Teaching-Learning and Evaluation Manual

QC_TLP_Series_V1/009

ADDIS ABABA, ETHIOPIA

AUGUST 2024

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1. Brief Background of QC

The current Queens' College was established in November 1998 G.C in Addis Ababa Ginfle Campus as a Language-Training Institute. Queens' Institute had been raised to a College level in November 1999 G.C with the motto of "Excellence in Education" to provide educational services at a Diploma level in Accounting, Secretarial Science and Office Management. Then after, the institute was upgraded to Queens' College. Moreover, a new branch has been opened in different location of Addis Ababa. In 2016, the College has been empowered to grant the bachelor's degree in Mexico Campus. First degree in Accounting and Finance, Computer science and Management has been begun. Over the last 6 years, the College has expanded its branches into eleven campuses that offer a number of TEVT, Under Graduate and Post Graduate programs at regular, extension and distance programs. It has well qualified and experienced academic and administrative staffs.

Queens College is persistently improving its academic staff hierarchy, infrastructures structures, administrative profile and overall systems since 1998 G.C. Quite surprisingly it has continuously boosted its financial strength, service facilities, employees profile and educational materials which in turn assist the college to gain wider public recognition and reputation.

From the time of its establishment, the College had made four successful Undergraduate graduation as well as one Post Graduate graduation ceremonies for the respective of years. In each successive year, the number of qualified graduates are increasing with corresponding quality education and infrastructures. The number of graduate during 2001, 2010 , 2011 , 2012 and 2013 E.C academic year were 39, 125 , 1619 and 2385 respectively that made totally **4,168** graduates.

The College took different expansion measures to insure the delivery of education for all societies. To this end, the college has been established twelve campuses at different districts of the Addis Ababa city.

This expansion will helps for delivering of Quality education that makes us education easily accessible and affordable to our customers and will have a plan expand to other uncovered areas of Addis Ababa city and other regional States.

At this time, due to increase numbers of programs and departments in the College our academic structure has been upgraded into Faculty Level.

Currently, QC provides educational services in the following faculties and departments:

a. **Faculty of Business** in the two departments namely Accounting and Finance,

And Management

b. **Faculty of Information Sciences** in three departments namely departments of computer engineering, Information Technology, and Computer Science .
c. **Faculty of Social Science and Humanities –** Sociology and Social work.
d. **School of Graduate Studies** in three programs namely Masters of Business Administration (MBA), Master of Project Management , and Master of Science in Accounting and Finance.

In addition to these, the school of postgraduate and College of distance education are the parts of the collage working under it. The College has been well organized in the last 23 years in creating conducive environment for teaching learning process and engaged in social responsibilities. Accordingly, relevant and qualified academicians and practitioners are performing all academic and administrative tasks.

The Management of Queens College is persistently aspiring to maximize its capacity and provide training in a more efficient manner than ever before.

1.1 Vision, Mission, Values and Educational Objectives

1.1.1 Vision

The Vision of Queens College is "to be one of the leading higher institutions centers of excellence in teaching learning, research, public engagement and be the prime choice in Ethiopia and in east Africa by 2035".

1.1.2 Mission

The mission of Queens College is to produce competent graduates in diverse field of study, provide need based community service, and undertake problem-solving research to foster social and Economic development of the country.

1.1.3 Values

Queens College is committed and guided by the following values

- Academic Freedom
- Excellence
- Maintain Quality and Standards
- Integrity
- Good Governance
- Respect for Diversity
- Student centeredness
- Transparency and Accountability

- Professionalism
- Team work and team spirit and Entrepreneurship
- Creativity and Innovation
- Dignity, respect, fairness equity, and justice for all individuals Positive thinking
- Care, Concern, and Sensitivity for cross cutting issues (Gender, Environment, and Disabled)

1.1.4 Educational Objectives

The QC has the following objectives to realize the above mission.

Academic Excellence

- Develop a highly competitive academic community where there is focus on learning, inquiry, reflection, intense pursuit of knowledge and intellectual achievement that is marked not only by transfer and ingestion of knowledge but also by intelligence development for the furtherance of new knowledge.
- Provide an intellectual background that qualifies one for further academic and/or professional pursuits.
- Enable capacity for critical thinking, personal responsibility for one's intellectual growth and maturity, skills for clear communication, keen aesthetic awareness and appreciation and understanding of key concepts within various disciplines.

