Assessment Handbook
Open University Malaysia

OPEN UNIVERSITY
MALAYSIA

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Open University Malaysia

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INTRODUCTION

Purpose of the Guide

OUM strives to enhance its assessment practices, as part of its effort to improve teaching and learning. Though numerous minor adjustments have been made by OUM to its assessment practices in the past, a more concerted effort has been instituted lately. This guide reflects most of the concerns that have been addressed and put in place recently. It is hoped that the guide would lend itself to a better understanding on the current assessment thought and practices at OUM amongst its various stakeholders.

Purpose of Assessment

Assessment is considered to be one of the most important activities in universities. It constitutes a major element of communication between the university and a number of relevant stakeholders: the students; the instructors; students' sponsors; employers (both current and prospective employers) the regulators; etc.

Each of the above stated parties has its own reasons for its keen interests in the assessment outputs of universities. Whatever they may be, it is very important for OUM to appreciate them all, and consequentially develop mechanisms to fulfill these stakeholders' expectations. However, our ultimate desire is that the new holistic assessment practices would help achieve OUM's assessment driven learning.

ASSESSMENT DEFINED

Assessment is the process of gathering, summarising, analysing and interpreting of information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do, with the knowledge acquired through their university education experience.

Assessment activities may be conducted by the university to evaluate the eligibility of learners to maintain good standing and ultimately to graduate. However, tutors and learners themselves may conduct their own assessment, and generate feedback in order to improve their teaching and learning activities respectively.

TYPES OF ASSESSMENT

It is useful for all parties, tutors and learners in particular, to appreciate the various types of assessment that are available, or could be made available. Knowing them would enable SMEs tutors and learners alike to take advantage of assessment as a potent tool for learning.

(i) **Diagnostic assessment**
Diagnostic assessments (also known as pre-assessments) provide tutors with information about learners' prior knowledge and misconceptions before beginning a teaching-learning activity. They also provide a baseline for understanding how much learning has taken place after the learning activity is completed.

(ii) **Continuous assessment**
Continuous assessment means that the assessment of learners' progress or learners' attainment is based on the output that they produce or exam/ test performance that they exhibit throughout the semester, rather than a single examination at the end of the semester.

(iii) **Summative Assessment**
Summative learning or currently often referred as assessment of learning is assessment that is made at the end of a module to determine the level of understanding a learner has achieved. It normally entails award of marks or a letter grade.

Summative learning reflects learners' attainment on assessed work which contributes to the final outcome of his/her degree. The assessed work may take the form of exams, essays, dissertations or presentations. What makes the assessment summative is that it is used to measure attainment against a particular specification or standard.

Summative assessments are expected to be systematically designed and prescribed in order to ensure validity, reliability and credibility.

(iv) **Formative Assessment**
Besides its summative function, as described above, assessment may also be formative in nature. In tutorial sessions, formative assessment may take the form of regular interactive tracking of student progress by tutors to identify learners' learning needs or to adjust their teaching strategies appropriately. Tutors who use formative assessment approaches and techniques are better prepared to meet diverse learners' needs through adaptive teaching techniques. Thus, formative assessment is an essential part of a learners' learning environment. The main goal of assessment is to improve learner's learning. The use of assessment to promote learning is referred to as assessment for learning.

We hope that in our quest for assessment driven learning, tutors would enlighten learners at the beginning of a module what they are expected to learn. It is our desire that at the beginning of the module, the tutors will work with their respective learners to understand what the latter already know about the topic as well as to identify any gaps or misconceptions (initial/diagnostic assessment). As the tutoring progresses, the tutor and learners will work together to assess the latter's knowledge, what they need to learn to improve and extend the horizon of knowledge, and how the learners can best get to that point (formative assessment). Assessment for learning occurs at various stages of the learning process.

Learners too may take similar approaches to improve their learning. OUM helps to facilitate this process of using assessment to drive learning by incorporating self-test questions in the printed modules. OUM has also made available in the MyVLE self-test questions with immediate feedback feature for a number of modules to facilitate this approach to learning.

PRINCIPLES OF ASSESSMENT FOR LEARNING

Assessment for learning (AFL) is about using assessment in the tutorial sessions as a tool to improve learning, and is characterised by:

- sharing of learning goals with learners;

- helping learners to recognise the standards they should be aiming for;

- involving learners in assessing their own learning;

- providing feedback, to help learners recognise what they must do to close any gaps in their knowledge or understanding;

- motivating learners improve; and

- adjusting teaching to take account of the results of assessment.

(i) **Sharing learning goals with learners**
Tutors are expected to be reasonably clear about the objectives and learning outcomes of a module. Learners may not be so at the outset. Thus, it would be helpful if tutors could explain to them the learning goals -- what he hopes the learners will learn -- and why they are learning them. In other words, what the learners are expected to achieve at the end of the course.

(ii) **Setting learner standards**
Helping learners to recognise the standards that they are aiming for can ideally be done through exemplification of learners' work. Learners should have access to work done by their peers, in past semesters, to help them see what can be achieved.

Effective marking of student work can contribute significantly to the learners' appreciation of the standards towards which they are aiming. Through feedback that is focused on the learning task, tutors may be able to indicate to their students just what is involved in a high-quality piece of work and can point out the steps that students need to take in order to improve i.e. to close the gap between where they are and where they need to go.

Though assignments are marked by third parties, tutors could still comment on what has been done well and what needs to be improved, based on feedback on the rubrics.

(iii) **Involving learners in assessing their own learning**
Learners need to develop their respective capacity for self-assessment so that they can become independent learners with the ability to seek out and gain new knowledge, understandings and skills. Tutors can encourage this by providing opportunities for learners to assess their own and one another's work, and to review and record their own progress. This helps the learners to gauge their achievements, identify the gaps in their knowledge and plan for better learning.

(iv) **Providing feedback to learners**
To reduce learner knowledge gaps, tutors need to inform learners what they have achieved with specific reference to the learning task. This is one of the most important elements of AFL. Assessment without feedback disconnects it from the teaching and learning process. Tutors can help learners to improve upon their work by pinpointing their strengths and being clear and constructive about their weaknesses and how these might be addressed.

It should be noted that the purpose of AFL is to provide feedback to both the tutors and learners regarding the learners' progress towards achieving the learning objective(s). This feedback should be used by tutors to revise and develop further instruction. An effective AFL method is the use a performance task coupled with a rubric, as we do for our course assignments. This type of assessment is fundamental in illustrating how and why such principles need to be adhered to.

(v) **Communicating confidence for improvement**
Feedback that focuses on the learning task and that highlights what needs to be done can help to ensure that all learners believe they can improve. Not all learners learn in the same way. Thus, incorporating elements of differentiation by task or outcome in a lesson may allow learners with differing learning styles and strengths to experience success too.

(vi) **Incorporating assessment results in teaching**
Teaching and learning do not progress in linear, evenly-paced increments. Indeed, a necessary part of the teacher's interaction with the learners is their respective judgments about the success of the learning thus far and the adjustment in teaching that must be made in the light of those judgments.

CATEGORIES OF ASSESSMENT

Assessment tools can generally be categories into two, direct or indirect measures:

(i) Direct measures are those in which the products of student work are evaluated in light of the learning outcomes for the program. Evidence from course work such as assignments or projects are examples of direct measures.

(ii) Indirect measures are not based directly on student academic work but rather on the perceptions of students, alumni, employers, and other outside stakeholders. While both direct and indirect measures have their place in assessment (together they form an important holistic impression of student learning), it is most useful for programs to start with the direct measures given as it is through them that student achievement is directly evaluated.

CRITERIA REFERENCED ASSESSMENT (CRA)

Criterion-referenced Assessment

Generally stated, criterion-referenced assessment (CRA) refers to testing against an absolute standard, such as an individual's performance against a benchmark. In the context of course assessment, CRA is the process of evaluating (and grading) the learning of students against a set of pre-specified criteria, specific knowledge, skills or concepts.

It is an evaluation that attempts to uncover the strengths and weakness of a learner in terms of what he or she knows or doesn't know, understands or doesn't understand, or can do or cannot do, as measured against a benchmark or standard. It is often referred to as content referenced assessment or criterion referenced test.

