necessary to ensure that both teachers and the learners are operating on the same page. It includes a step-by-step explanation on what takes place in the teaching, learning and

assessing process in comparison to the traditional approach, as well as explanation about the internal and external benefits of iCGPA. Furthermore, students are taught to read the new format for the reporting of their assessment performance presented in a radar graph (spider web) and how they can take charge of their own learning. With the guidance from an academic advisor, iCGPA empowers students to decide on the appropriate interventions that they need to take them to a better and higher academic performance level. When mutual understanding takes place, the implementation of iCGPA can achieve optimal effect.

Finally, **Part D** explains the technical aspects of the Assessment Reporting System. To eventually generate and print an Examination Result Slip that includes the spider web, 3 modules are involved: the Academic Information System (AIMS), Result Entering System (RES) iCGPA, and Student Information Management System (SIMS). Academics, who are managers (Resource Persons) or implementers (lecturers), are taught to key in course information, examination parameters and marks correctly in 2 phases. In *phase 1*, after a constructive alignment process has been completed in a CAP, the updating of course information and examination parameters is done in AIMS, specifically under the Course Information and Assessment Tab respectively. This involves keying in the correct CLO, PLO, taxonomy domain and level, assessment method and weightage for both continuous and final assessments. Consequently, in *phase 2*, this involves the setting of continuous assessments and final exam parameters and keying in marks for the respective assessments. The completion of this phase ends with the generating and printing of the PLO Grade Sheet and the LE15 Sheet. Once these sheets are validated and printed, the soft data is uploaded. Lastly, the final format for the reporting of examination results that includes students attainment of the respective PLOs presented in a radar graph (spider web), is generated automatically.

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PART A

INTRODUCTION

The Malaysia Education Blueprint 2015 – 2025 (Higher Education) or MEB 2015-2025 (HE) is formulated to address 10 shifts that serve as a guideline for all institutions of higher learning to fulfil the vision, mission and aspiration of the nation (as shown in **Diagram A-1**).



Diagram A-1: The 10 Shifts

The First Shift focuses on forming holistic, entrepreneurial and balanced graduates. This shift stems from the concern of the Ministry of Higher Education (MOHE) to address the issue of graduate employability as shown in **Diagram A-2**.

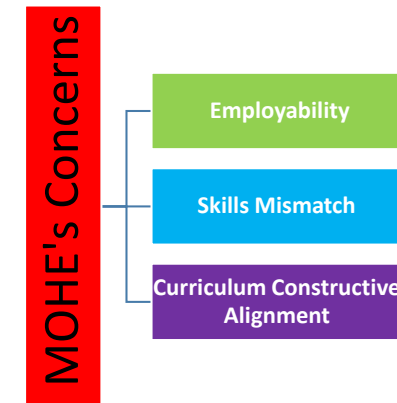


Diagram A-2: MOHE's concerns (Source: Executive Summary MEB 2015-2025 HE)

There is a dire need to revisit the curricula of academic programmes at all institutions of higher learning to ensure that the knowledge, skills and attitude taught are in tandem with the needs of the nation, society and the industry. To ensure that graduate employability increases, it has to start from the fine tuning of the curriculum and a revisit to curriculum delivery as illustrated in **Diagram A-3**. Hence, this manual focuses on curriculum design.

iCGPA addresses the graduate employability concern. The acronym iCGPA stands for **integrated Cumulative Grade Point Average**. *integrated* simply means that the reporting of students' academic assessment performance includes the knowledge, skills, and attitudes that students acquire throughout the duration of their study (*iCGPA Rubric – Learning Outcomes Assessment Guide*, 2016: p. 113). The knowledge, skills and attitude are clearly stipulated in the Malaysian Qualification Framework (MQF) as shown in **Diagram A-4**.



Diagram A-3: MOHE's Graduate Employability Initiatives



Diagram A-4: MQF 8 Learning Outcome Domains (2011)

In iCGPA, the design of an academic curriculum is fine-tuned through constructive alignment of the assessment, and teaching and learning. This mechanism analyses the Programme Educational Objectives (PEO), Programme Learning Outcomes (PLO), Course Learning Outcomes (CLO), Educational Taxonomy Domains (Cognitive, Affective and Psychomotor), Assessment Methods, Assessment

Weightage and Student Learning Time (SLT). The core of iCGPA is students' attainment of each PLO. Each PLO corresponds to the 8 learning outcome domains of the MQF. The process of constructive alignment is further explained in **Part B** and **Part C**.

Eventually, the attainment of PLOs by an individual student is produced and printed in a radar graph (also known as a spider web). A spider web illustrates the reporting of all PLO attainment of a student for each semester. Potential employers are able to make clear judgement and decisions based on the true ability of students' knowledge, skills and attitude. An example is shown in **Diagram A-5**. Here, the student performs well in 6 LO domains: Knowledge, Practical Skills, Social Skills and Responsibilities, Values, Attitudes and Professionalism, Problem Solving and Scientific Skills, and Information Management and Lifelong Learning Skills. However, the student performs above the minimum level for the Managerial and Entrepreneurial Skills LO domain.

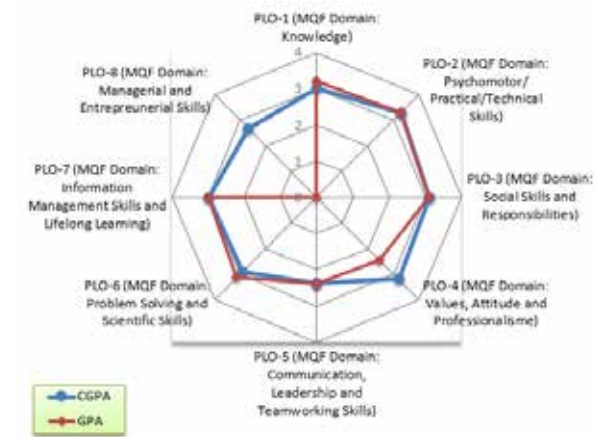


Diagram A-5: An example of an iCGPA spider web

(Source: iCGPA Rubric – Assessing Learning Outcomes, 2016)

Hence, iCGPA is a strategy that embraces a holistic and balanced reporting of students' abilities.

PART B

CONSTRUCTIVE ALIGNMENT

Constructive alignment (CA) is the conscious effort made by academics (curriculum designers, managers and implementers) to ensure that the activities of teaching, learning and criterion-based assessment are coherent in its implementation. Biggs and Tang (2007) emphasised that all of these activities must address the intended learning outcomes (LO). In the curricula, the LO refers to the CLO and PLO.

In an academic curriculum, constructive alignment happens at 2 levels: programme and course. At the programme level, the constructive alignment examines the mapping of the PEO to the PLO and the 8 MQF LOD to ensure 2 main things:

1. A programme has its own characters that mirror the profile (knowledge, skills, manners and attitudes) of the graduates that it intends to produce or mould 3 - 5 years after graduation (PEO) and upon graduation (PLO).
2. A programme that fulfils the requirement of a niche job or specialised vocation.

Most importantly, the CA scrutinises the mapping of courses to each PLO. Once the CA at the programme level is established, the Curriculum Matrix is analysed. Here, careful validation of faculty and programme courses and selected available university and elective courses and consequently the mapping of these courses (university, faculty, programme and elective) to the PLOs are deliberated and established.

At the course level, the constructive alignment ensures that every CLO is correctly aligned to the intended PLO, taxonomy domain, assessment method and weightage

with close consideration given to Student Learning Time (SLT). The constructive alignment is made possible through the creation of a Course Assessment Plan that clearly shows the mapping of all elements mentioned above.

This objective CA approach is called *Forensic Curriculum*. Forensic Curriculum is the systematic study of curriculum documents with the intention to establish coherence and compliance to standards in the design and implementation of teaching, learning and assessing with specific focus on the Learning Outcomes (LO).

Constructive Alignment: Programme Level

Consider this question when you look at the big picture of your academic programme:

“What do you want the students to become?”

To begin with, look at the relationship between the PEO, PLO and MQF 8 LOD shown in **Diagram B-1** and the mapping between PEO, PLO and MQF as shown in **Diagram B-2**.

PEO <> PLO <> MQF 8LOD

Diagram B-1: The mapping between the PEO to PLO to MQF 8 LOD

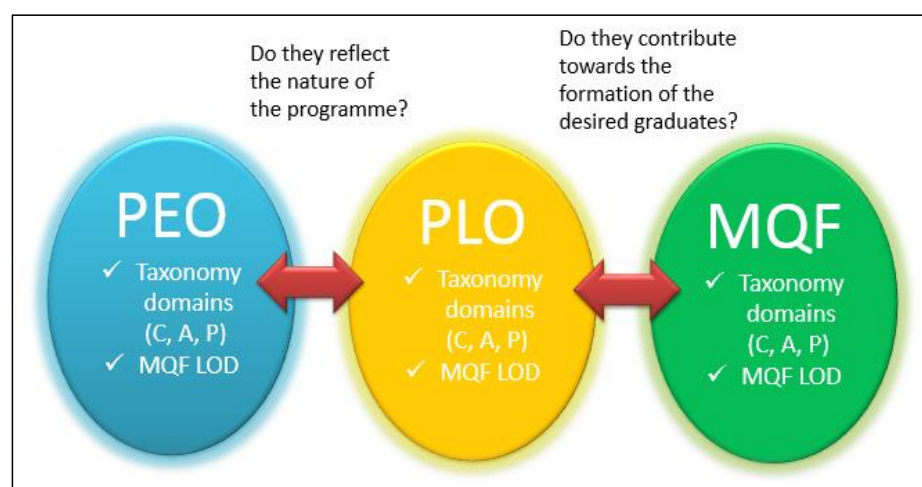


Diagram B-2: The mapping between PEO <> PLO <> MQF 8 or MOHE 9 LOD

The checklist as shown in **Table B-1** helps you to focus on the programme's intended outcomes as manifested by the statements of the PEO and PLO.