Professional Capacity

- Develop internationally competitive professionals in the fields of focus.
- Develop professionals that can adapt their know-how to local situations and make a difference in the socio-economic life of local communities.
- Advance professional ethics that sustains respect and value for the profession, the professional and the community for whom who stands to serve.
- Impart professional know how that adds value to student intellectual development on one hand and places of engagement at work and in private and public lives.
- Yield graduates that can add value in their professional engagements, private and public lives, and in society at large.

Values Maturity

- Challenge students to confront their values, attitudes and behavior with an ethical spectacle that emphasizes public interest and investment in the community ahead of the pursuit of self-interest.
- Open up students to a well-ordered value structure that emphasizes attitudinal transformation befitting of the demands of the times and the needs of communities.
- Help develop a well-integrated character that is highly sensitive to both rights and obligations, is committed particularly to the less fortunate and
- Uphold to personal ethics abstaining from immoral behavior, dishonesty and conduct that hurts or exploits others.

Community Service

- Develop an ethics of indebtedness to communities and country and commitment to service to the same.
- Link the students of the college with the community for mutual learning and progress.
- Require and inspire both the faculty and students to relate their academic pursuits to the needs of the community through ongoing exchanges, field work and outcomes that propel and support community development and enable the development of ideas and models that can readily be useful in both learning and development.
- Develop human capital that is committed to the service of society and nature.

Research

- Serve as a center of research on particularly topics that add value to community and national development.
- Share findings of research with the academic community and those interested in the knowledge gained.
- Experiment with research findings that can be applied for use and share the knowhow with those interested for replication.

Enabling Environment for Learning and Holistic Personal Development

- Provide adequate, high standard and inspiring buildings and grounds, facilities, learning resources and psycho-social settings that meet the teaching, learning, administrative and student personnel requirements with transformational impacts.
- Provide an inspiring and invigorating campus by putting in place an ambient, spacious, refreshing and environmentally friendly setting.

Linkage of the Graduates with the Job Market and Societal Needs

- Provide opportunities for the exploration of one's interest and potential early enough so that one will pursue an area of study that is both relevant and in line with one's interest or proclivity.
- Avail a linking pin with the job market through strong job placement service.
- Receive feedback about the quality and relevance of the educational program from various stakeholders and the local and global market and adjust one's focus according to demands and felt needs.
- Engage in an iterative process checking the validity of the institution's offerings with the changes in the knowledge industry.

Attentiveness to Nature

- Underscore an appreciation for the interdependence of man and nature and instill a culture of environmental friendliness.
- Emphasize the restoration and renewal of nature and help develop and promote alternative energy and survival sources that do not degrade the environment or hamper the restoration of the same.

2 AS QUEENS COLLEGE STAFF WE AIM TO:

- Establishing a strong community founded on justice and personal accountability;
- Fostering a culture of high ambitions, motivation, and achievement for everyone; and
- Welcoming, valuing, and respecting everyone who enters the college
- Have an introspective mindset and a strong commitment to growing as educators and leaders as we always aim for perfection.
- Encourage constructive communication and collaboration with our community

3 ESTABLISHING THE ACADEMIC PRACTICE CONTEXT

This book begins with the idea that instructors in higher education play intricate and varied functions. It is acknowledged that among the functions that readers of this book will play is teaching. It recognizes and acknowledges that academics are bound by contract to strive for excellence in a variety of areas, including teaching, research and

scholarship, supervision, academic administration and management, and, for many, upholding their professional standing and rendering services (such as in nursing or teaching). The phrase "academic practice" refers to all these aspects.

This book focuses on student monitoring and instruction. Both of these activities and everything related to them, like curriculum organization and assessment, are meant to facilitate learning. However, since the emphasis of this handbook is on the role that the teacher/supervisor plays in this process, we have emphasized the teacher's role in both the title and the text. However, understanding how students learn is a prerequisite for good teaching (as well as monitoring, assessment, planning, and other related activities). Learning is the goal of the activities, and successful teaching requires insight into and awareness of the needs of the learners.