Use of CRA in course assessment allows instructors to decide how well the learners have met the objectives that were set forth. It also facilitates a reflective process in which learners are able to evaluate their own performance against the stated objectives of the assessment items

How to Develop Criterion-referenced Assessment?

Developing assessments is the third step in CRA development process. It presumes that two preceding tasks have been undertaken, as illustrated below.

The purpose of assessment is to determine how well students have attained the stated learning outcome. Thus in designing the assessment task, an assessor is guided by learning behaviour that is expected of a student, as stated in the statement of learning outcome. Consideration has also to be given by the learning activities that are supposed to be undertaken to facilitate learning.
The above process is termed as the alignment of assessment to course standard.

Step 1: Establishment of unit learning outcome;

Step 2: Designing learning activities to attain learning outcomes;

Step 3: Developing assessment task to measure the attainment of learning outcome; and

Step 4: Developing criteria and standards of attainment as well as determining marks associated with each.

QUALITY OF QUESTIONS AND GRADING

Quality of assessment

OUM adopts a criteria and standards-based approach to assessment. This is amply demonstration in assignment component of course assessment. A criteria and standards-based approach to assessment provides a quality framework that:

- guides and encourages effective student learning;
- fairly, validly and reliably measures student performance of intended learning outcomes; and
- define and maintains academic standards.

A criteria and standards-based approach to assessment articulates expectations to students about what is required of them in an assessment task. It informs them what to aim for in their learning and on what basis their work will be judged. Adopting criteria and standards-based assessment also provides a defensible framework for evaluating and justifying the legitimacy of judgments about student performance. In addition, the explicit and transparent articulation of standards of performance provides greater clarity to panels reviewing results and grade distribution and aids in resolving student grade appeals. A criteria and standards-based approach to assessment also facilitates benchmarking and maintenance of academic standards.

Thus, to ensure that assessments are useful, the assessment questions must be relevant and reasonably stimulating to average students. However, they must also be capable of differentiating students of varying level of capacity.

In OUM, The Institute of Teaching, Learning and Advancement ensures the quality of the university's assessment through training and monitoring activities. All Subject Matter Experts (SMEs) are trained to write examination questions and assignment questions via various training activities, both in-house and on-line. The questions that have been formulated go through a rigorous moderation and review process both at the faculty and university levels in order to maintain the highest level of quality.

Validity

To ensure that the communication is fair to all the relevant parties, generally assessments have to be valid and reliable. Stated very simply, an assessment tool is valid if it measures the constructs that it is supposed to measure. The validity of an assessment task is the extent to which it accurately measure the desired learning outcome.

Valid assessment design engages students in tasks aligned with the modules' and topics' intended learning outcomes and measures students' achievement of those learning outcomes. Therefore, for an assessment to be considered valid it requires explicit alignment between intended learning outcomes of the module, teaching and learning activities, and the assessment methods and tasks used to measure student achievement of those outcomes. CRA, as described earlier has the potential of generating valid assessment task.

Reliability

Assessment is reliable if it is expected to produce the same result when prescribed across time and spatial dimensions.

At OUM the concept of reliability in grading refers to a demonstrated consistency of marking over time, between multiple markers, and across a cohort of students. When marking is done consistently (reliably) by multiple assessors, this is referred to as inter-marker reliability. Thus, at the onset of every grading exercise, OUM brings graders of a particular module together for a hands-on group marking/training session to ensure that graders of a particular paper share a common frame of mind when they set off on their grading task. This mutual moderation of the grading process promotes consistent application of criteria and standards by the marking team.

When an individual assessor marks consistently from the start of a marking process to its conclusion, this is referred to as intra-marker reliability.

Transparency

Transparency is an important criteria in OUM's assessment and is maintained at all times. The format of the mid-term and final exams are available in the handbook and also in myVLE. Sample questions and past year questions are readily available on-line and students have the opportunity to test themselves and prepare for upcoming examinations.

Where assignments are concerned, the rubrics is used as a tool to maintain transparency. Assignment questions and the accompanying rubrics are uploaded in myVLE at the start of each semester. The purpose and the requirement of the assignments are stated clearly in the assignment question so that all stakeholders – learners, academicians, tutors and graders alike are all informed of what is required. The rubrics explain in detail the criteria that the learners will be assessed on and each column identifies the basis of evaluation and the allocated marks. It is a scoring tool that lists the criteria for the assignment and outlines the grading qualities of each criterion from poor to excellent.
The rubrics serves as a working guide for all stakeholders concerned. It helps students to think consciously of how their work will be assessed and thus work at getting the maximum marks possible. It assists in improving student performance by making expectations clear to the learners and contributes to a more focused and self-directed learning. The rubrics also allows for more informative feedback to learners as they are able to gauge their own performance even before the assignments are submitted.

From the tutors' and graders' standpoint, the rubrics allows for more rigorous grading as all the criteria and marks have been clearly allocated, thus maintaining OUM's transparency policy.

Objectivity

In OUM, all examinations and assignments are graded centrally. All examination answer scripts are collected by the Examination and Assessment Unit and distributed to the appointed examiners. All examiners are given a standard Answer Scheme on which to base their marking. All assignments are submitted to the Institute of Teaching, Learning and Advancement on-line and then distributed to the appointed graders. Thus, objectivity is maintained at all times and there are no cases of bias or subjectivity.

Fair Grading

Users of assessment output normally would evaluate student's attainment vis-à-vis some referenced standards. Thus, scores obtained by students on various tasks are normally translated into a single numerical or a letter grade. For fair ease of comparison, the process of reducing the scores from multiple course assessment components into a single score or letter grade must readily be transparent. Further, the award of marks must reflect the appropriate quality of learners' attainment.

A fair assessment task is one in which students are given equitable opportunities to demonstrate their learning. Fair assessment processes require that students are not inadvertently placed in a better or worse position to demonstrate their achievement. Fair assessment is achievable within the timeframe allocated, and with the resources available. The provision of criteria and standards makes the assessment process more transparent for students.

It is also important that assessment processes and practices are fair and reasonable for staff. It can initially be time consuming for developers to develop criteria and standards-based assessment as it requires them to articulate knowledge that is often implicit.

However, this effort is well spent since it reduces time to mark student work and promotes consistency in marking. Well crafted marking schemes can minimise student questions about their result as the evaluative process is more transparent and more informative.

Authentic assessment refers to assessment tasks that resemble reading and writing in the real world. Its aim is to assess many different kinds of literacy abilities in contexts that closely resemble actual situations in which those abilities are used.

Timeliness

Users of outputs of assessment normally would evaluate student's attainment vis-à-vis some referenced standards. Thus, scores obtained by a student on various tasks are normally translated into a single numerical grade or a single letter grade. For ease and fair comparisons the process of reducing the multiple scores into a singe score or letter grade must be readily transparent and also the award of marks must reflect the quality of student's attainment

OUM Assessment Tools

FACULTY / FORMAT	BLEND							TOTAL
	1	2	3	4	5	7	Special	
FASS		32	2				3	37
		86.5%	5.4%				8.1%	100%
FBM		92	17					109
		84.4%	15.6%					100%
FITMC	2	111					6	119
	1.6%	93%					5.4%	100%
FST		109			5		16	130
		83.8%			3.8%		12.4%	100%
SONAHS		14			7			21
		66.7%			33.3%			100%
FEL		247			3	26	69	345
		71.6%			0.9%	7.5%	20%	100%
Total	2	605	19		15	26	94	761
	0.2%	79.8%	2.4%		1.9%	3.4%	12.3%	100%

Once a faculty is settled on learning outcomes, they can use curriculum mapping to understand which outcome(s) need attention. The next step is to select tools to assess achievements in the target outcome(s). The selection of tools involves a trade-off between the ability to obtain detailed information and the need to keep the process feasible and manageable. For this reason programs should use multiple assessment tools to overcome the disadvantages of a single tool.