Table B-1: The checklist and examples

	CHECKLIST	EXAMPLES
1	PEOs are statements that describe the knowledge and skills, manners and attitudes required to become the desired graduates.	Students use fundamental principles that govern the retailing of merchandise.
2	PEO statements illustrate the training and exposure that the programme offers.	Students will experience the rudiments of architectural designing process.
3	PEO statements indicate the niche job that graduates will work as.	Students will work as engineers in multi context workplaces.
4	Commonly there are 4 to 5 PEO statements that reflect graduate achievements at the workplace 3 to 5 years upon graduation.	PEO3 Graduates who are competent as team members with effective communication and interpersonal skills and demonstrate leadership skill ethically and professionally (<i>Affective</i>)
5	PEO statements should encompass the taxonomy domains (Cognitive, Affective, and Psychomotor). Refer to MQA's GGP for Curriculum Design and Delivery (2011).	PEO1 Graduates who acquire good principles in building surveying knowledge (Cognitive) and skills (Psychomotor) in various support service sector as a building surveyor's assistant
6	Identify the dominant taxonomy to reflect the field of study.	In the field of Communication, the Affective domain is dominant.
7	Make approximate % for each taxonomy domain depending on the nature and characteristics of the academic programme (refer to Step 3 on p11).	Cognitive may contribute 65%; Psychomotor – 10%, and Affective – 25%.
8	PLOs are statements that include knowledge and skills, manners and attitudes which students attain/acquire upon graduation (in line with programme standards or professional bodies).	Ability to apply related techniques, scientific skills and necessary tools for building surveying practices, maintenance and built environment.
9	PLOs follow the 8 MQF LO Domains /9 MOHE LOD (as described in <i>Garis Panduan Penulisan Akademik</i> , 2011).	Ability to apply related techniques, scientific skills and necessary tools for building surveying practices, maintenance and built environment (MQF LOD6 or MOHE LOD3).
10	PLO statements must include attributes which are measurable.	Ability to apply related techniques, scientific skills and necessary tools in building surveying practices, maintenance and built environment.
11	PLO statements should encompass the taxonomy domains (Cognitive, Affective, and Psychomotor). Refer to the MQA's GGP for Assessment of Students (2013) according to the field of study.	PLO3 Ability to apply related techniques, scientific skills and necessary tools (Cognitive) in building surveying practices, maintenance and built environment
12	Finally, PLOs must map to the PEOs.	

An example of a complete mapping is shown in **Table B-2**.

Table B-2: The mapping of PEO <> PLO <> MQF 8 LOD

PEO (3-5 years after graduation)	PLO (upon graduation)	8 MQF Learning Outcome Domains
PEO1 Graduates with good principles of building surveying knowledge (Cognitive) and skills (Psychomotor) in various support service sector as a building surveyor's assistant	PLO1 Ability to demonstrate knowledge (Cognitive) in building surveying practices including procedures, building sciences, management and other related specialization as building surveyor's assistants in various sectors	1 Knowledge (Cognitive)
	PLO2 Ability to perform (Psychomotor) as a service supporter for building surveying profession	2 Practical Skills (Psychomotor)
PEO2 Graduates who are competent in applying related techniques and scientific tools for problem solving (Cognitive)	PLO3 Ability to apply related techniques, scientific skills and necessary tools (Cognitive) for building surveying practices, maintenance and built environment	6 Problem Solving and Scientific Skills (Cognitive)
	PLO4 Ability to assist building surveyor in assessing (Cognitive) work related to building performance, building services and building control	
PEO3 Graduates who are competent as a team member with effective communication and interpersonal that demonstrates leadership skill ethically and professionally (Affective)	PLO5 Ability to communicate effectively (Affective) at various levels	5 Communication, Leadership and Teamwork Skills (Affective)
	PLO6 Ability to create awareness and responsibility (Affective) towards sustainable development	3 Social Skills and Responsibility (Affective)
	PLO7 Ability to work ethically and professionally as a team member and demonstrate leadership skills (Affective)	4 Values, Attitudes and Professionalism (Affective) 5 Communication, Leadership and Teamwork Skills (Affective)
PEO4 Graduates who are professional and practising decision making ethics, entrepreneurship capability, and continual development through lifelong learning (Affective)	PLO8 Ability to apply skills for lifelong learning (Affective) and proficiency in information technology	7 Information Management and Lifelong Learning Skills (Affective)
	PLO9 Ability to create awareness in managerial and entrepreneurship skills (Affective)	8 Managerial and Entrepreneurial Skills (Affective)

Table B-2 shows clear statements that identify the knowledge and skills desired in a programme. It illustrates the respective taxonomy domains that are required to train students. It also explains how students are able to perform in work related fields whether upon graduation or 3 to 5 years after graduation.

The mapping helps curriculum designers, managers and implementers to have a clear understanding and big picture of the vision, mission and aspiration of an academic programme. It also serves as a quality assurance mechanism that provides continuous quality improvement (CQI) after the academic programme has run a complete cycle and subjected to a programme evaluation.

Based on iCGPA Rubric – Learning Outcomes Assessment Guide (p. 113), **Diagram B-3** gives a visual representation of what an academic curriculum should consist of.

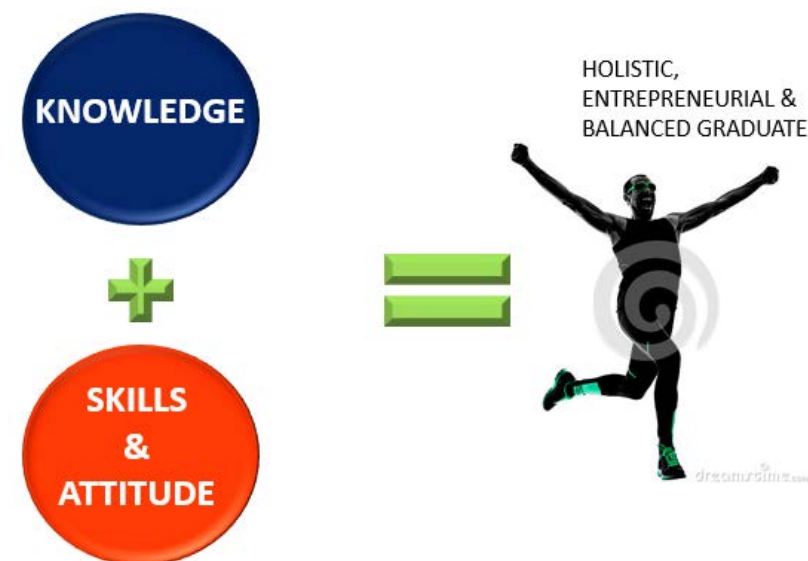


Diagram B-3: The overview of an academic curriculum

To do the mapping of the relationship, follow the 3 easy steps below:

Step 1

Analyse the PEOs to determine which taxonomy domains (Cognitive, Affective, and Psychomotor) are present in the PEOs. For example, in **Table B-2**, PEO1 contains the cognitive and psychomotor domains while PEO3 contains the affective domain.

Step 2

Ensure that each PLO is mapped to a PEO. For example in **Table B-2**, PLO7 maps to PEO3 and it focuses on leadership skills.

Step 3

Determine the dominant PLOs that capture the nature and characteristics of the academic programme. This will give the curriculum designers and managers an estimation of the proportion of knowledge, skills and attitude present in an academic curriculum.

For example, an academic programme may consist of 60% - 70% knowledge and 30% - 40% skills and attitudes. However, a predominantly theory-based curriculum may constitute 80% knowledge and 20% skills and attitudes. On the other hand, a design-based curriculum may establish 60% skills and attitudes and 40% knowledge. It depends very much on the nature and character of an academic programme.

The proportion of knowledge, skills and attitude in an academic programme is depicted in **Diagram B-4**.