4 PURPOSE OF THIS BOOK

The majority of this book's audience consists of relatively new college instructors. It will be beneficial to seasoned instructors who are curious about current advancements in education, learning, and assessment. A wide spectrum of higher education staff members, including those involved in communications and information technology, library and technical services, graduate teaching assistants, and other kinds of researchers, will find it interesting. It has a lot to offer people who work in fields other than higher education but yet include teaching and learning, like therapists. This volume serves as a helpful introduction to current practice in teaching and learning in universities across a wide range of countries, for those who are joining universities after having worked in a different university tradition/context (perhaps in a different country), or from business, industry, or the professions.

Although the UK experience is highlighted in the text and many of the authors work or have worked in the UK (as well as other countries), many of the ideas are applicable, albeit maybe with a somewhat different focus.

5 LEARNING STYLES AND RELATED IDEAS

One of the phrases that is most frequently used in reference to student learning is learning styles.

The idea of learning styles is questionable, though. There are various classifications for "learning styles"; there is little empirical support for their existence, the term is occasionally used incorrectly to refer to learning approaches or the two are confused. Even though students may have preferences, it's possible that they should be encouraged to use a variety of learning styles. In this scenario, individuals in charge of organizing instruction should make sure that learning opportunities are inclusive of all learning styles rather than just mirroring their own or their students' preferred methods. The following lists three learning style categories.

• ***Activists:*** The learning environments that present challenges, allow for the inclusion of fresh experiences and issues, excitement, and independence are the ones that activists respond to the best.

• ***Reflectors:*** When given the opportunity to work in a detailed manner and with time to observe, reflect, and consider, reflectors react best to structured learning activities.

• ***Theorist:*** When given time for rigorous investigation and chances to challenge and stretch their minds, theorists respond well to logical, reasonable structures and well-defined objectives.

• ***Pragmatists:*** Learning activities that are immediately applicable, practically based, and give practice and theory application opportunities are most well-received by pragmatics.

Scholars suggest that the preferred learning style of any individual will include elements from two or more of these categories.

6 Understanding student learning

6.1 Introduction

While it is regrettable, some academics do teach without having a thorough understanding of how pupils learn. Many lecturers are aware of how they learn best or how they themselves learn, but they may not take into account how their students learn or whether their methods of instruction are based on making learning possible. Additionally, they can lack the conceptual knowledge necessary to recognize, clarify, and express the process they perceive in their students. Making meaning of the world is what learning is all about, according to Martin and Booth (1997). But "learning" isn't just one thing; it can also mean grasping concepts that are abstract, comprehending arguments, recalling facts, picking up strategies, methods, and approaches, recognizing patterns, reasoning, arguing ideas, or changing one's behavior to fit a given circumstance. Learning is all about making changes.

Even after decades of study on learning, it is still difficult to apply this understanding to real-world teaching situations. The questions "how do we learn?" and "how can we as teachers bring about learning?" have no easy solutions. This is partially due to the fact that education deals with distinct goals and settings that are unique to each other as well as pupils, who are individuals who are always evolving and distinctive in every way. Not every person picks up knowledge on all subjects in the same way or with the same ease. There is an impact from the level and discipline of the content to be learned. Pupils approach learning with varying expectations and backgrounds. Although our understanding of the relationship between teaching and learning is still lacking because both sides' attitudes and behaviors influence the final result, we do know enough to be able to make some strong predictions about the kinds of acts that will typically be beneficial in facilitating learning. Several of the most important learning theories that are pertinent to higher education are introduced in this chapter. Within the field of education, a theory is constructed using research data and may possess explanatory value. A

significant portion of educational research does not focus on validating or refuting theories, but rather on developing them based on study findings.

6.2 MAJOR VIEWS OF LEARNING

The development of the individual was often the focus of early 20th-century theories of learning, but in the 1920s and 1930s, theories emphasizing the impact of the larger context in which learning takes place as well as emotional and social influences and affects became more prevalent. Some of these concepts—which are still gaining traction—are covered later in this chapter.

6.2.1 Constructivism

Constructivist ideas of various kinds are employed by the majority of modern psychologists to explain human learning. The concept is based on the assumption that mental structures that "hold" knowledge are constantly being created and altered. Schemata are the name for these structures. The schemata alter when new insights, experiences, behaviors, and information are taken in and made allowance for. Learning won't happen unless schemata are altered. It is argued that learning entails a process of personal transformation, regardless of the learning domain—cognitive, affective, interpersonal, or psychomotor. People therefore actively create their knowledge.