REVISED ASSESSMENT: Components & Weists

BLEND	COURSE WORK (%)			FINAL (%)	TOTAL (%)
	LAB REPORT	ASSIGNMENT	MID-SEM EXAM		
1			30	70	100
2	-	30	-	70	100
3	-	30	30	40	100
4	10	20	30	40	100
5	-	100	-	-	100
6	10	20	-	70	100
7	Variable mix of Lab & Assignment (Combined maximum of 40%)		-	60	100
Special Blend					
S1	-	60	-	40	100
S2	-	50	-	50	100
S3	-	40	-	60	100
S4	-	-	40	60	100
S5	Oral Test 40	30	-	30	100

FACULTY OF BUSINESS AND MANAGEMENT

ASSESSMENT FORMAT

FINAL EXAM FORMAT

Part	Component	Marks
A	5 short answer questions (Knowledge/Comprehension)	4 marks each
B	3 essays answer 2 (Application/Analysis)	20 marks each
C	2 Long essays answer 1 (Synthesis / Evaluation)	20 marks each

Description	MIDTERM EXAM	Total
Type of Question	20 MCQ QUESTIONS	
Number of Question	20 (Answer All)	-
Nature of Questions	Level of Learning : Knowledge and Comprehension	
Total Answering Time	60 min	60 min (1 hour)
Answering Time for Each Questions	3 min	-
Total marks	20 marks	20 marks
Marks per question	1 mark	-
Coverage	FIRST 40% OF THE CURRENT MODULE	

Description	Part A	Part B	Total
Type of Question	Long Structured Question or Calculations	Brief Case Study/ Long Structured Question	
Number of Question	3 (Answer 2)	2 (Answer 1)	-
Nature of Questions	Level of Learning : Application and Analysis	Level of Learning : Evaluation and Synthesis	
Total Answering Time	80 min	40 min	120 min (2 hours)
Answering Time for Each Questions	40 min	40 min	-
Total marks	20 marks	20 marks	60 marks
Marks per question	20 marks	20 marks	-
Coverage	LAST 60% OF THE CURRENT MODULE		

FORMAT 2 (BLEND 2)

Component	% (Weightage)	Part A	Part B	Part C
Individual Assignments (Rubrics) (Covering first 40% of module)	30	-	-	-
Final Examination (Covering remaining 60% of module)	70	5 Short Questions (4 marks each) Level of learning: Knowledge and Comprehension	Essays 2 out of 3 questions (20 marks each) Level of learning: Application and Analysis	Essays 1 out of 2 questions (20 marks each) Level of learning: Evaluation and Synthesis

Description	Part A	Part B	Part C
Type of Question	5 Short questions	Long Structured Question or Calculations	Brief Case Study/Long Structured Question
Number of Question	5 Answer All	2 (Answer 2)	2 (Answer 1)
Nature of Questions	Level of Learning : Knowledge and Comprehension	Level of Learning : Application and Analysis	Level of Learning : Evaluation and synthesis
Total Answering Time	30 min	60 min	30 min
Answering Time for Each Questions	6 min	30 min	30 min
Total marks	20 marks	40 marks	20 marks
Marks per question	4 marks	20 marks	20 marks
Coverage	LAST 60% OF THE CURRENT MODULE		

No	Code	Course Name	BLEND
		FACULTY OF BUSINESS AND MANAGEMENT	
		Assessment Method for FBM Courses	
1	BBAP2103	Management Accounting	**2**
2	BBAP4103	Investment Analysis	**2**
3	BBAW2103	Financial Accounting	**2**
4	BBBM4103	Bank Management	**2**
5	BBCM4103	Compensation Management	**2**
6	BBCP4103	Career Planning and Development	**2**
7	BBDH4103	Human Resource Development	**2**
8	BBED4103	E-Commerce	**2**
9	BBEK1103	Principles of Microeconomics	**2**
10	BBEK4203	Principles of Macroeconomics	**2**
11	BBGO4103	Organisational Behaviour	**2**
12	BBGP4103	Consumer Behaviour	**2**
13	BBHI4103	Industrial Relations	**2**
14	BBIE4103	International Economics	**2**
15	BBIF4103	International Finance	**2**
16	BBIH4103	International HRM	**2**
17	BBIM4103	International Marketing	**2**
18	BBIS3103	Information Systems for HRM	**2**
19	BBKI4103	Islamic Financial Management	**2**
20	BBKN3103	Business Communication	**2**
21	BBLM4103	Logistics Management	**2**
22	BBMP1103	Mathematics in Management	**2**
23	BBNG3103	International Business	**2**
24	BBNP4103	Performance Appraisal	**2**
25	BBPB2103	Human Resource Management	**2**
26	BBPM2103	Marketing Management I	**2**
27	BBPM2203	Marketing Management II	**2**
28	BBPP1103	Principles of Management	**2**
29	BBPR2103	Planning, Recruitment and Selection of HRM	**2**
30	BBPS4103	Strategic Management	**2**
31	BBPW3103	Financial Management I	**2**
32	BBPW3203	Financial Management II	**2**
33	BBRM4103	Retail Management	**2**

34	BBRS4103	Marketing Research	2
35	BBSB4103	Cross Cultural Management	2
36	BBSG4103	Marketing Management and Strategy	2
37	BBSH4103	Hazard Management	2
38	BBTP3103	IT for Management	2
39	BBUI3103	Employment and Industrial Law	2
40	BBUN2103	Business Law	2
41	BBUS2103	Company Law	2
42	BBYN4103	Business Research Method	2
43	BDAP2203	Basics of Management Accounting	2
44	BDAU2103	Elements of Law	2
45	BDAW2103	Basics of Financial Accounting	2
46	BDBB4103	Introductory Human Resource Development	2
47	BDCM4103	Introductory Compensation Management	2
48	BDDN4103	Introductory Business Decision Making	2
49	BDEK1103	Introductory Microeconomics	2
50	BDEK2203	Introductory Macroeconomics	2
51	BDGO4103	Introductory Organisational Behaviour	2
52	BDHI4103	Introductory Industrial Relations	2
53	BDIS3103	Introductory HRM Information Systems	2
54	BDKM2103	Introductory Marketing Communication	2
55	BDKN3103	Introductory Business Communication	2
56	BDKO1103	Basic Interpersonal Communication	2
57	BDMG4103	Merchandising	2
58	BDMH4103	Introductory Relationship Marketing	2
59	BDMR4103	Introductory Service Marketing	2
60	BDNG3103	Introductory International Business	2
61	BDNP3103	Introductory Performance Appraisal	2
62	BDOE3103	Organisation and Environment	2
63	BDPB2103	Introductory Human Resource Management	2
64	BDPH4103	Introductory Hazard Management	2
65	BDPL4103	Introductory Investment Management	2
66	BDPM3103	Introductory Marketing	2
67	BDPO4103	Introductory Operations Management	2
68	BDPP1103	Introductory Management	2
69	BDPR3103	Introductory Planning, Recruitment and Selection of HRM	2

70	BDPW3103	Introductory Finance	**2**
71	BDRT4103	Introductory Retailing	**2**
72	BDUE3103	Introductory Employment Law	**2**
73	BDUK3103	Introductory Contract Law	**2**
74	OUMM2103	Entrepreneurship	**2**
75	OUMM3203	Professional Ethics	**2**
76	BBHT2103	Introductory Hospitality and Tourism Industry	**2**
77	BBHL3103	Tourism and Hospitality Laws	**2**
78	BBTM3103	Tourism Marketing	**2**
79	BBPD3203	Tourism Planning and Development	**2**
80	BBTS3103	Tourism Psychology	**2**
81	BBHF4103	Travel and Tour Agency Management	**2**
82	BBHM4103	Festival and Special Event Management	**2**
83	BBCT4103	Current Issues and Tourism Trends	**2**
84	BBFB3103	Food and Beverage Management	**2**
85	BBHM3103	Hospitality Marketing	**2**
86	BBRM3103	Room Division Management	**2**
87	BBFC3203	Food and Beverage Cost Control	**2**
88	BBHN4103	Hygiene and Nutrition	**2**
89	BBEM4103	Event Management	**2**
90	BBCH4103	Current Issues and Hospitality Trends	**2**
91	BBFT3103	Computerised Fares and Ticketing	**2**
92	BBHM2203	Hotel Management	**2**
93	BBFA1103	Introductory Accounting	**3**
94	BBFA2203	Intermediate Financial Accounting I	**3**
95	BBFA2303	Intermediate Financial Accounting II	**3**
96	BBMA3103	Management Accounting I	**3**
97	BBMA3203	Management Accounting II	**3**
98	BBAA3103	Audit I	**3**
99	BBAA4203	Audit II	**3**
100	BBT14103	Taxation I	**3**
101	BBT14203	Taxation II	**3**
102	BBFA4403	Advanced Financial Accounting	**3**
103	BBSA4103	Specialised Financial Accounting	**3**
104	BBPC4103	Public Sector Accounting	**3**
105	BBAT4103	Accounting Theory	**3**