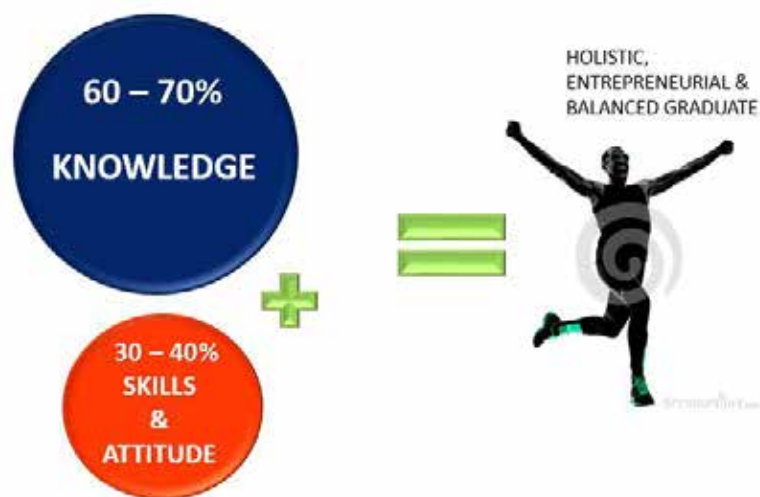


Diagram B-4: The proportion of an academic curriculum for knowledge, skills and attitudes

Based on Malaysian Qualification Agency's (MQA) Guideline for Good Practices (GGP) Curriculum Design and Delivery (2011), the knowledge, skills and attitude consist of the respective LODs as shown in 2 consecutive diagrams in **Diagram B-5** and **Diagram B-6**.



Diagram B-5: The proportion of an academic curriculum for cognitive, psychomotor and affective domain taxonomy

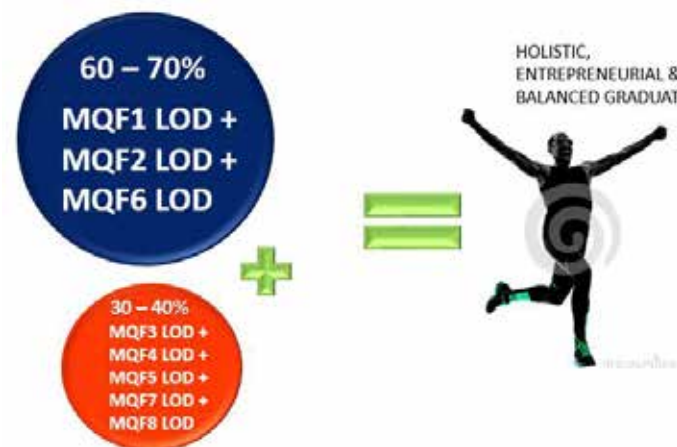


Diagram B-6: The learning outcome domains of an academic curriculum

Curriculum Matrix

Once the mapping between the PEOs, PLOs and MQF LODs is established, a curriculum matrix is created to design the nature and characteristics of an academic programme. This includes the decision to:

- determine the PLOs that are dominant, and
- identify faculty and programme courses and select available university and elective courses and their contents that support each of the PLOs above.

The accumulation of all courses against their respective PLOs forms the Curriculum Matrix or Plan. It is the curriculum blueprint of an academic programme. An example is illustrated in **Table B-3**.

Table B-3: An example of a curriculum matrix of an academic programme

SEMESTER	COURSE CODE	COURSE NAME	CREDIT UNIT	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
1	BSR100	BUILDING CONSTRUCTION I	2	√								
	BSR101	BUILDING SERVICES I	2	√			√					
	BSR102	BUILDING STRUCTURE I	2	√			√					
	BSR110	MATERIALS PROPERTIES	3	√	√	√						
	SUG111	LAND SURVEYING	2			√	√					
	ELC120	INTEGRATED LANGUAGE SKILLS LISTENING	3									
	CTU101	FUNDAMENTALS OF ISLAM	2									
	HBU111	KESATRIA 1	1					√	√	√		
2	BSR150	BUILDING CONSTRUCTION II	2	√								
	BSR151	BUILDING SERVICES II	2	√				√				
	BSR152	BUILDING STRUCTURE II	2	√			√					
	BSR153	TECHNICAL DRAWING	3		√	√						
	BSR161	ENVIRONMENTAL TECHNOLOGY I	2	√		√						
	ELC150	INTEGRATED LANGUAGE SKILLS WRITING	3									

Based on the curriculum matrix, curriculum designers and managers are able to analyse the overall frequency of each PLO that forms part of many courses.

- The frequency can then be quantified into percentage.
- For each PLO, it also represents the respective taxonomy domain. Hence, the frequency for each domain taxonomy can be established.

After the constructive alignment is done (refer to **Appendix A** and **Appendix B**), the curriculum designers, managers and implementers may discover that the overall distribution and percentages of each PLO do not fulfil the intended design of an academic programme i.e, they do not reflect the nature and characters (knowledge, skills and attitude) of the programme. If this happens, the curriculum designers, managers and implementers have to redesign the curriculum matrix.

With these percentages, curriculum designers, managers and implementers can make informed decisions on future continuous quality improvements at the programme and course levels after the programme has been run for one complete cycle and subjected to a programme evaluation.

Constructive Alignment: Course Level

At the course level, constructive alignment happens in the Course Assessment Plan (CAP). The CAP is the building block of an academic programme. It consists of columns that begin from the left to the right and it adheres to the following relationship shown in **Diagram B-7**.

CLO > PLO > DOMAIN TAXONOMY > T & L ACTIVITY
> ASSESSMENT METHOD & WEIGHTAGE

Diagram B-7: The relationship that aligns CLO, PLO, Domain Taxonomy, Teaching and Learning Activity, Assessment Method and Assessment Weightage

An example of a CAP is shown in **Table B-4**.

Table B-4: An example of a CAP at course level

	CLO	PLO	DOMAIN TAXONOMY	TEACHING & LEARNING ACTIVITIES	SLT Hrs (F2F n non F2F) (Garispanduan KPT)	ASSESSMENT WEIGHTAGE (%)		
						Test	Analytical Report	Project
1	Use language accurately and concisely in workplace documents	2 (before) 1 (after)	C3	Lecture Online research	7+14 20 (27.9%)	30		
2	Produce an analytical report for a business setting	5	A3	Group Discussion	7+14 7+21 (33.3%)		40 (before) 30 (after)	
3	Prepare a variety of workplace documents using multiple sources	7	C4 (before) A4 (after) Refer to GGP	Workshop Internet research Folio	7+14 24 12 (38.8%)			30 (before) 40 (after)
TOTAL					147 (100%)	30	40 (30)	30 (40)

Notes:

1. Student Preparation Time (SPT) consists of Face to Face (F2F) and Non-Face to Face (NF2F) activities.
2. In the CAP above, the percentages in red show the correctly calculated weightages based on *Garispanduan KPT*.

To construct the CAP, follow the 4 simple steps below:

Step 1

For each course, construct 3 – 5 CLOs that clearly describe the **verb**, **condition** and **standard**. For example, a course has 3 learning outcomes as illustrated in **Table B-5**.

Table B-5: An example of 3 CLOs

CLO1	To explain the basic process in construction industry and parties involved which is related to Building Surveying's scope of work
CLO2	To describe the classification of building, basic building structure and elements based on building and construction regulations
CLO3	To describe the function, types, methods and factors to be considered in preliminary works, substructure and superstructure

Analyse the verb in each CLO and determine whether it is suitable to the intended learning outcome and whether it is measuring Cognitive, Affective or Psychomotor domain taxonomy. Consider the following rules of thumb when constructing a CLO:

- Do not construct CLO statements that follow the topics taught in the syllabus. Please remember that iCGPA is grounded in outcome-based education (OBE) and is not content-based. Focus on the outcomes, i.e., what the students should be able to do after a course is taught.
- It is advisable that one CLO addresses one PLO instead of several PLOs. This is to ensure that the intended outcome can be objectively taught and measured.
- One PLO may be assessed in 2 assessment methods (eg. Test and Assignment). However, both must be assessed using the same domain taxonomy. For instance, the Cognitive domain taxonomy is used in both assessment methods.

- d. A course generally has 3 - 5 CLOs to ensure that a fair and focused approach of teaching, learning and assessing can be implemented and achieved.
- e. In addition, the distribution of skills and attitude should not be factored into every single course but can be fairly distributed amongst all courses in an academic programme. Select a suitable skill/LOD (3, 4, 5, 7 or 8) for each course.

Step 2

Determine the PLO that is most suitable to address the intended CLO. For instance, the verb 'describe' captures the intended learning outcome written in PLO1/MQF LOD1 (Knowledge). Also, the verb 'verbally describe' captures the intended learning outcome written in PLO5/MQF LOD5 (Communication). The MQA GGP (2011) suggests the appropriate taxonomy domains as shown in **Table B-6**.

Table B-6: Determining the taxonomy domain

MOHE 9 LOD	MQF 8 LOD	Domain Taxonomy
1 Knowledge	1 Knowledge	Cognitive
2 Practical Skills	2 Practical Skills	Psychomotor
5 Social Skills, Teamwork and Responsibilities	3 Social Skills and Responsibilities	Affective
6 Values, Ethics, Moral and Professionalism	4 Values, Attitudes and Professionalism	Affective
4 Communication Skills 9 Leadership Skills 5 Teamwork, Social Skills and Responsibilities	5 Communication, Leadership and Teamwork Skills	Affective
3 Critical Thinking and Scientific Skills	6 Problem Solving and Scientific Skills	Cognitive
7 Information Management and		Affective

Lifelong Learning Skills	7 Information Management and Lifelong Learning Skills	
8 Entrepreneurial Skills	8 Managerial and Entrepreneurial Skills	Affective

Step 3

Analyse whether the assessment task(s) for each CLO use appropriate taxonomy domain that can measure the intended PLO. For instance, written tests and exams are measured cognitively. Physical skills such as craftsmanship, artistry, draftsmanship, sportsmanship, workmanship, competency (such as in Dentistry) and equipment/instrument handling are measured using psychomotor domain. Skills and attitudes that involve emotions such as expression of ideas and opinions, feelings, beliefs and values are measured using the affective domain (Refer **Table B-6**).