7 APPROACHES TO STUDY

There are two major learning approaches

Deep approach: The deep approach to learning is typified by an intention to understand and seek meaning, leading students to attempt to relate concepts to existing understanding and to each other, to distinguish between new ideas and existing knowledge, and to critically and determine key themes and concepts. In short, such an approach results from the students' intention to gain maximum meaning from their studying, which they achieve through high levels of cognitive process throughout learning. Facts are learnt in the context of meaning. There is some evidence that lecturers

who take a student focused approach to teaching and learning will encourage students towards a deep approach to study.

Surface approach: The goal to finish the job, memorize the material, treat the task as something that is externally forced, and fail to distinguish between new and old ideas are characteristics of the surface approach to learning. The common surface method is rote learning. Students choose this method because they want to give the idea that they have learned as much as possible, which they accomplish by using only the most basic cognitive functions. "Facts" are acquired without a significant context.

7.1 Taxonomy of levels of understanding

The taxonomy of observed learning outcome (SOLO) is predicated on the examination of several academic subject areas and the idea that learning outcomes evolve via increasingly complicated phases as students gain knowledge. The degree of detail and the caliber of learning have changed. Prior to any qualitative changes in learning, there are quantitative changes. It can serve as a framework for categorizing accomplishment and learning, particularly in the cognitive realm. Learning objectives can be mapped onto it. It can also be compared to other learning taxonomies, such as Bloom's taxonomy

The SOLO taxonomy is a hierarchical classification in which each level is the foundation for the next:

- Pre-structural: comprehension down to the word level. At this level, students might overlook the topic or try to hide their ignorance with tautology. Students' evidence of relevant learning is lacking in this instance. Such comprehension ought to be uncommon in higher education.
- Uni-structural: responses deal with terminology. They meet only part of the task and miss out important attributes.
- Multi-structural: many facts are present, but they are not structured and do not address the key issue/s.
- Relational: consists of more than a list of details, addresses the point and makes sense in relation to the topic as a whole. This is the first level at which

understanding is displayed in an academically relevant sense. It involves conceptual restructuring of components.

- Extended abstract: a coherent whole is conceptualized at a high level of abstraction and is applied to new and broader contexts; a breakthrough has been made, which changes the way of thinking about issues, and represents a high level of understanding

8 ADULT LEARNING THEORY

It is debatable to what extent adult learning is actually explained by theories and whether adult learning is fundamentally different from that of children. Despite these reservations, theories about adult learning have had a significant impact on higher education, if only by forcing educators to reconsider their tenets and revise some of their opinions. Some believe that adult learning theories are especially applicable to postgraduate work and an increasingly varied student body (whether measured by age, mode of study, ethnicity, economic background, or educational background).

Despite having a far older origin, Malcolm Knowles is credited with coining the term "andragogy" to describe adult learning and defining it as the "art and science of helping adults learn." He has modified his definition over decades of labor, which presents a challenge. Andragogy is based on five guiding principles:

- As a person matures he or she becomes more self-directed.
- Adults have accumulated experiences that can be a rich resource for learning.
- Adults become ready to learn when they experience a need to know something.
- Adults tend to be less subject-centred than children; they are increasingly problem centred.
- For adults the most potent motivators are internal.

Empirical evidence for this distinction from learning in childhood is lacking. Despite a lot of criticism (see Davenport, 1993, for example), andragogy has had a big impact since

a lot of university lecturers have identified traits in their students that they have observed. The history of adult education is the source of many "types" of learning that are frequently employed and discussed in higher education, such as student autonomy, self-directed learning, and experiential learning. Additionally, a lot of the work being done in higher education that focuses on the student experience, student assistance, and expanding participation is strongly related to ideas and work being done in adult education (e.g., barriers to admission, advancement and empowerment).

8.1 EXPERIENTIAL LEARNING AND REFLECTION

It goes without saying that experience from life, school, and the workplace should be a major component of learning; this constructivist approach to learning is known as experiential learning. David Kolb (1984), who expanded on concepts from previous models of experiential learning, is credited with developing the most widely accepted theory of learning from experience; the Kolb model is most commonly found in academic literature. Many of the various forms of teaching and learning activities covered in this book, such as action learning, work-based learning (or placement learning), teaching laboratory work, and reflective practice, depend on an understanding of experiential learning. A common justification for experiential learning is the provision of vicarious experience through methods like case studies or role plays, as well as various forms of small group work.