106	BBMA4303	Advanced Management Accounting	**3**
107	BBPM4103	Portfolio Investment Management	**3**
108	BBIA4103	International Accounting	**3**
109	BBFS4103	Financial Statement Analysis	**3**

SCHOOL OF NURSING & ALLIED HEALTH SCIENCES

ASSESSMENT FORMAT

BACHELOR NURSING SCIENCE (HONS)

No	Code	Course Name	BLEND
1	NBBS1104	Management & Medico Legal Studies B	2
2	NBBS1203	Professionalism & Issues in Nursing B	2
3	NBBS1303	Teaching in Nursing B	2
4	NBHS1103	Advanced Nursing Assessment	2
5	NBNS1404	Critical Care Nursing	2
6	NBNS1504	Trauma & Emergency Nursing	2
7	NBNS2704	Pediatric Nursing	2
8	NBNS2804	Mental Health Nursing	2
9	NBNS2904	Oncology Nursing	2
10	NBNS3504	Renal Nursing	2
11	NBBS2106	Research Project B	2
12	NBHS1203	Nursing Research & Statistics B	2
13	NBNC1102	CP 9	5
14	NBNC1204	CP 10	5
15	NBNC1307	CP 11	5
16	NBNC2407	CP 12	5
17	NBNC2504	CP13	5
18	NBNC2607	CP 14	5

DIPLOMA PRE HOSPITAL EMERGENCY CARE (DPHEC)

No	Code	Course Name	BLEND
1	NDPT2303	Patient Assessment & Management – Intra Abdominal Emergencies	2
2	NDPT2403	Patient Assessment & Management – Musculoskeletal Emergencies	2
3	NDPP2204	**Clinical Practice 4** : Management of Intra Abdominal And Musculoskeletal Emergencies	5

FACULTY OF INFORMATION TECHNOLOGY AND MULTIMEDIA COMMUNICATIONS

ASSESSMENT FORMAT

Blend	Format
1	**Tugasan:** Tiada **Mid Term (30%):** 20 MCQ Questions Time: 60 minutes *(covers the first 40% of the module)* **Final Exam (70%):** Part A: 5 short answer subjective questions. Answer all. (20 marks) Part B: 3 essay questions. Answer any two. (40 marks) Time: 2 hours *(final covers the last 60% of the module)*
2	**Assignment (30%):** 1 question *(covers the first 40% of the module)* **Final Exam (70%)**: Part A: 5 short answer subjective questions. Answer all. (20 marks) Part B: 3 essay questions. Answer any two. (40 marks) Time: 2 hours Part C: 2 essay questions. Answer one. (20 marks) Time: 2 hours *(final will cover 100% of the module)*
S1	**Tugasan (60%)**: 2 questions *(covers the first 40% of the module)* **Final Exam (40%)**: Part A: 5 short subjective questions. Answer all (20 marks). Part B: 3 programming questions. Answer two(40 marks). Time: 2 hours *(final will cover 100% of the module)*

Blend	Subjects	Percentage
1	1.Maths Discrete, 2.Maths for IT	1.6%
2	*Other 111 subjects not specified in B1 and S1*	93%
S1	1. C programming, 2. Java Programming, 3. Computer Programming, 4. Object-oriented programming, 5. Data Structure, 6. Intro to Data Structure.	5.4%
Total	*119	100%

*not inclusive of projects

FACULTY OF APPLIED SOCIAL SCIENCES

ASSESSMENT FORMAT

No	Code	Course Name	BLEND
1	ABXS1103	Introduction to Social Sciences	2
2	ABXH1103	Applied History	2
3	ABXM1103	Man, Society and Culture	2
4	MPW1133/2133	Malaysian Studies	S2
5	MPW1143/2143	Islamic Studies	S2
6	MPW1153/2153	Moral Education	S2

Bach. of Psychology

No	Code	Course Name	BLEND
1	ABPG1103	Introduction to Psychology	2
2	ABPG2203	Introduction to Counselling	2
3	ABPD1203	Child Psychology	2
4	ABPC3303	Principles of Behaviour of Modification	2
5	ABPR4103	Research Methodology in Psychology	2
6	ABPC1103	Introduction to Clinical Psychology	2
7	ABPC1203	Psychological Tests and Measurement	2
8	ABPD2103	Personality	2
9	ABPC3103	Dynamics of Adjustment	2

Bach. of Communication

No	Code	Course Name	BLEND
1	CBFC1103	Introduction to Communication	2
2	CBMM2103	Information Technology, Media and Society	2
3	CBFJ2103	Basic Journalism	2
4	HBCA4103	Principles of Advertising	2
5	HBCT2203	Communication Theory **(Mid Sem)**	3
6	ABCR2103	Principles of Corporate Communication	2
7	ABCR1103	Public Speaking	2
8	CBBJ3203	Broadcast Journalism	2
9	CBCP4203	Copy Writing	2
10	CBIM4303	Integrated Marketing Communication	2

11	ABCT2103	New Media Technology	**2**
12	ABCJ3203	Editing For Print and Electronic Publications	**2**

Bach. of Political Science

No	Code	Course Name	BLEND
1	CBFC1103	Introduction to Communication	**2**

Sarjana Muda Pengajian Islam (Pengurusan Islam)

No	Code	Course Name	BLEND
1	ABSA1103	Prinsip Aqidah	**2**
2	ABST1103	Sirah Nabawiyyah & Akhlak	**2**
3	ABSY1103	Pengenalan Kepada Syariah	**2**
4	ABSH2103	'Ulum Al-Hadith	**2**
5	ABSF2103	Usul Fiqh I	**2**
6	ABSE2103	Prinsip Ekonomi (Mid Sem)	**3**
7	ABSM3103	Fiqh Mu'amalat	**2**
8	ABSJ3103	Fiqh Jinayat	**2**
9	ABSC3103	Komunikasi Pendekatan Islam	**2**

| Blend | Course Work | | EXAMINATION | | TOTAL |
	Lab Report	Assignment	MID-SEMESTER	FINAL SEMESTER	
Blend 2	n.a	30%	n.a	**70%** — Part A (20%) (Short Questions) Answer FIVE(5) of FIVE questions (4 Marks each); Part B (30%) (Essay) Answer THREE(3) of FOUR questions (20 Marks each); Part C (20%) (Essay) Answer ONE (1) of TWO questions (20 Marks each)	100%
Blend 3	n.a	30%	**30%** — Part A Answer ALL 5 Short Questions Level of learning: Knowledge & Comprehension (4 Marks each); Part B Answer ONE (1) of TWO questions Level of learning: Application & Analysis (20 Marks each)	**40%** — Part B (Essay) Answer TWO (2) of THREE questions Level of learning: Application & Analysis (20 Marks each); Part C (Essay) Answer ONE (1) of TWO questions Level of learning: Evaluation & Synthesis (20 Marks each)	100%
Blend 5	n.a	100%	n.a	n.a	100%
S2 (MQA /MPW)	n.a	50%	n.a	50% (MCQ: 40 items)	100%

FACULTY OF EDUCATION & LANGUAGES

ASSESSMENT FORMAT

Blend/program	1	2	3	4	5	7	S	S2	S3	S4	S5	TOTAL
BETESL									18			
BEEA		18										
BECHE		23			1							
BEST		4			1	15			9	7		
DECE		18			1							
BTPE		169				11			23		1	
BTPS		12										
OUM Courses		3									1	
MQA Courses								2				
Special Mode							8					
TOTAL		247			3	26	8	2	50	7	2	345