Step 4

Determine the weightage for each assessment task by referring to the student preparation time allocated in the SLT. The time spent to complete an assessment task must commensurate with the complexity of the given task. This is done to ensure fairness. Without Step 4, the weightage may be too big or small in relation to the given task (refer **Table B-4**).

With the constructive alignment done (refer to **Table B-4**), a Resource Person (RP) of a course can ensure that a CAP is constructed coherently and objectively. The RP can assure that his course measures what it is supposed to measure as written in the CLOs of the course, and he has chosen the correct domain taxonomy and suitable teaching and learning activities to measure the intended knowledge or skills and attitudes stipulated in each PLO. In addition, he can ensure that the assessment methods are directly measuring each CLO and PLO. Furthermore, the determined assessment weightage ensures that students are given the rightful duration of time

to complete an assessment task. This is a mechanism to ensure fairness in the implementation of assessments in the course curriculum.

Rubric: Measuring Learning Outcomes

A rubric is a scoring tool which consists of performance criteria and descriptors that measure the attributes and sub-attributes of a learning outcome (Table B-7). The descriptors are arranged incrementally according to the performance criteria (from *very weak* to *very good*). As stated in the *iCGPA Rubric: Learning Outcomes Assessment Guide* (2016), “each assessment component must be measured using rubrics that are appropriate to the targeted taxonomy domain and level” (page 133) as shown in Diagram B-8.

Table B-7: Components of a rubric

Performance Criteria			Descriptors				
Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good
	Problem Identification	Initial phase of study	Not able to explain a problem, even with assistance.	Able to partially explain a problem with maximum assistance.	Able to explain a problem with minimum assistance.	Independently able to explain a problem clearly without assistance.	Able to provide explanation of problem very clearly and accurately.

Examples of Assessment Task: Long essay (Question), Assignment, Project report, Performance of student during execution of project/practical, Case study, Role-play, Final year project, Internship



Diagram B-8: iCGPA Rubrics - Learning Outcomes Assessment Guide (p. 133)

For example, a course called Language and Communication (EPC460) has the following CLO 1 as shown in Table B-8. The CLO 1 statement states that a student has to display communicative competence in appropriate interpersonal contexts. This communicative competence fulfils the domain of communication skills (MQF5 LOD) as it involves the use of both verbal and non-verbal, and written communication. With reference to the domain taxonomy in Table B-8, the affective domain is appropriate to assess these skills set.

Table B-8: The course assessment plan (CAP) for EPC460

	CLO	PLO	DOMAIN TAXONOMY	TEACHING & LEARNING ACTIVITY	ASSESSMENT WEIGHTAGE (%)			
					TEST	FINAL TEST	VIDEO PROJECT	ROLE PLAY
1	To display communicative competence in appropriate interpersonal communication contexts	PLO5	Affective A4 (Organisation)	Simulation Class discussion				20%

To create rubrics for the assessment of the role play, follow 5 easy steps below:

Step 1

Identify the main and sub-attributes that are directly related to communicative competence. For the CLO 1 above, the main attributes are verbal and non-verbal, and written communication while the sub-attributes are delivery, confidence, adaptability, articulateness and conflict resolution.

Step 2

Identify the level of affective domain. In the example above, the highest level A4 is chosen because students are required to act or behave appropriately in an interpersonal context. In addition, students have to compare, synthesise and evaluate values and beliefs that are present in a written communication context. The lower levels i.e., A1 to A3 can also be assessed.

Step 3

Create a table that shows the main and sub-attributes as shown **Table B-9**.

Table B-9: Identifying the attributes and sub-attributes

Affective Domain	Attributes	Sub-Attributes
A3 Valuing (Delivery)	Verbal Communication	Deliver content clearly
		Deliver content effectively
		Deliver content confidently
		Improvisation (spontaneous response)
	Non-verbal Communication	Utilize non-verbal skills effectively
A4 Organising (Content)	Written Communication	Create appropriate communication context
		Create relevant issues
		Create effective conflict resolution

For assistance, refer to the KPT's *iCGPA Rubric: Learning Outcomes Assessment Guide* (2016: page 161), as shown in **Table B-10**.

At this point, the attributes, sub-attributes and their respective definitions may or may not be available in the guidebook. For instance, for the MQF2 LOD (Practical Skills), the attributes, sub-attributes and definitions for craftsmanship, draftsmanship, workmanship, sportsmanship, artistry or equipment/instrument handling are not available because different fields of study involve different sets of skills that measure the psychomotor domain. As such, they have to be created carefully according to the requirements of the CLOs and PLOs.

Table B-10: The attributes and sub-attributes of MQF5 LOD (Communication)

Attributes	Subattributes	Definition
5.1 Verbal Communication	Clear delivery of ideas	Delivery of clear and defined ideas which can be well
	Confident delivery of ideas	Confident and convincing in delivery of ideas.
	Effective and articulate delivery of ideas	Ideas are delivered effectively and can be used to solve problems.
	Understand and respond to questions	Able to understand and respond to questions.
5.2 Written Communication	Adapt delivery to audience	Ability to adapt delivery to a variety of audiences.
	Clearly written academic discourse	Writing an academic discourse that fulfills the grammar rules and can deliver the correct meaning.
	Coherently written academic discourse	Writing an academic discourse that is coherent or shows the link between sentences so that it can be easily comprehended.
	Systematically written academic discourse	Writing an academic discourse which has an approach or flow or systematic arrangement that is clear and easy to comprehend.

Step 4

With reference to the *iCGPA Rubric: Learning Outcomes Assessment Guide* (2016) under MQF5 (p. 163 and 164), identify the appropriate rubrics that measure the attributes and sub-attributes of CLO 1. If necessary, adapt the descriptors to ensure that they measure the intended learning outcome. For CLO 1 above, the suitable set of rubrics are shown below in **Table B-11** and **B-12**.

Table B-11: The rubric for verbal communication

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Example of Assessment Tasks
Verbal Communication	Clear delivery of ideas	All levels of study	Not able to deliver ideas clearly and require major improvements	Able to deliver ideas and require further improvements	Able to deliver ideas fairly clearly and require minor improvements	Able to deliver ideas clearly	Able to deliver ideas with great clarity	Presentation, critique, role play, drama, demonstration
	Confident delivery of ideas	All levels of study	Not able to deliver ideas confidently	Able to deliver ideas with limited confidence and require further improvements	Able to deliver ideas fairly confidently and require minor improvements	Able to deliver ideas confidently	Able to deliver ideas with great confidence	Presentation, critique, role play, drama, demonstration
	Effective and articulate delivery of ideas	All levels of study	Not able to deliver ideas effectively	Able to deliver ideas with limited effect and require further improvements	Able to deliver ideas fairly effectively and require minor improvements	Able to deliver ideas effectively and articulately	Ability to deliver ideas with great effect and articulate	Presentation, critique, role play, drama, demonstration
	Understand and respond to questions	All levels of study	Not able to understand and respond to a question	Able to understand and answer questions but not able to accurately answer the question	Able to understand and answer questions satisfactorily	Able to respond to questions well	Able to fully understand and respond to questions very well	Presentation, critique, role play, drama, demonstration
	Adapt delivery to audience level	All levels of study	Not able to deliver appropriately to the audience level	Able to deliver ideas with limited appropriateness to the target audience and require further improvements	Able to deliver ideas appropriately to the target audience satisfactorily	Able to deliver ideas appropriately to the target audience well	Able to fully deliver ideas appropriately very well	Presentation, critique, role play, drama, demonstration

Table B-12: The rubric for written communication

Attribute	Subattribute	Level of Applicability	Very Weak	Weak	Fair	Good	Very Good	Example of Assessment Tasks
Written Communication	Clearly written academic discourse	All levels of study	Not able to write ideas clearly	Able to write ideas with limited clarity and require further improvements	Able to write ideas fairly clearly but require minor improvements	Able to write ideas clearly	Able to write ideas with excellent clarity	Assignment, case study, critique, review, journal article, thesis
	Coherently written academic discourse	All levels of study	Not able to write ideas coherently	Able to write ideas with limited coherence and require further improvements	Able to write ideas fairly coherently but require minor improvements	Able to write ideas coherently	Able to write ideas with excellent coherence	Assignment, case study, critique, review, journal article, thesis
	Systematically written academic discourse	All levels of study	Not able to write ideas systematically	Able to write ideas with limited system and require further improvements	Able to write ideas fairly systematically but require minor improvements	Able to write ideas systematically	Excellent ability to write ideas systematically	Assignment, case study, critique, review, journal article, thesis

Step 5

For scoring purposes, assign marks to each of the performance criteria (*Very Weak, Weak, Fair, Good and Very Good*) such as 1, 2, 3, 4, and 5 respectively or 2, 4, 6, 8, and 10 respectively. An example is shown in **Table B-13** below.