Experiences can help shape and reshape knowledge, according to the theory of experiential learning, which holds that understanding is not a static or immutable aspect of mind. Experiential learning is an ongoing process that suggests that, if we are to learn from an experience, it should modify or mold our own knowledge, ideas, beliefs, and practices, which we all bring to learning situations at varying degrees of elaboration. The continuously cycling model of learning that has become known as the 'Kolb Learning Cycle' requires four kinds of abilities/undertaking if learning is to be successful.

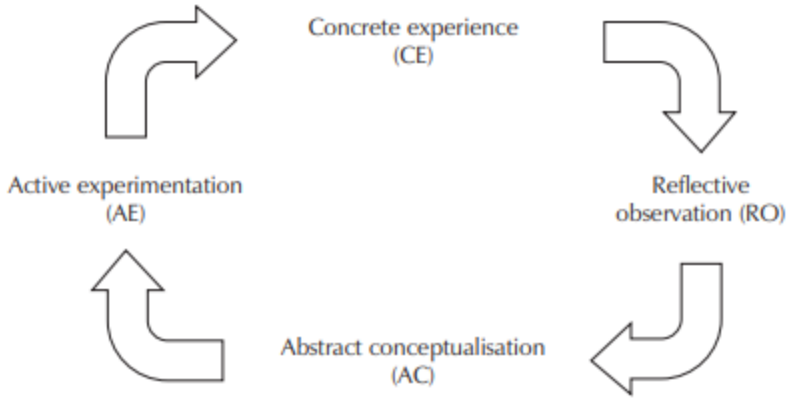


Figure 1: The Kolb Learning Cycle

First, students freely and completely participate in new experiences (CE). Secondly, individuals need to create or possess the time and space to consider their experience from various angles (RO). Thirdly, students need to be able to organize, reorganize, and digest their thoughts; they also need to accept responsibility for them and incorporate what they have learned into coherent, sound theories (AC). These cycle's middle two components have the potential to be extremely impacted by other people's comments. In order to get to the fourth point (AE), this uses the improved capacity to decide, solve problems, assess implications, and apply knowledge in novel contexts. The experienced cycle encompasses more than just "doing"; it also includes "reflection," "processing," "thinking," "advancing understanding," and typically "improvement" for subsequent encounters or actions.

Thus, in even the most theoretical and abstract subjects, like philosophy or literary criticism, where the academic's goal is to assist the student in acquiring the "tools of the trade," or the essential ways of thinking for the field, this cycle of process plays a role. The instructor must be aware that in real life, students may "jump about," become trapped, or struggle to move through the model smoothly. The learning outcome and the growth of the learner's many strengths will be impacted by how the learner handles these

conflicts, which may also have an impact on personality traits and/or disciplinary distinctions.

Since reflection "turns experience into learning," it is essential to experiential learning (Boud et al., 1985). It is true that there is a dearth of data on the effectiveness of contemplation, but it has also received a worse reputation than it deserves due to misinterpretation, overuse, and its passive and negative connotations. In this sense, reflection refers to the process of scrutinizing and analyzing an experience in order to draw lessons from it. It might resemble an activity we take, consciously or unconsciously, when adopting a deep learning strategy.

It is not simple to understand reflection or reflective behavior. In the context of higher education, they can be used to enhance both the professional growth of lecturers and the learning of their students (see Part 3). When analyzing the connection between professional competence and knowledge, Schön (1987) recommends that practitioners develop their ability to observe and learn by reflection on the artistry of their own specific profession, as opposed to turning to another corpus of research knowledge.

A key component of professional learning and knowledge development is "reflection on practice," or experience. Prominent authorities in the domain demonstrate unique artistic abilities. This talent cannot be acquired alone by traditional teaching techniques; it also needs mentors, self-practice, role models, observation of skilled practitioners, experience performing all of the duties associated with one's work, and reflection on that practice. Assistance in cultivating introspection is frequently required, such as through the use of prompts and feedback. A crucial component of lifelong learning is this kind of reflective practice.