No	Code	Course Name	BLEND
A	BETESL		
1	HBET1103	Introduction to General Linguistics	S3
2	HBET1203	English Phonetics & Phonology	S3
3	HBET1303	Psycholinguistics in Language Teaching	S3
4	HBET1403	Sociolinguistics in Language Teaching	S3
5	HBET1503	Foundation for Tesl Methodology	S3
6	HBET2103	Grammar in an Esl Context	S3
7	HBET2203	Teaching of Grammar in an Esl Context	S3
8	HBET2303	Writing in an Esl Context	S3
9	HBET2403	Teaching of Writing in an Esl Context	S3
10	HBET3103	Communication Skills for Esl Teachers	S3
11	HBET3203	Reading in an Esl Context	S3
12	HBET3303	Teaching of Reading in an Esl Context	S3
13	HBET3403	Listening and Speaking In an Esl Context	S3
14	HBET3503	Teaching of Listening and Speaking in an Esl Context	S3
15	HBET4603	Pedagogical Content Knowledge	S3
16	HBET4103	Introduction to Drama & Poetry	S3
17	HBET4203	Teaching of Drama & Poetry in an Esl Context	S3
18	HBET4503	Testing and Evaluation in an Esl Context	S3

B	BEEA		
1	HBEM1103	Foundations of Educational Administration	2
2	HBEM1203	Educational Planning	2
3	HBEM1303	Curriculum Management	2
4	HBEM1403	Management of Teaching and Learning	2
5	HBEM1503	Supervision and Observation in School	2
6	HBEM2103	School Leadership	2
7	HBEM2203	Human Resource Management	2
8	HBEM2303	Management of Student Affairs	2
9	HBEM2403	Conflict Management in Student Affairs	2
10	HBEM3103	Management of Measurement and Evaluation	2
11	HBEM3203	Management of Communication in Educational Organisations	2
12	HBEM3303	Education Acts and Reports	2
13	HBEM3403	Administration of School Finance	2
14	HBEM3503	Management of Resource Centre	2
15	HBEM4103	Management of Community Relations	2
16	HBEM4203	Management of Academic and Cocurricular Excellence	2
17	HBEM4303	Management of Innovation and Creativity In Education	2
18	HBEM4403	Management of Change in Schools	2
C	BECHE		
1	HBEC1103	Introduction to Early Childhood Education	2
2	HBEC1203	Cognitive Development	2
3	HBEC2103	Language and Literacy for Early Childhood Education	2
4	HBEC2203	Early Childhood Education Curriculum	2
5	HBEC2303	Curriculum Development: The Malaysian Perspective	2
6	HBEC2403	Childhood Literature 1: International Folktales	2
7	HBEC2503	Mathematics in Early Childhood Education	2
8	HBEC2603	Teaching English to Young Learners	2
9	HBEC2703	Science In Early Childhood Education	2
10	HBEC3103	Teaching Bahasa Melayu to Yong Learners	2
11	HBEC3203	Child Psychology	2
12	HBEC3303	Play Therapy in Early Childhood Education	2
13	HBEC3403	Creative Movement and Physical Development	2
14	HBEC3503	The Effective Practitioner in Ece	2
15	HBEC3603	Childhood Literature 2: Malaysian Folktales	2

16	HBEC3703	Family and Community Relations in Early Childhood Education	2
17	HBEC3803	Planning and Administering Early Childhood Programmes	2
18	HBEC3903	Educational Technology	2
19	HBEC4103	Safety Health and Nutrition in Early Childhood	2
20	HBEC4203	Assessment in Early Childhood Programme	2
21	HBEC4303	Quality Physical Environment in Ece	2
22	HBEC4403	Social Skills and Moral Development of Young Children	2
23	HBEC4503	Action Research in Ece	2
24	HBEC4606	Practicum	5
D	**BEST**		
1	HBES1103	Critical Reading	S4
2	HBES1203	English Across Time & Space	2
3	HBES1303	Critical Writing	S4
4	HBES1403	English Grammar	S4
5	HBES1503	Listening & Speaking At Tertiary Level 1	S4
6	HBES2103	Sociolinguistics	S4
7	HBES2203	Phonetics & Phonology	S4
8	HBES2303	Listening & Speaking At Tertiary Level 2	S4
9	HBES2403	Psycholinguistics	S3
10	HBES2603	Writing & Reading Across the Curriculum	2
11	HBES2703	Introduction to Business Communication	2
12	HBES3103	Advanced Writing: Argument & Persuasion	S3
13	HBES3203	Introduction to Media & Culture	S3
14	HBES3303	Language Policy & Planning	S3
15	HBES3403	Language & Literature: Texts & Contexts	S3
16	HBES3504	Advanced Writing: Elements of Style	S3
17	HBES3603	Management Communication	S3
18	HBES4103	Communication Theory	S3
19	HBES4203	Southeast Asian Cultural Production	S3
20	HBES4303	Professional Writing 1: Core Competencies	S3
21	HBES4403	Children's Literature	S3
22	HBES4503	Critical & Cultural Theory	S3
23	HBES4603	Contemporary Fiction & Film	S3
24	HBES4703	Professional Writing Ii: Writing Across Fields	S3
25	HBES4803	Postcolonial Studies	S3

26	HBES4903	Honours Graduation Exercise	5
27	HBET4403	Introduction to Novels & Short Stories	2
E	**DECE**		
1	HDPS1103	Perkembangan Pendidikan Awal Kanak-Kanak	2
2	HDPS1203	Pengurusan Tingkah Laku Kanak-Kanak	2
3	HDPS1303	Pengenalan kepada Perkembangan Kanak-Kanan	2
4	HDPS2103	Keluarga dan Masyarakat dalam Pendidikan Awal Kanak-Kanak	2
5	HDPS2203	Pemerhatian dan Penilaian Kanak-Kanak	2
6	HDPS2303	Polisi dan Perkhidmatan Pendidikan Awal Kanak-Kanak	2
7	HDPS3103	Prinsip Pengajaran dan Pembelajaran Pendidikan Awal Kanak-Kanak	2
8	HDPS3203	Bahasa, Literasi dan Komunikasi	2
9	HDPS3303	Perancangan dan Pengajaran Kognitif	2
10	HDPS3403	Seni dan Kreativiti Kanak-Kanak	2
11	HDPS3503	Awal Matematik untuk Kanak-Kanak	2
12	HDPS3603	Awal Sains untuk Kanak-Kanak	2
13	HDPS4103	Perancangan dan Pengajaran Afektif	2
14	HDPS4203	Kesihatan dan Keselamatan dalam Pendidikan Awal Kanak-Kanak	2
15	HDPS4303	Perkembangan Kurikulum Prasekolah Malaysia	2
16	HDPS4403	Keusahawanan dalam Pendidikan Awal Kanak-Kanak	2
17	HDPS4503	Muzik dalam Pendidikan Awal Kanak-Kanak	2
18	HDPS4603	Awal Muzik untuk Kanak-Kanak	2
19	HDEF4606	Praktikum	5
F	**BTPE**		
	Bahasa Cina		
1	HBCL1103	Pengenalan Pendidikan Bahasa Cina	2
2	HBCL1203	Tatabahasa Bahasa Cina I	2
3	HBCL2103	Pedagogi Bahasa Cina Sekolah Rendah	2
4	HBCL2203	Tatabahasa Bahasa Cina Ii	2
5	HBCL3103	Fonetik Bahasa Cina	2
6	HBCL3203	Kesusasteraan Bahasa Cina I	2
7	HBCL3303	Pedagogi Bahasa Cina Sekolah Menengah	2
8	HBCL3403	Tatabahasa Bahasa Cina Iii	2
9	HBCL4103	Kesusasteraan Bahasa Cina Ii	2
10	HBCL4203	Kesusasteraan Bahasa Cina Iii	2
11	HBCL4303	Kesusasteraan Bahasa Cina Iv	2