Table B-13: Demarcation of marks for the performance criteria

Sub-Attributes	Very Weak	Weak	Fair	Good	Very Good
	1	2	3	4	5
Deliver content clearly				4	
Deliver content effectively			3		
Deliver content confidently				4	
Improvisation (spontaneous response)			3		
Utilize non-verbal skills effectively			3		
Create appropriate communication context				4	
Create relevant issues				4	
Create effective conflict resolution		2			

Finally, the total marks for the role play assessment above contributes to the student's PLO attainment for MQF5 LOD which is Communication Skills.

It is important that the descriptors used in each of the performance criterion are able to clearly discriminate a student's true ability. Descriptors must not be vague and must not allow multiple interpretations and judgements. Hence, careful and correct construction of a rubric is essential to ensure fair and valid assessment.

PART C

STUDENT ENGAGEMENT - INTERNALISING iCGPA

Part C is intended for curriculum implementers (lecturers) to be actively engaged with students in explaining the core of the iCGPA concept that involves the teaching, learning and assessing. It is about telling them clearly the “What” and the “How”.

What is iCGPA?

iCGPA is an integrated mechanism for assessing and reporting of students' development and performance as well as learning gains of their knowledge (cognitive, psychomotor and affective), ethics and abilities. The reporting illustrates the attainment of knowledge, skills and attitude representing the 8 LODs stipulated by MQF or 9 LODs stipulated by MOHE which are directly mapped to the 6 Student Aspirations outlined in the MEB 2015-2025 (HE). An example is shown in **Table C-1**.

Table C-1: Mapping of MQF 8 LOD to the 6 Student Aspirations

At the end of this programme, students will be able to:		Malaysian Qualification Framework (MQF) Learning Outcomes										Malaysian Education Blueprint (MEB) Higher Education					
		Knowledge	Practical Skills	Social skills and responsibility	Communication and Collaboration	Teamwork and Leadership	Solution methods, critical thinking and problem-solving skills	Learning and innovation	Information and Communication Technology	Entrepreneurial and Business Skills	Knowledge	Thinking Skills	Language Proficiency	Ethics and Leadership Skills	National Identity		
PLO 1	Demonstrate advanced knowledge and skills of culinary arts.	✓					✓				✓	✓					
PLO 2	Safely perform advanced cooking skills and sanitation and hygiene practices, as well as operate and use kitchen equipments in accordance to industrial standards, culinary and gastronomic trends.		✓								✓						
PLO 3	Identify problems, design and develop menus and culinary products and tackling issues in culinary related areas.						✓				✓	✓					
PLO 4	Present ideas and communicate effectively at all levels as an employer or an employee				✓								✓				

Student engagement is crucial in introducing iCGPA. The concept of iCGPA is hoped to increase the level of interest, interaction, attention and enthusiasm when students believe that they are learning or being taught new concepts. **Diagram C-1** shows the 9 steps to be taken in introducing iCGPA to students. Student engagement manifest itself as a form of intrinsic motivation that drives a student to eventually become a lifelong learner. Increased student engagement and understanding of iCGPA naturally leads to increased understanding of their own ability in the various domains of learning outcomes.

Thus, in internalising iCGPA, fostering engagement allows active learning and students to interact with ideas instantly. Students' ability to ask questions, and comprehend the necessity of reporting their achievement in competency development in a form of a spider web can result in increased content mastery.

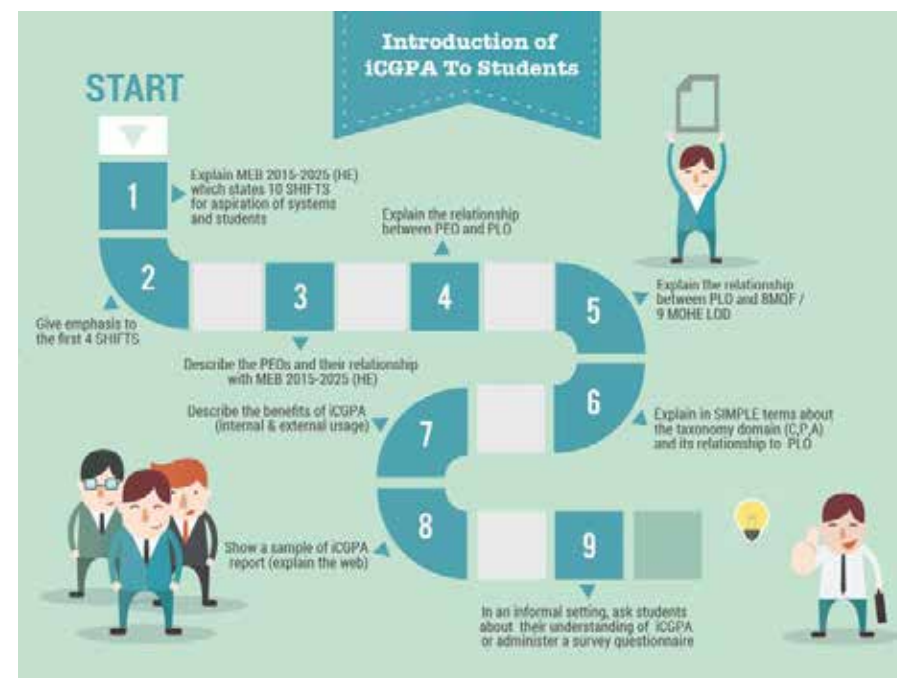


Diagram C-1: Steps to introduce iCGPA to students

The Reporting of iCGPA

Since iCGPA is a mechanism for assessing and reporting of students' development and performance, the Academic Advisor and Head of Centre of Studies (KPP) should educate students to read and comprehend the grades for the attainment of learning outcome domains and the radar graph also known as the iCGPA spider web as shown in **Diagram C-2**. By understanding their strengths and weaknesses, the students are able to improve and target better grades for the following semester's academic performance.

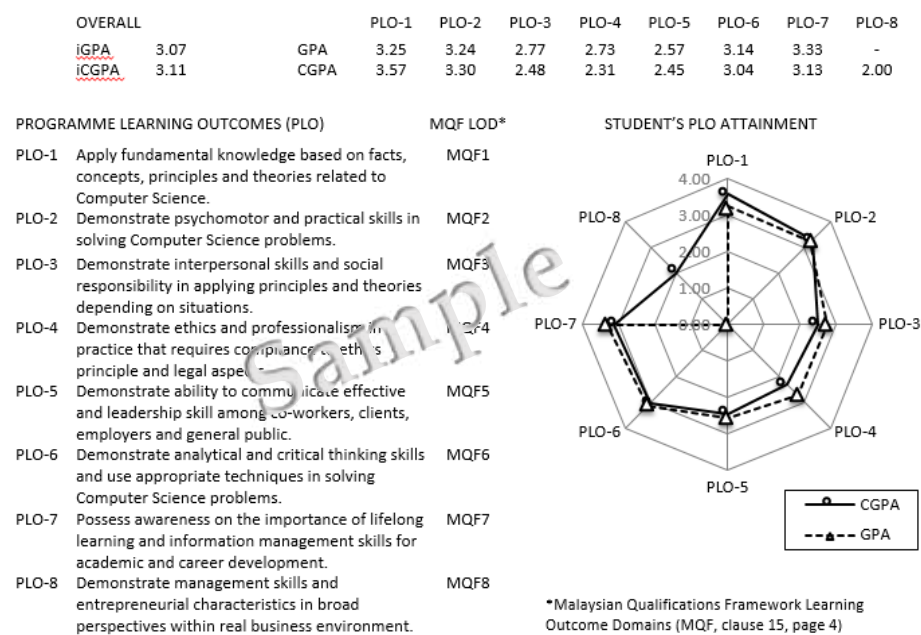


Diagram C-2: A sample reporting of a student's attainment of learning outcomes

The Benefits of iCGPA

Internally iCGPA benefits several parties as shown in **Diagram C-3**. UiTM is able to monitor the institutional ecosystem's contributions towards students' holistic development. Meanwhile, the Academics Affairs Division, together with the Deputy Dean (Academic), Deputy Rector (Academic), Head of Centre of Studies (KPP) and Coordinators are able to continually monitor the effectiveness and impact of curriculum design and delivery.

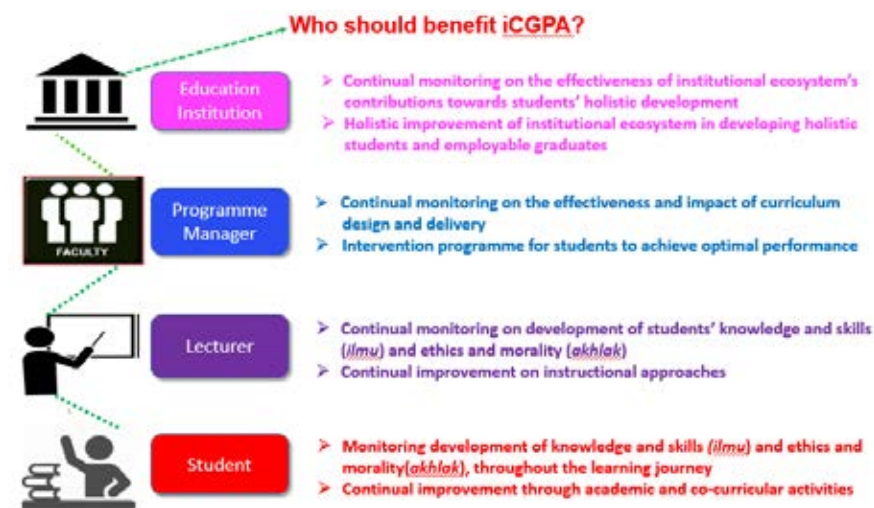


Diagram C-3: The internal use of iCGPA

(Source: iCGPA Pamphlet, JPT, March 2016)

Through the monitoring activities, faculties and campuses are able to have intervention programmes for students to achieve their optimal performance. At the same time, lecturers are able to continually monitor on the development of students' knowledge and skills, ethics and morality. Students are able to continually improve their academic achievement by reviewing the results achieved in all learning outcome domains.