At Imperial, the practice of patient-centered communication techniques is reinforced by frequent opportunities for students to participate in role-playing. Students can feel secure in role play because there is no chance of damage coming to an actual patient. Spending time on briefing (to set the role play in context and determine each student's unique

needs) and debriefing (to give students a chance to reflect and provide feedback) maximizes the effectiveness of role play.

9 LEARNING STYLES AND RELATED IDEAS

One of the phrases that is most frequently used in reference to student learning is learning styles.

The idea of learning styles is questionable, though. There are various classifications for "styles"; there is little empirical support for their existence (Coffield et al., 2004); the term is occasionally used incorrectly to refer to learning approaches or the two are confused. Even though students may have preferences, it's possible that they should be encouraged to use a variety of learning styles. In this scenario, individuals in charge of organizing instruction should make sure that learning opportunities are inclusive of all learning styles rather than just mirroring their own or their students' preferred methods.

10 TEACHING FOR LEARNING

It's crucial to keep in mind that student action actually has a greater influence on learning than teacher action. Shelley, referenced in Biggs (1993). This claim is consistent with constructivism and serves as a helpful reminder that college students need to actively participate in their education and bear a large portion of the responsibility for it. It is crucial that students understand how to organize and use information. If learning is to be the result, then the instructor cannot complete all the tasks; instead, they must make sure that the course design, chances for instruction and learning, and assessment support the student's learning. As educators and course designers, our goal is to "produce" graduates of higher education who possess critical thinking skills, a high degree of creativity, and innovation. Opportunities for practice and investigation, time to think or reflect "in your head," social engagement, and learning from and with peers and experts are all necessary for learning. These requirements, together with those specific to our

field, ought to influence the way we think about and create courses for teaching in the context of higher education.

10.1 Turning theory into practice

Understanding learning theories should be the foundation for and a factor in the selection of teaching, learning, and assessment methodologies. Among the important principles that arise from our comprehension of how pupils learn are the following ones:

- Varied learners have varied experiences with the same teaching.
- Students will approach learning in a variety of ways, and our methods of instruction may change how they do so.
- Previous knowledge must be accessed.
  It is necessary to encourage learners to "engage" with the material they are studying in order to facilitate internalization and transformation.
- Students bring important life experience to the classroom.
- Giving students an option may increase their motivation.
- Students must be able to respond to "why" inquiries and provide an explanation for their responses.
- Students studying a new discipline could find it difficult to think appropriately.
- Instructors must be aware of their students' starting points in order to assign work at the appropriate level and work to close any gaps or underlying misconceptions.
- Both educators and students bear responsibility for the process of learning.
- Teachers must grasp how learners' behavior, interpretation, and comprehension are influenced by their cultural background and beliefs.
- In order for the teacher and the student to confirm that the accommodations of new understanding are "correct," feedback and discussion are crucial.
- Peer (small) group discussions, both official and informal, can be an effective teaching method.

11 Examination

11.1 Academic Commission

Unless stated otherwise, Academic Commission in this document shall refer to the Academic Commission of Queens College campuses. The power, duties and responsibilities of the Commission shall be in accordance with the College's legislation.

11.2 Academic Dishonesty

All activities designed and undertaken by a student to convey deceitfully the impression of acquired knowledge, skills, and understanding, with the purpose of achieving a higher grade/ mark than what he or she would otherwise obtain during and assessment activity.

11.3 Academic Standard

Knowledge and skill base expected of students at a particular level pursuing a particular program of study against the criteria of fulfilling the ranges of standard of competencies

11.4 Assessment

Assessment is systematic process of gathering, analyzing and interpretation of evidences from tests, course works, and examinations to evaluate students' degree of mastery of the learning outcomes. It is usually used to determine the academic standing of students: i.e., whether a student is promoted, readmitted or dismissed.

11.5 Assessment Activity

Tasks and activities designed to evaluate students' performance in achieving the leaning outcomes of a course.

11.6 Assessment Methods

The following assessment methods are recognized in Queens College Campus to evaluate the performance of students in a particular course: Methods used to assess the performance of students in a particular course, and Queens College campus recognizes the following assessment methods:

- Class Tests;
- Course work;

- Examinations;
- Practical Work;
- Practicum/apprenticeship
- Project Work
- Viva (Oral) Examinations

Any assessment method other than those stated above requires a prior agreement of the Academic Commission.