12	HBCL4403	Kesusasteraan Bahasa Cina V	2
	Bahasa Melayu		
1	HBML1103	Pengenalan Pendidikan Bahasa Melayu	2
2	HBML1203	Fonetik dan Fonologi Bahasa Melayu	2
3	HBML2103	Morfologi dan Sintaksis Bahasa Melayu	2
4	HBML2203	Pembestarian Pembelajaran dan Pengajaran Bahasa Melayu	2
5	HBML3103	Pengajaran Komsas dalam Bahasa Melayu.	2
6	HBML3203	Tatabahasa dalam Pengajaran Bahasa Melayu	2
7	HBML3303	Psikolinguistik & Semantik	2
8	HBML3403	Linguistik & Sosiolinguistik	2
9	HBML4103	Sejarah Perkembangan Bahasa Melayu	2
10	HBML4203	Kesusasteraan Melayu	2
11	HBML4303	Kurikulum dan Perkaedahan Dalam Pengajaran Bahasa Melayu	2
12	HBML4403	Kompetensi dalam Bahasa Melayu	2
	Bahasa Inggeris		
1	HBEL1103	Introduction to English Language Teaching	2
2	HBEL1203	Language Description	2
3	HBEL2103	Teaching of Listening And Speaking	2
4	HBEL2203	Teaching of Reading	2
5	HBEL3103	Teaching of Writing	2
6	HBEL3203	Teaching of Grammar	2
7	HBEL3303	Linguistics and Language Teaching	2
8	HBEL3403	Teaching of Literature	2
9	HBEL4403	Morphology, Syntax and Semantics	2
10	HBET1203	English Phonetics and Phonology	2
11	HBET1303	Psycholinguistics in Language Teaching	2
12	HBET1403	Sociolinguistics in Language Teaching	2
	Bahasa Arab		
1	HBAL1103	Pengenalan Pendidikan Bahasa Arab	2
2	HBAL1203	Bahasa Arab Komunikasi	2
3	HBAL2103	Kemahiran Mendengar Bahasa Arab	2
4	HBAL2203	Kemahiran Bertutur Bahasa Arab	2
5	HBAL3103	Kemahiran Membaca Bahasa Arab	2
6	HBAL3203	Kemahiran Menulis Bahasa Arab	2
7	HBAL3303	Sintaksis Bahasa Arab I	2

8	HBAL3403	Sintaksis Bahasa Arab Ii	2
9	HBAL4103	Morfologi Bahasa Arab	2
10	HBAL4203	Linguistik Bahasa Arab	2
11	HBAL4303	Kesusasteraan Bahasa Arab	2
12	HBAL4403	Retorik Bahasa Arab	2
	Bahasa Tamil		
1	HBTL1103	Pengenalan Bahasa Tamil	2
2	HBTL1203	Tatabahasa Bahasa Tamil I	2
3	HBTL2103	Kesusasteraan Tamil I	2
4	HBTL2203	Tatabahasa Bahasa Tamil Ii	2
5	HBTL3103	Pengayaan Bahasa Tamil I	2
6	HBTL3203	Kesusasteraan Tamil Ii	2
7	HBTL3303	Tatabahasa Bahasa Tamil Iii	2
8	HBTL3403	Kesusasteraan Tamil Iii	2
9	HBTL4103	Pedagogi Bahasa Tamil	2
10	HBTL4203	Pengayaan Bahasa Tamil Ii	2
11	HBTL4303	Linguistik Bahasa Tamil	2
12	HBTL4403	Kesusasteraan Tamil Iv	2
	Matematik		
1	HBMT1103	Introduction to Mathematics Education	S3
2	HBMT1203	Teaching Mathematics In Pre-School and Year One	S3
3	HBMT2103	Teaching Mathematics in Year Two	S3
4	HBMT2203	Teaching Mathematics in Year Three	S3
5	HBMT3103	Teaching Mathematics in Year Four	S3
6	HBMT3203	Teaching Mathematics in Year Five And Six	S3
7	HBMT3303	Teaching Mathematics in Form One	S3
8	HBMT3403	Teaching Mathematics in Form Two	S3
9	HBMT4103	Teaching Mathematics in Form Three	S3
10	HBMT4203	Teaching Mathematics in Form Four	S3
11	HBMT4303	Teaching Mathematics in Form Five	S3
12	HBMT4403	Teaching Mathematics in Form Six	S3
	Sains		
1	HBSC1103	Introduction to Science Education	2
2	HBSC1203	Teaching Science for Lower Primary I	2
3	HBSC2103	Teaching Science for Lower Primary Ii	S3
4	HBSC2203	Teaching Science for Lower Primary Iii	7

5	HBSC3103	Teaching Science for Upper Primary I	2
6	HBSC3203	Teaching Science for Upper Primary Ii	S3
7	HBSC3303	Teaching Science for Lower Secondary I	7
8	HBSC3403	Teaching Science for Lower Secondary Ii	7
9	HBSC4103	Teaching Science for Lower Secondary Iii	S3
10	HBSC4203	Teaching Science for Upper Secondary I	2
11	HBSC4303	Teaching Science for Upper Secondary Ii	S3
12	HBSC4403	Teaching Science for Upper Secondary Iii	2
	Pendidikan Muzik		
1	HBMS1103	Pengenalan Pendidikan Muzik	2
2	HBMS1203	Pengajaran Muzik 1	2
3	HBMS2103	Pengajaran Muzik 2	2
4	HBMS2203	Pengajaran Muzik 3	2
5	*HBMS3103*	*Pengajaran Muzik 4*	7
6	HBMS3203	Pengajaran Muzik 5	2
7	HBMS3303	Pengajaran Muzik 6	2
8	HBMS3403	Pengajaran Muzik 7	2
9	HBMS4103	Pengajaran Muzik 8	2
10	HBMS4203	Pengajaran Muzik 9	2
11	HBMS4303	Pengajaran Muzik 10	2
12	HBMS4403	Pengajaran Muzik 11	2
	Pendidikan Seni Visual		
1	HBAE1103	Pengenalan Pendidikan Seni Visual	2
2	HBAE1203	Perkembangan Seni dan Kanak-Kanak	2
3	HBAE1403	Menggambar	2
4	HBAE2103	Corak dan Rekaan	2
5	HBAE2203	Membentuk dan Membuat Binaan	2
6	HBAE3103	Kraf Tradisional	2
7	HBAE3203	Seni Rekaan Landskap	2
8	HBAE3303	Pengenalan Sejarah Seni	2
9	HBAE4103	Pendidikan Seni Visual I	2
10	HBAE4203	Pendidikan Seni Visual Ii	2
11	HBAE4303	Apresiasi dan Kritikan Seni	2
12	HBAE4403	Projek Khas	2
	Pendidikan Islam		
1	HBIS1103	Kaedah Pengajaran Pendidikan Islam	2

2	HBIS1203	Pendidikan Islam : Prasekolah Dan Tahun 1	2	
3	HBIS2103	Pendidikan Islam : Tahun 2	2	
4	HBIS2203	Pendidikan Islam : Tahun 3	2	
5	HBIS3103	Pendidikan Islam : Tahun 4	2	
6	HBIS3203	Pendidikan Islam : Tahun 5 & 6	2	
7	HBIS3303	Pendidikan Islam : Tingkatan 1	2	
8	HBIS3403	Pendidikan Islam : Tingkatan 2	2	
9	HBIS4103	Pendidikan Islam : Tingkatan 3	2	
10	HBIS4203	Pendidikan Islam : Tingkatan 4	2	
11	HBIS4303	Pendidikan Islam : Tingkatan 5		2
12	HBIS4403	Pendidikan Islam : Tingkatan 6	2	
	Pendidikan Al-Quran			
1	HBQE1103	Ulum Al-Quran	2	
2	HBQE1203	Rasm Al-Uthmani	2	
3	HBQE2103	Al-Tajwid	2	
4	HBQE2203	Al-Qiraat	2	
5	HBQE3103	Tarannum Al-Quran	2	
6	HBQE3203	Ilmu Tafsir	2	
	Pendidikan Moral			
1	HBME1103	Pengenalan Pendidikan Moral	2	
2	HBME1203	Pendidikan Moral : Tahun 1	2	
3	HBME2103	Pendidikan Moral : Tahun 2	2	
4	HBME2203	Pendidikan Moral : Tahun 3	2	
5	HBME3103	Pendidikan Moral : Tahun 4	2	
6	HBME3203	Pendidikan Moral : Tahun 5 & 6	2	
	Pendidikan Jasmani			
1	HBPE1103	Pengenalan Pendidikan Jasmani	2	
2	HBPE1203	Kecergasan Fizikal	7	
3	HBPE2103	Pergerakan Artistik dan Kreatif	7	
4	HBPE2203	Ujian, Pengukuran Dan Penilaian Dalam Pendidikan Jasmani	2	
5	HBPE3103	Kegiatan Profesional (Permainan)	7	
6	HBPE3203	Pendidikan Luar	2	
7	HBPE3303	Kegiatan Profesional (Olahraga)	7	
8	HBPE3403	Pengurusan Sukan dalam Pendidikan Jasmani	2	
9	HBPE4103	Pembelajaran Motor	2	