Furthermore, iCGPA assists potential sponsors to monitor the academic performance of scholarship holders and at the same time sponsors are able to evaluate potential students applying for scholarships as illustrated in **Diagram C-4**. Employers and the industry benefit from iCGPA assessment reporting, in screening potential employees in evaluation of job applications. The results of the learning outcome domains are able to inform employers the competencies achieved by the students.

The iCGPA assessment report can also benefit policy makers in evaluating students' academic performance and achievement of graduates in meeting the nation's educational needs besides information for future designing of policies and plans of actions.

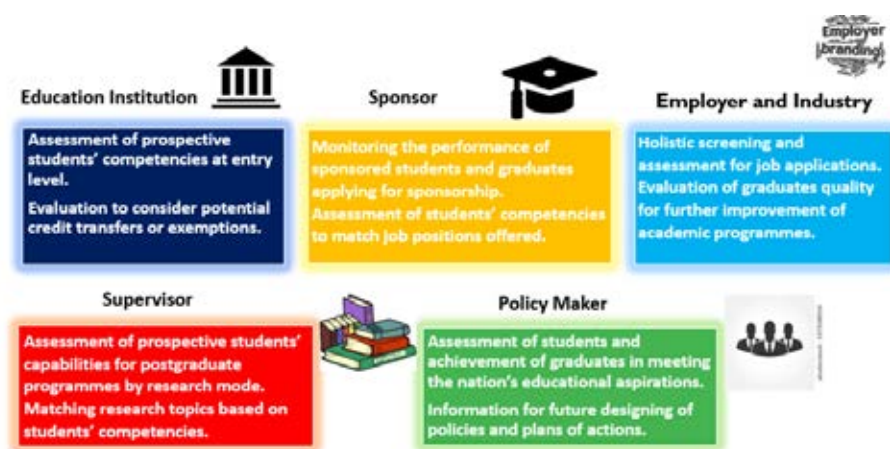


Diagram C-4: The external use of iCGPA

(Source: iCGPA Pamphlet, JPT. March 2016)

PART D

ASSESSMENT REPORTING SYSTEM

After a course undergoes constructive alignment and once the *Jawatankuasa Induk Kurikulum Universiti* (JKIKU) has approved the constructive alignment or/and review of the programme curriculum, all information has to be updated and uploaded into the Course Screen in the Academic Information Management System (AIMS).

The course information should go through the process of review and approval online by the Head of Centre/Programme Coordinator (Programme Chair as written in AIMS) and the Deputy Dean (Academic) of the faculty.

In implementing iCGPA, the reporting of students' results involved several modules that include AIMS, Result Entering System (RES) iCGPA and Student Information Management System (SIMS) as shown in **Diagram D-1**.

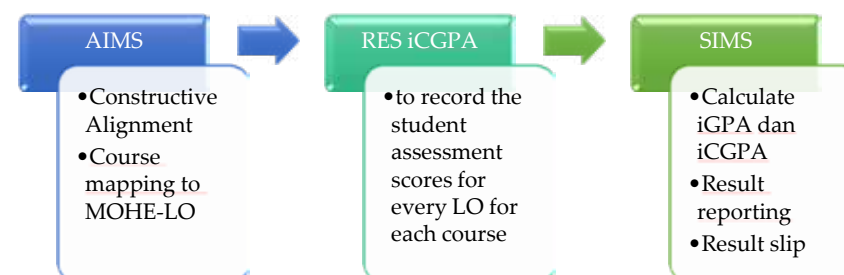


Diagram D-1: The modules involved in iCGPA assessment reporting

Resource Person: Updating Course Information

1. Transferring information from the CAP template to the CLO TAB through COURSE SCREEN.



There are 8 tabs of course screen in AIMS

AIMS Course Screen Tabs: Main | CLO | Requisites | Assessments | Topic | SLT | Status Log | Print

Pelan Pentaksiran Aktiviti Fundamental of Hospitality and Tourism Industry (HTM400)

CA template

CLO	COURSE LEARNING OUTCOMES	PLO	TAUGHT/NOT TAUGHT	LEARNING ACTIVITIES	ASSESSMENT COMPONENT			
					(PLO7)	(PLO7)	(PLO7)	(PLO7)
					Presentation	Assignment	Test	Final Examination
CLO1	Discuss the development of the various components of the hospitality industry globally and specifically in Malaysia	PLO1	C2	1) Lecture 2) Blended learning 3) Discussion			10	25
CLO2	Explain the major challenges to the hospitality and tourism industry	PLO1	C2	1) Lecture 2) Blended learning 3) Discussion			10	25
CLO3	Analyze the major trends and changes in the hospitality and tourism industry	PLO7	A4	1) Lecture 2) Literature gathering 3) Field trip	15	15	20	50
					15	15	20	50

Assign 1 CLO to 1 MOHE LO only

AIMS Course Screen Tabs: CLO | Requisites | Assessments | Topic | SLT | Status Log | Print

A statement on what students should know, understand and can do upon the completion of a period of study. At the end of the study, the student should be able to:

#	CLO Description	Learning Outcome Domain	Course Learning Taxonomy
1	Discuss the development of the various components of the hospitality industry globally and specifically in Malaysia.	LO1	C2
2	Explain the major challenges to the hospitality and tourism industry.	LO1	C2
3	Analyze the major trends that have affected the hospitality and tourism industry	LO7	C4

2. State the CLO statement, MOHE Learning Outcome and Course Learning Domain based on the CAP template in the CLO TAB.

State the CLO1 and tick only 1 MOHE LO for CLO1

Add a New Course Learning Outcome

Course Learning Outcome

Learning Outcome Domain

☐ Knowledge (LO1)
 ☐ Values, Ethics, Moral and Professionalism (LO6)

☐ Practical Skills (LO2)
 ☐ Information Management and Life Long Learning (LO7)

☐ Thinking and Scientific Skills (LO3)
 ☐ Management and Entrepreneurship (LO8)

☐ Communication Skills (LO4)
 ☐ Leadership Skills (LO9)

☐ Social skills, Teamwork and Responsibilities (LO5)

Course Learning Taxonomy

Blooms

Cognitive	Psychomotor (Technical Skills)	Affective (Humanities)
☐ Knowledge (C1)	☐ Perception (P1)	☐ Receiving (A1)
☐ Comprehension (C2)	☐ Set (P2)	☐ Responding (A2)
☐ Application (C3)	☐ Guided Response (P3)	☐ Valuing (A3)
☐ Analysis (C4)	☐ Mechanism (P4)	☐ Organisation (A4)
☐ Synthesis (C5)	☐ Complete Overt Response (P5)	☐ Exhibit, Display, Demonstrate (A5)
☐ Evaluation (C6)	☐ Adaptation (P6)	
	☐ Origination (P7)	

Add Cancel

Tick the appropriate learning taxonomy domain

3. State the Continuous Assessment and Final Examination in the ASSESMENT TAB

Pelan Pentaksiran Aktiviti Fundamental of Hospitality and Tourism Industry (HTM400)

CLO	COURSE LEARNING OUTCOMES	PLO	TAXONOMY DOMAIN	LEARNING ACTIVITIES	ASSESSMENT COMPONENT			
					(PLO7)	(PLO7)	(PLO1)	(PLO1)
CLO1	Discuss the development of the various components of the hospitality industry globally and specifically in Malaysia.	PLC1	C2	1) Lecture 2) Blended learning 3) Discussion	Presentation	Assignment	Test	Final Examination
CLO2	Explain the major challenges to the hospitality and tourism industry.	PLC1	C2	1) Lecture 2) Blended learning 3) Discussion			10	25
CLO3	Analyse the major trends and changes in the hospitality and tourism industry.	PLO7	A4	1) Lecture 2) Literature gathering 3) Field trip	15	15		
					15	15	20	50

Continuous Assessment

Assessment Type	Assessment Description	% of Total Mark	Mark Out of	Pass Mark	Assessment Briefing Timing	Assessment Timing	Assessment Feedback Timing	Duration	Course Learning Outcomes
Test	Test 1 Chapter 1 to Chapter 5	10%	40	5	Week 1	Week 9	Week 1	0:1	1
Test	Test 2 Chapter 6 to Chapter 7	10%	40	5	Week 1	Week 14	Week 1	0:2	2
Assignment	Group Assignment	15%	60	7	Week 1	Week 14	Week 1	0:3	3
Presentation	Group Presentation	15%	60	7	Week 1	Week 13	Week 1	0:3	3
Total for Continuous Assessment		50%							