11.7 Assessment Record

A set continuous and timely records of tests, course works, examinations, etc that shows a student's performance in a course over period of time.

11.8 Class Test

A small quiz, or test, that is not an official examination of the College. Its administration is left to the discretion of the department and/or the course instructor. However, if the result of the test shall count towards the grade for the course, hence, to the assessment record, the test/quiz should be prepared formally and administered uniformly for departments with more than single class. If the instructors assigned for different class for the same course are more than one, they should work together in the preparation of the test and administer uniformly (the same test and same time) to avoid differences during evaluation due to being subjected for different tests. Class tests shall be used for all courses offered in under and post graduate Programs.

11.9 Computable Grade

A grade that shall be included in the computation of the Grade Point Average, for first and Second degree programs

11.10 Continuous Assessment

An assessment procedure where by the overall gains that a student has made in a course in terms of knowledge and skills is assessed continuously over a period of time. Its distinguishing features are: it is comprehensive, systematic, and cumulative.

11.11 Course

The smallest entity carrying a credit value and an evaluation is called course. The identification keys for a course shall be:

- The Course Title
- The Course Code
- The Credit Hours /Contact Hours

11.12 Course Examiner (S)

A person (s) authorized to set an examination for a course, and unless it is stated otherwise, the Course Instructor shall be the Course Examiner. In the event that the course is offered by several instructors, e.g. when a course is offered for several sections of a class by different instructors, all the instructors of the course shall set the examination collectively and shall be the course examiners. However, the Academic Commission Examination Committee can, when sufficient grounds exist, authorize a person other than the course instructor to be the course examiner.

11.13 Course Instructor

A full-time, or part-time, academic staff of the College, who is entrusted with the task of teaching a course.

11.14 Course Package

The totality of an instruction and instructional material that an instructor planned and undertaken for a course, and contains:

a) A course outline
b) Teaching material
c) Consultation hours
d) Planned study visits or excursions
e) Practical works as may be applicable
f) Project work as may be applicable
g) The assessment method (s)

11.15 Course Work

A piece of assessment task, usually in the form of assignment, essays, portfolios, report etc., that forms parts of the assessment requirements for a course and that is specified in the course outline.

11.16 Dean

Unless specified otherwise, the Dean refers to the Dean of Queens College campus who is the Chief Executive Officer of the campus. The power, duties and responsibilities of the Dean shall be in accordance with the College's Legislation.

11.17 Examination

An examination is an official assessment, usually administered at the end of a given learning episodes, e.g. mid-term, end of semester, course or year. It can be classroom teacher made examination or national or regional examination, e.g. licensing examinations right after graduation and before being practitioner. Examination periods of all official examinations shall be duly announced in the College academic calendar. All courses offered by Queens College campus shall have at least one official examination, for example, the Final Examination. First degree programs as well as post graduate programs, also conduct mid-semester examinations. All official examinations shall be written examinations.

11.18 Formative Assessment/Assessment for Learning

Is designed to give teachers information to modify and differentiate teaching and learning activities. It acknowledges that individual students learn in particular ways, but it also recognizes that there are predictable patterns and pathways that many students follow. It requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also to gain insights into how students learn better, when, and whether students apply what they know. It is administered in class hour while teaching and learning is taking place. It employs mostly an informal assessment tools like informal classroom observation, group discussion, oral questioning, student generate questions, class work, class demonstration and the like

Teachers can use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

Hence assessment for learning is primarily used for the following purposes than assigning grade.

- To Plan lesson based on the previous experience of the learner
- To Diagnose learners need
- To Monitor/screen learning process
- To Adjust learning-teaching techniques
- To Intervene for remedial action
- To Provide immediate feedback
- To Report the status of learners progress

11.19 Grade

A summary evaluation of a student's proficiency, or competency, expressed on an alphanumeric or numeric scale

11.20 Grading System

The process by which an instructor arrives at a symbol or number that is used to represent a student's achievement in a course; two types of grading system are followed by Queens College campus.