10	HBPE4203	Psikologi dan Sosiologi Sukan	2
11	HBPE4303	Pengenalan Anatomi dan Fisiologi	S3
12	HBPE4403	Biomekanik Sukan	2
	Pendidikan Kesihatan		
1	HBHE1103	Pengenalan Pendidikan Kesihatan	2
2	HBHE1203	Pedagogi Pendidikan Kesihatan	2
3	HBHE2103	Program Bersepadu Sekolah Sihat	2
4	HBHE2203	Kesihatan Diri dan Keluarga	2
5	HBHE3103	Gaya Hidup Sihat	2
6	HBHE3203	Kebersihan dan Keselamatan Persekitaran	2
	Pendidikan Kemahiran hidup		
1	HBLS1103	Pengenalan Kemahiran Hidup	2
2	HBLS1203	Keusahawanan dan Teknologi Rumah Tangga	2
3	HBLS2103	Pengenalan Agroteknologi	2
4	HBLS2203	Reka Cipta dan Lukisan Teknik	2
5	*HBLS3103*	Asas Kejuruteraan Awam dan Mekanikal	7
6	HBLS3203	Asas Elektrik dan Elektronik	2
7	*HBLS3303*	Teknologi Rumah Tangga	7
8	HBLS3403	Hortikultur	2
9	HBLS4103	Pengurusan Landskap	2
10	HBLS4203	Akuakultur	2
11	HBLS4303	Pengajian Kejuruteraan Awam	2
12	*HBLS4403*	Pengajian Kejuruteraan Mekanikal	7
	Kajian Sosial		
1	HBSS1103	Pengenalan Kajian Sosial	2
2	HBSS1203	Halatuju Pembangunan Negara	2
3	HBSS2103	Sejarah Perkembangan Negara	2
4	HBSS2203	Perkembangan Ekonomi Asas	2
5	HBSS3103	Manusia dan Alam Sekitar	2
6	HBSS3203	Pengenalan Sosiologi	2
7	HBSS3303	Pengenalan Sains Politik	2
8	HBSS3403	Makro Ekonomi	2
9	HBSS4103	Sejarah Ketamadunan Manusia	2
10	HBSS4203	Sistem Pentadbiran Malaysia	2
11	HBSS4303	Pengenalan Antropologi	2
12	HBSS3503	Pengenalan Ilmu Sejarah	2

		Pendidikan Khas	
1	HBSE3203	Bimbingan dan Kaunseling dalam Pendidikan Khas	2
2	HBSE3303	Ciri-Ciri dan Perkembangan Kanak-Kanak Berkeperluan Khas	2
3	HBSE3403	Kemahiran Hidup untuk Pendidikan Khas I	2
4	HBSE4203	Kemahiran Hidup untuk Pendidikan Khas Ii	2
5	HBSE1203	Pengajaran dan Pembelajaran Pendidikan Khas	2
6	HBSE4303	Pengenalan Bahasa Isyarat (Ktbm)	S3
7	HBSE4403	Pengenalan Braille	S3
8	HBSE1103	Pengenalan Pendidikan Khas	2
9	HBSE3103	Pengukuran dan Penilaian dalam Pendidikan Khas	2
10	HBSE2103	Pengurusan Pendidikan Khas	2
11	HBSE2203	Pengurusan Tingkah Laku Kanak-Kanak Berkeperluan Khas	2
12	HBSE4103	Rekreasi untuk Pendidikan Khas	2
		Minor Pendengaran	
1	HBSH3203	Kod Tangan Bahasa Melayu	S3
2	HBSH3103	Audiologi dan Habilitasi Auditori	S3
3	HBSH2203	Kaedah Komunikasi Kanak-Kanak Bermasalah Pendengaran	2
4	HBSH1203	Pengajaran Bahasa untuk Kanak-Kanak Bermasalah Pendengaran	2
5	HBSH2103	Pengajaran Pertuturan untuk Kanak-Kanak Bermasalah Pendengaran	2
6	HBSH1103	Psikologi Kanak-Kanak Bermasalah Pendengaran	2
		Minor Penglihatan	
1	HBSV3203	Kod Braille Bahasa Melayu	S3
2	HBSV2203	Kemahiran Hidup untuk Kanak-Kanak Berpenglihatan Terhad	2
3	HBSV1203	Orientasi dan Mobiliti untuk Kanak-Kanak Bermasalah Penglihatan	2
4	HBSV2103	Pendidikan untuk Kanak-Kanak Berpenglihatan Terhad	2
5	HBSV1103	Pengajaran untuk Kanak-Kanak Bermasalah Penglihatan	2
6	HBSV3103	Standard English Braille Code	S3
		Minor Pembelajaran	
1	HBSL3203	Pendidikan Khas: Pengajaran Bahasa Melayu	2
2	HBSL3103	Pendidikan Khas: Pengajaran Kemahiran Hidup Asas	2
3	HBSL2203	Pendidikan Khas: Pengajaran Matematik	2
4	HBSL2103	Pendidikan Khas: Pengajaran Seni	2

5	HBSL1103	Pengenalan Kepada Kanak-Kanak Bermasalah Pembelajaran	2
6	HBSL1203	Psikologi Kanak-Kanak Bermasalah Pembelajaran	2
G	**BTPS (PRA SEKOLAH)**		
1	HBPS2103	Asuhan Kanak-Kanak	2
2	HBPS3203	Bahasa dalam Pendidikan Awal Kanak-Kanak	2
3	HBPS4303	Interaksi dan Bimbingan Kanak-Kanak	2
4	HBPS4103	Kreativiti dan Pembelajaran Kanak-Kanak	2
5	HBPS2303	Pengantar Pendidikan Awal Kanak-Kanak	2
6	HBPS1103	Pengenalan Pendidikan Awal Kanak-Kanak	2
7	HBPS1203	Pengurusan Organisasi Pendidikan Awal Kanak-Kanak	2
8	HBPS2203	Penilaian Kemajuan Kanak-Kanak	2
9	HBPS3303	Perkembangan Afektif dan Pembelajaran Kanak-Kanak	2
10	HBPS4203	Perkembangan Kanak-Kanak	2
11	HBPS3103	Perkembangan Kognitif dan Pembelajaran Kanak-Kanak	2
12	HBPS4403	Perkembangan Moral dan Pembelajaran Kanak-Kanak	2
H	**KURSUS TERAS**		
1	HBEF1103	Sociology and Philosophy of Education in Malaysia	2
2	HBEF1203	Health and Physical Education	2
3	HBEF1303	Cocurriculum Education	2
4	HBEF2103	Educational Psychology	2
5	HBEF2203	Guidance and Counselling	2
6	HBEF3103	Principles of Instructional Technology	2
I	**KURSUS OUM**		
1	OUMH1103	Learning Skills for Open and Distance Learners	2
2	OUMH1203	English for Written Communication	
3	OUMH2103	English for Science and Technical Purposes	2
4	OUMH2203	English for Workplace Communication	2
5	OUMH1303	English for Oral Communication	S5
J	**KURSUS MQA**		
1	MPW1113/2113	Bahasa Kebangsaan A	S2
2	MPW1123 /2123	Bahasa Kebangsaan B	S2