Final Assessment

Assessment Type	Assessment Description	% of Total Mark	Mark Out of	Pass Mark	Assessment Briefing Timing	Assessment Timing	Assessment Feedback Timing	Duration	Course Learning Outcomes
Final Examination	Final Examination	30%	120	25	Week 1	End of Semester	Week 1	180:1:2	1,2
Total for Final Assessment		30%							

Assign 1 Assessment Type to 1 CLO only

4. The DOs and DON'Ts for Resource Person in the CLO TAB

A statement on what students should know, understand and can do upon the completion of a period of study. At the end of the course, student should be able to :

#	CLO Description	Learning Outcome Domain	Course Learning Taxonomy	Priority	Edit	Del
1	Discuss the development of the various components of the hospitality industry globally and specifically in Malaysia.	LO1	C2			
2	Explain the major challenges to the hospitality and tourism industry.	LO1	C2			
3	Explain and analyse the major trends that have affected the hospitality and tourism industry	LO1, LO7	C2, A4			

Add New Course Learning Outcome

DON'T:
Assign 1 CLO to more than 1 MOHE LO

A statement on what students should know, understand and can do upon the completion of a period of study. At the end of the course, student should be able to :

#	CLO Description	Learning Outcome Domain	Course Learning Taxonomy	Priority	Edit	Del
1	Discuss the development of the various components of the hospitality industry globally and specifically in Malaysia.	LO1	C2			
2	Explain the major challenges to the hospitality and tourism industry.	LO1	C2			
3	Explain the major trends that have affected the hospitality and tourism industry	LO1	C2			
4	Analyse the major trends that have affected the hospitality and tourism industry	LO7	A4			

Add New Course Learning Outcome

DO:
Assign 1 CLO to 1 MOHE LO only

5. The DOs and DON'Ts for Resource Person in the ASSESMENT TAB

Assessment Type	Assessment Description	% of Total Mark	Mark Out of	Pass Mark	Assessment Briefing Timing	Timing	Assessment Feedback Timing	Duration	Course Learning Outcomes
Test	Test 1 Chapter 1 to Chapter 5	10%	60	5	Week 1	Week 9	Week 1	0-1	
Test	Test 2 Chapter 6 to Chapter 7	10%	50	5	Week 1	Week 14	Week 1	0-1, 2	
Assignment	Group Assignment	15%	30	7	Week 1	Week 14	Week 1	0-3	
Presentation	Group Presentation	15%	45	7	Week 1	Week 13	Week 1	0-3	

DON'T:
Assign 1 assessment type to more than 1 CLO

Assessment Type	Assessment Description	% of Total Mark	Mark Out of	Pass Mark	Assessment Briefing Timing	Timing	Assessment Feedback Timing	Duration	Course Learning Outcomes
Test	Test 1 Chapter 1 to Chapter 5	10%	60	5	Week 1	Week 9	Week 1	0	
Test	Test 2 Chapter 6 to Chapter 7	6%	30	3	Week 1	Week 14	Week 1	0-1	
Test	Test 2 Chapter 6 to Chapter 7	4%	20	2	Week 1	Week 14	Week 1	0-2	
Assignment	Group Assignment	15%	30	7	Week 1	Week 14	Week 1	0-3	
Presentation	Group Presentation	15%	45	7	Week 1	Week 13	Week 1	0-3	

DO:
Assign 1 assessment type to 1 CLO only

Lecturer: RES iCGPA Guideline

1. RES iCGPA template can be downloaded during the uploading of examination mark activity through SIMS Academic System at <https://sims.uitm.edu.my>.
2. Lecturers can refer to the Timetable of Academic Management Activities (*Jadual Aktiviti Pengurusan Akademik*) or JAPA provided at <http://hea.uitm.edu.my> to determine the date and the time frame that have been set for uploading of examination mark activity for the current semester.

Key in the following information:
campus,
faculty,
course code
and group

3. Lecturers do not have to reload marks in the RES template once they have completed the RES iCGPA template.

4. RES iCGPA template consists of seven (7) sheets/tabs, which are:

- Main
- LE15
- PLO Grade
- PLO Detail
- Continuous Assessment
- Examination
- Quarantine LE15

7 sheets/tabs
of RES iCGPA



MENU / LE15 / PLO grade / PLO Detail / Continuous Assessment / examination / KUARANTIN LE15

5. Main Sheet

This sheet is a main menu of the RES iCGPA that consists of five (5) sub-menu. Lecturers can check the setting parameters of assessments that are extracted automatically from the course information in AIMS.



Student Information Management System (SIMS)
RESULT ENTRY SYSTEM (RES)-IJAZAH

Assessment parameters are generated automatically according to the course information in AIMS

Division of Marks (%)	
Continuous Assessment:	50
Final Examination :	50

DOWNLOAD LIST

UPLOADER LIST

GRADING

UPLOAD MARKS

PRINT VALIDATION LIST

6. Continuous Assessment Sheet

This sheet is used to update the continuous assessment marks throughout the current semester. The header for each continuous assessment is extracted from the setting information that has been declared in the ASSESSMENT TAB of the course information from the CURRICULUM MANAGEMENT MODULE in AIMS.

AIMS									
Assessment Type	Assessment Description	% of Total Mark	Mark Out of	Plan Mark	Assessment Timing	Assessment Feedback Timing	Duration	Course Learning Outcomes	
Test	Test 1 Chapter 1 to Chapter 5	10%	60	5	Week 1	Week 9	Week 1	0 1	
Test	Test 2 Chapter 6 to Chapter 7	10%	50	5	Week 1	Week 14	Week 1	0 2	
Assignment	Group Assignment	15%	30	7	Week 1	Week 14	Week 1	0 3	
Presentation	Group Presentation	15%	45	7	Week 1	Week 17	Week 1	0 3	

Parameters for assessments are extracted from AIMS

Parameters
for
assessments
are
extracted
from AIMS

Test/Assignment/Lab/Attendance/Fieldwork/etc.									
Weightage of each item									
10.00		10.00		15.00		15.00			
Full Mark									
60.00	50.00	30.00	45.00						
Test 1 Chapter 1 to Chapter 5	Test 2 Chapter 6 to Chapter 7	Group Assign	Group Presentatio n					Percentage	Total on going
CLO1	CLO2	CLO3	CLO3					↓ (%)	Assessment
PLO1	PLO1	PLO7	PLO7						
2015123456	AMIRAH BINTI AHMAD PAUZI	50.00	50.00	20.00	30.00			38.33	38.33
2015111111	MOHD HAFIZ BIN ABD SAMAD	65.00	40.00	25.00	40.00			43.00	43.00
2015222222	NABILLA HUDA BINTI ROSTI	45.00	35.00	28.00	43.00			42.83	42.83
2015333333	NORHAZIRAH BINTI NORZAIN								
2015444444	NUR AQILLA BINTI ROSEMAN								
2015555555	NUR ATIQA BINTI ROSLY								
2015666666	NUR NADHIRAH FARHIN BINTI NOOR AZLAN								
2015777777	NUR SYARINAZ BINTI RAMALI								
2015888888	NURUL NAWWA SHAHIRA BINTI MD MAZLAN								
2015999999	SITI NUR ADIRA BINTI CHE MAZLAN								

RES iCGPA

RES iCGPA

AIMS	
Continuous Assessment	50.00 %
Final Assessment	50.00 %
Competence Assessment	0.00 %
Total	100.00%

8. PLO Detail Sheet

This sheet is used to check the continuous assessment and final examination marks that is entered through the Continuous Assessment Sheet and Examination Sheet. This sheet displays students' full marks and obtained marks for each LO in every registered course.

Final Examination marks

PLO-Final(Full mark)			PLO-Final			
100.00	0.00		100.00	0.00		
PLO1	PLO7	Total	PLO1	PLO7	Total Final	Final Exam
100.00	0.00	100.00	88.00	0.00	88.00	44
100.00	0.00	100.00	76.00	0.00	76.00	38
100.00	0.00	100.00	55.00	0.00	55.00	27.5

Continuous Assessment marks

20.00	30.00	
PLO1	PLO7	Total Assessment
18.33	20.00	38.33
17.17	25.83	43.00
14.50	28.33	42.83

Total marks of every MOHE LO for 1 student

PLO-Total			PLO-Total(Fullmark)		
70.00	30.00		70.00	30.00	
PLO1	PLO7	Total	PLO1	PLO7	Total
62	20	82	70	30	100
55	26	81	70	30	100
42	28	70	70	30	100

9. PLO Grade Sheet

This sheet is used to check and validate the score and the grade of every LO for all students that have been calculated through the PLO Detail Sheet. This sheet displays the percent, grade and grade point obtained by students for each LO in every registered course.

UNIVERSITI TEKNOLOGI MARA
ACADEMIC AFFAIRS DIVISION
40450 SHAH ALAM, SELANGOR DARUL EHSAN

CAMPUS : BS UTM Kampus Puncak Alam
FACULTY : HM FACULTY OF HOTEL AND TOURISM MANAGEMENT

COURSE : HTM400
CREDIT HOUR : 3

SEMESTER : Session 1 2015/2016

GROUP : HTM2455AL
EXAM : 1 January 2016

Grades are
calculated
automatically
for every LO

NO	STUDENT NO	IC-NO/PASSPORT NO	FAIR	STUDENT NAME	PLO1			PLO7		
					PERCENT	GRADE	POINTS	PERCENT	GRADE	POINTS
1	2015112499	960201112499		TAMIRAH BINTI AHMAD RAUFI	88	A	4.30	87	B	3.30
2	2015111311	960201112111		TAMIRAH BINTI AHMAD RAUFI	79	A-	3.87	86	A-	3.00
3	2015111322	960201112222		TAMIRAH BINTI AHMAD RAUFI	88	A	4.30	87	B	3.30
4	2015111333	960201112333		TAMIRAH BINTI AHMAD RAUFI						
5	2015111344	960201112444		TAMIRAH BINTI AHMAD RAUFI						
6	2015111355	960201112555		TAMIRAH BINTI AHMAD RAUFI						
7	2015111366	960201112666		TAMIRAH BINTI AHMAD RAUFI						
8	2015111377	960201112777		TAMIRAH BINTI AHMAD RAUFI						
9	2015111388	960201112888		TAMIRAH BINTI AHMAD RAUFI						
10	2015111399	960201112999		TAMIRAH BINTI AHMAD RAUFI						

10. LE15 Sheet

This sheet is used by the lecturer to validate the score mark and grade of students that have been calculated through the PLO Grade Sheet. This sheet displays the mark, grade and grade point for every student in the group.



UNIVERSITI TEKNOLOGI MARA

ACADEMIC AFFAIRS DIVISION

40450 SHAH ALAM, SELANGOR DARUL EHSAN

EXAMINATION RESULT

CAMPUS :

BS

UTM Kampus Puncak Alam

FACULTY :

HM

FACULTY OF HOTEL AND TOURISM MANAGEMENT

SEMESTER :

Session 1 2015/2016

COURSE :

HTM400

CREDIT HOUR :

3

GROUP :

HTM2455AL

EXAM :

PR/12/2015

NO.

STUDENT NO.

IC-NO/PASSPORT NO.

FAIR

STUDENT NAME

MARKS

GRADE

POINTS

PERCENTAGE MARKS

PERCENTAGE GRADE

% POINT

PROGRESSIVE

STUDENT MARKS

MARKS

1	2015111499	960201112499		TAMIRAH BINTI AHMAD RAUFI	88	A	4.30	87	B	3.30		
2	2015111311	960201112111		TAMIRAH BINTI AHMAD RAUFI	79	A-	3.87	86	A-	3.00		
3	2015111322	960201112222		TAMIRAH BINTI AHMAD RAUFI	88	A	4.30	87	B	3.30		
4	2015111333	960201112333		TAMIRAH BINTI AHMAD RAUFI								
5	2015111344	960201112444		TAMIRAH BINTI AHMAD RAUFI								
6	2015111355	960201112555		TAMIRAH BINTI AHMAD RAUFI								
7	2015111366	960201112666		TAMIRAH BINTI AHMAD RAUFI								
8	2015111377	960201112777		TAMIRAH BINTI AHMAD RAUFI								
9	2015111388	960201112888		TAMIRAH BINTI AHMAD RAUFI								
10	2015111399	960201112999		TAMIRAH BINTI AHMAD RAUFI								

APPENDIX A

AN EXAMPLE OF A CURRICULUM MATRIX

Year	Course Name and Code	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
1	National Kesatria 1 (HBU111)	✓	✓			✓							
	Fundamental of Islam (CTU101)	✓	✓		✓								
	Integrated Language Skills: Listening (ELC120)	✓	✓	✓									
	Introduction to Translation (BBM321)		✓		✓	✓							
	Introduction to Sociology (LIB101)					✓	✓	✓					
	Introduction to Communication and Media Studies (COM167)	✓	✓	✓									
	National Kesatria 2 (HBU121)						✓				✓		
	Public Speaking (COM165)	✓		✓		✓							
	Islamic Thought and Civilization (CTU151)	✓	✓	✓	✓								
	Integrated Skills : Reading (ELC150)	✓	✓	✓									
	Principles Of Psychology (LIB201)			✓		✓			✓				
	Introduction To Communication Theory (COM158)		✓	✓	✓								
	Introduction to Photo Communication (COM264)			✓	✓			✓					
	Interpersonal Communication (INC271)			✓		✓			✓				
2	Communication Management (CMP281)					✓	✓		✓				
	National Kesatria 3 (HBU131)						✓	✓			✓		
	Islam And Communication (CTU271)			✓	✓			✓					
	Integrated Language Skills : Writing (ELC230)			✓	✓	✓							
	Fundamentals of Entrepreneurship (ETR300)					✓			✓	✓			
	Instructional Communication (CIT261)	✓	✓		✓								

	News Writing & Reporting (COM201)	✓				✓							
	Public Relations (PRO221)	✓		✓		✓							
	Journalism (JRN211)	✓			✓			✓					
	Graphic and Media design (COM268)	✓					✓						
	Introduction To Communication Research (COM361)		✓	✓	✓								
	Publishing (PUB253)	✓					✓	✓					
	Issues In Modern Malaysia (COM266)	✓	✓		✓								
	Event Management In Communication (COM366)								✓	✓	✓		
	Advertising (ADV241)	✓							✓				
	Broadcasting (BRO231)	✓		✓			✓						
3	Digital Audio Video Production (COM302)		✓			✓		✓					
	Professional Project (COM363)				✓				✓	✓			
	Multimedia Design and Production (COM367)	✓				✓	✓						
	Marketing Communication (COM362)	✓											
	Frequency	18	12	14	13	13	8	9	8	4	3	=	102
	Percentage	17.6	11.7	13.7	12.7	12.7	7.8	8.8	7.8	3.9	3.3	=	100

PROGRAMME OUTCOMES

- PO1 Able to acquire and apply the general knowledge of communication and media
- PO2 Able to organize research and apply the findings in communication and media industry
- PO3 Able to identify problem and suggest solution to contemporary communication and media problems
- PO4 Able to apply good writing techniques in various communication medium
- PO5 Able to practice verbal communication techniques
- PO6 Able to demonstrate as a team player in a multi-variety of media related ventures
- PO7 Able to be ethical and responsible as a junior practitioner
- PO8 Able to manage information and engage in life-long learning
- PO9 Able to demonstrate management and entrepreneurial skills
- PO10 Able to demonstrate and apply leadership skill

AN EXAMPLE OF AN OVERALL PROGRAMME ASSESSMENT PLAN

Year	Course Nama and Code	PLO / Taxonomy Domain (TD) / Percentage (%)													
		Assesment 1			Assessment 2			Assessment 3			Assessment 4			Final Assessment	
		PLO	TD	%	PLO	TD	%	PLO	TD	%	PLO	TD	%	PLO	TD
1	National Kesatria 1 (HBU111)	1	C2	10%	2	A3	-	5	P4	60%			1	C2	30%
	Fundamental of Islam (CTU101)	1	C2	15%	2	A3	20%	4	P1	15%			1	C2	50%
	Integrated Language Skills: Listening (ELC120)	1	C5	30%	2	A3	10%	3	P5	20%			1	C5	40%
	Introduction to Translation (BBM321)	2	C6	30%	4	A5	10%	5	P4	20%			1	C6	40%
	Introduction to Sociology (LIB101)	5	C6	20%	6	A4	10%	8	P2	30%			1	C6	40%
	Introduction to Communication and Media Studies (COM167)	1	C6	20%	2	A4	10%	3	P2	30%			1	C6	40%
	National Kesatria 2 (HBU121)	6	C3	10%	7	A3	-	10	P3	60%			1	C3	30%
	Public Speaking (COM165)	1	C2	-	3	A2	55%	5	P4	15%			1	C2	30%
	Islamic Thought and Civilization (CTU151)	1	C2	15%	2	A3	20%	4	P1	15%			1	C2	50%
	Integrated Skills : Reading (ELC150)	1	C6	30%	2	A5	-	3	P5	30%			1	C6	40%
Principles Of Psychology (LIB201)	3	C6	30%	5	A4	10%	8	P2	20%			1	C6	40%	
Introduction To	2	C6	20%	3	A4	15%	4	P2	25%			1	C6	40%	

[illegible]

3	(COM266) Event Management In Communication (COM366)	8	C5	20%	9	A4	20	10	P7	20					1	C5	40%
	Advertising (ADV241)	1	C6	20%	5	A4	10	8	P2	30					1	C6	40%
	Broadcasting (BRO231)	1	C6	20%	3	A4	-	6	P2	40					1	C6	40%
	Digital Audio Video Production (COM302)	2	C6	-	5	A4	-	7	P1	80%					1	C6	20%
	Professional Project Production (COM363)	4	C4	10%	8	A2	20%	9	P4	30%					1	C4	40%
	Multimedia Design and Production (COM367)	1	C6	10%	5	-	10%	6	P2	40%					1	C6	40%
	Marketing Communication (COM362)	1	C6	20%	3	A3	10%	9	P5	30%					1	C6	40%



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