K	SPECIAL MODE		
1	HBEF4106-1(TESL-OM)	Kajian Berasaskan Sekolah - Bhg 1	S
	HBEF4106-2 (TESL-OM)	Kajian Berasaskan Sekolah - Bhg 2	S
2	HBEM4106-1 (BEEA)	Kaedah Penyelidikan dalam Pentadbiran Pendidikan	S
	HBEM4106-2 (BEEA)	Kajian Tindakan dalam Pentadbiran Pendidikan	S
3	HBEF4106-1 (TESL-BPG)	Kajian Berasaskan Sekolah - Bhg 1	S
	HBEF4106-2 (TESL-BPG)	Kajian Berasaskan Sekolah - Bhg 2	S
4	HBEF2503 (SMP)	Kaedah Penyelidikan dalam Pendidikan	S
	HBEF4303 (SMP)	Projek Kajian Tindakan	S

FACULTY OF SCIENCE & TECHNOLOGY

ASSESSMENT FORMAT

Blend/ program	2	S4	5
BOHSM	22	1	1
BTM	17		1
BMMG	22		1
BEMath	22		1
BSS	26	14	1
Blend 3 is for SBPH2103			

No	Code	Course Name	BLEND
	BMATH		
1	SBEM3303	Methodology in Teaching Mathematics	2
2	SBMA1203	Algebra, Function and Geometry	2
3	SBEM2103	Curriculum Planning in Mathematics Education	2
4	SBEM2203	Integrated Strategies in Teaching And Learning	2
5	SBEM3403	Measurement and Evaluation in Mathematics	2
6	SBTE4103	Curriculum and Syllabus Study	2
7	SBTE4206	Teaching Practice	5
8	SBMA1103	Preparatory Mathematics	2
9	SBMA1303	Trigonometry and Calculus	2
10	SBMA2203	Differential Calculus	2
11	SBMA3103	Integral Calculus	2
12	SBMA3203	Introductory Linear Algebra	2
13	SBMA3303	Introductory Mathematical Methods	2
14	SBMA4103	Advanced Linear Algebra	2
15	SBMA4203	Advanced Mathematical Methods	2
16	SBMA4303	Basic Mechanics	2
17	SBMA4403	Elementary Analysis	2
18	SBMA4603	Numerical Methods	2
19	SBMP4203	Linear Programming	2
20	SBST1103	Introduction to Statistics	2
21	SBST2103	Sampling Distribution and Hypothesis Testing	2
22	SBST3103	Introductory Data Analysis	2
23	SBSC4203	Current Issues in Science	2

	BOHSM		
1	XBOH2103	Occupational Safety and Health Management	2
2	XBLR3103	Oshe Legislation	2
3	SBST1103	Introduction to Statistics	2
4	SBST3103	Introductory Data Analysis	2
5	EBTM3103	Project Management	2
6	EBTQ3103	Quality Control	2
7	EBTM4303	Maintenance Management	2
8	SBMA1103	Essential Mathematics	2
9	XBSM2103	Basic Security Management	2
10	XBHA2103	Human Anatomy and Physiology	2
11	XBRA3103	Health & Safety Risk Assessment	2
12	XBIH3103	Industrial Hygiene	2
13	XBET3103	Industrial Toxicology	2
14	XBPS3103	Process Safety Management	2
15		Basic Science	2
16	XBCS3103	Plant and Construction Safety	2
17	XBEP4103	Environmental Health Practices	2
18	XBOE4103	Occupational Ergonomics	2
19	SBEV3103	Environmental Management	2
20	BMOS5103	Occupational Safety	2
21	XBBH4103	Bio-Hazards Management	S4
22	XBFS4103	Food Safety and Health	2
23	XBDM4103	Emergency Response Management	2
24	XBTP4106	Project	5
	BMMG		
1	EBMP2103	Introduction to Manufacturing	2
2	EBTM4103	Production Management and Operation	2
3	SBMA1203	Algebra, Function and Geometry	2
4	SBST1103	Introduction to Statistics	2
5	EBXD2103	Engineering Drawing	2
6	EBTQ3103	Quality Control	2
7	EBTM3103	Project Management	2
8	EBTS2103	Safety, Health and Environment	2
9	EBTQ3203	Quality Management	2
10	EBTK3103	Tender and Contract Management	2

11	EBTM4303	Maintenance Management	2
12	EBTM4203	Operational Management	2
13	EBTV4103	Environmental Management	2
14	EBTL4103	Law and Technology Management	2
15	EBTP4106	Project	5
16	EBES2103	Engineering Science	2
17	EBMP2203	Introduction to Manufacturing Systems	2
18	EBIE3103	Introduction to Industrial Engineering	2
19	EBIT3103	Information Technology for Manufacturing	2
20	EBMC3103	Engineering Economics	2
21	EBMP3203	Manufacturing Strategy	2
22	EBML4103	Materials Management	2
23	EBTQ4103	Six Sigma	2
	BTM		
1	EBTM3103	Project Management	2
2	EBTM4103	Production Management and Operation	2
3	EBMP3103	Production Technology	2
4	EBTK3103	Tender and Contract Management	2
5	EBTL4103	Law and Technology Management	2
6	EBTM4203	Operational Management	2
7	EBTM4303	Maintenance Management	2
8	EBTP4106	Project	5
9	EBTQ3103	Quality Control	2
10	EBTQ3203	Quality Management	2
11	EBTS2103	Safety, Health and Environment	2
12	EBTV4103	Environmental Management	2
13	SBMA1103	Preparatory Mathematics	2
14	SBST1103	Introduction to Statistics	2
15	EBMC3103	Engineering Economics	2
16	EBTT3103	Innovation And Technology Management	2
17	EBTB4103	Business Planning for New Technology Venture	2
18	EBTD4103	New Product Development	2
	BSS		
1	SBSP1203	Human Anatomy	2
2	SBSP1303	Human Physiology	S4
3	SBSP1403	Motor Learning and Control	S4

4	SBSP2203	Sports Nutrition	2
5	SBSP2303	Sports Injuries	S4
6	SBSP2403	Exercise Physiology	2
7	SBSP2503	Sports and Society	2
8	SBSP3103	Sports Psychology	2
9	SBSP3303	Biomechanics of Sports	2
10	SBSP3403	Research Methodology	2
11	SBSP4103	Instrumentation and Sports Evaluation	S4
12	SBSP4203	Disability Sports	2
13	SBSP4503	Physical Fitness	S4
14	SBSP4603	Applied Sports Injury	S4
15	SBSP4703	Exercise Methodologies	S4
16	SBSP3503 (New)	Test, Measurement and Evaluation in Sports Science	2
17	SBSP1503 (New)	Methodology of Sports Conditioning	2
18	SBSP4806	Vocational Skills Practicum 1 And 2	5
19	SBFS1103	Thinking Skills and Problem Solving	2
20	SBSP2103	Sports Coaching	2
21	SBCO4103	Coaching Techniques	S4
22	SBCO4203	Applied Biomechanics of Sports	S4
23	SBCO4303	Identification and Talent Development	2
24	SBSP4303	Exercise Testing and Prescription	S4
25	SBSP4403	Applied Sports Psychology	2
26	SBSM4503	Managing Sports Facilities and Sports Events	2
27	SBSM4703	Risk Management and Legal Aspects of Sports	2
28	SBSP1103	Sports and Recreation Management	2
29	SBSP3203	Sports Management	2
30	SBSM4103	Sports Tourism	2
31	SBSM4203	Leadership and Sports Organization Administration	2
32	SBSM4303	Financial Management and Sports Industry	2
33	SBSM4403	Sports Marketing	2
34	SBSM4503	Managing Sports Facilities and Sports Events	2
35	SBSM4603	Sponsorship and Fund-Raising	2
36	SBSE4103	Applied Sports Physiology	S4
37	SBSE4203	Applied Sports Nutrition	S4
38	SBSE4303	Environmental Physiology	2
39	SBCO4203	Applied Biomechanics of Sports	2

40	SBSP4303	Exercise Testing and Prescription	S4
41	SBSM4703	Risk Management and Legal Aspects of Sports	2
42	SBSE4403	Applied Human Anatomy	2
43	SBSE4503	Healthy Lifestyle & Popular Sports	S4