Letter grades: Degree of mastery of a course is indicated by letters with a letter grade of "A" indicating superior performance while a letter grade of "F" indicates an inferior performance. The minimum requirement of passing letter grade point for master's program is "B" and "C" for graduates. Therefore; if the cumulative grade point average of a students is below 3.00 for masters and 2.00 for degree program, the

student has to take course(s) for the second time until the minimum level of academic standard maintained. But, in the meantime, if the students CGPA is far below the passing then he/she will be automatically dismissed

11.21 Head of Department

Unless it is stated otherwise, head of Department refers to the Head of Department in the campuses

11.22 Invigilator

An academic staff or any person authorized by the Examination Board to invigilate an examination.

11.23 Incomplete (I)

"I" Indicates that some part of the semester's work remains undone. Students are allowed 8 weeks after the beginning of the next semester to remove the incomplete grade; failing that, the Incomplete ("I") grade Shall be changed to an "F" for programs that use letter grades and to 0 for those that use percentile grades

11.24 Learning Outcomes

Learning outcomes are what we expect from students after successful completion of learning. These are knowledge gained, skills improved and attitude changed as a result of the educative process. In order to measure the extent to which learning outcomes are achieved in a given course, we need to measure an instructional objectives which requires students to be able to know, act and behave in some way in that course

11.25 Letter Equivalent Grade

The assignment of letter grade can be done by criteria or norm referenced grading system. In norm referenced grading system the relative standing of the student's score in relation to the other students' score determine the grade. Hence the equivalent letter grade for the score of a student depends up on how well other students do the assessments. This

method of evaluation is analyzed by normal curve. The normal curve with Z value is equal to zero at the center, 1 standard deviation (SD) below and above the mean (Z=0) deserves "C"; 2 SD above the mean is "B"; 2SD below is "D"; 3 SD above deserve "A" and below 3SD deserve "F". For criterion referenced evaluation the record and examination committee with department heads set the criteria prior to learning. Therefore students have to be well informed at the beginning of the class. The evaluation methods should be depicted in the course outlines and disclosed for students clearly.

11.26 Mark

A numerical value that represent the sum of number of items that students have got right/correct, In well prepared and administered tests, mark is an indicator of how well the course, units objectives are achieved by the students.

11.27 No Grade (NG)

A grade that is awarded to a student who has no any records in the summative continuous assessment breakdown, and the grade shall not be used in the computation of the Grade Point Average or the Total Grade.

11.28 Portfolio

A collection of written or other related materials, produced by a student and, which can be used to assess the level of attainment of the different learning outcomes of a course; A portfolio may contain the following: research papers, process report, tests, case studies, audiotapes, journals, personal essays, etc.

11.29 Semester

It is used to describe a series of teaching periods during which compete course packages are offered. A semester in Queens College shall have a minimum of 15 weeks of teaching periods, and an Academic Year shall have 2 Semesters and a summer session of 10 weeks.

11.30 Summative Assessment

An assessment designed to measure students' degree of mastery of the main learning outcomes of a course. Summative assessment is usually administered periodically at the end of chapters, units, semester and year.

Queens College Sciences-based **tests**, **mid-semester** and **final examinations** fall under this part. The results of Assignments, project works and term papers add up to hundred for final evaluation. The assessor is the classroom teacher in case of classroom achievement tests.

External examinations like graduate licensing examinations by Ministry of Education and college admission entrance exams are also considered as part of summative assessment.

The primary purpose of summative assessment in Queens College includes the following tips.

- ✓ Assigning grade
- ✓ Certification of students' achievement
- ✓ Selection of students
- ✓ Placement of students
- ✓ Reporting students' achievement to college administrators and students.
- ✓ Guidance and counseling
- ✓ For the college program evaluation and decision making.

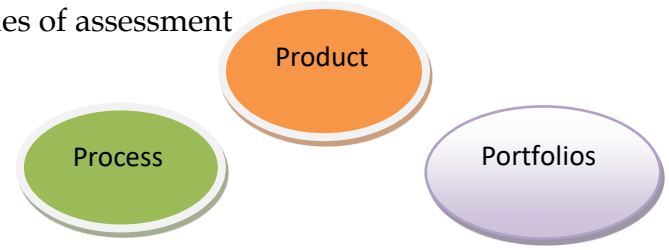
11.31 Teaching Period/Class Hour

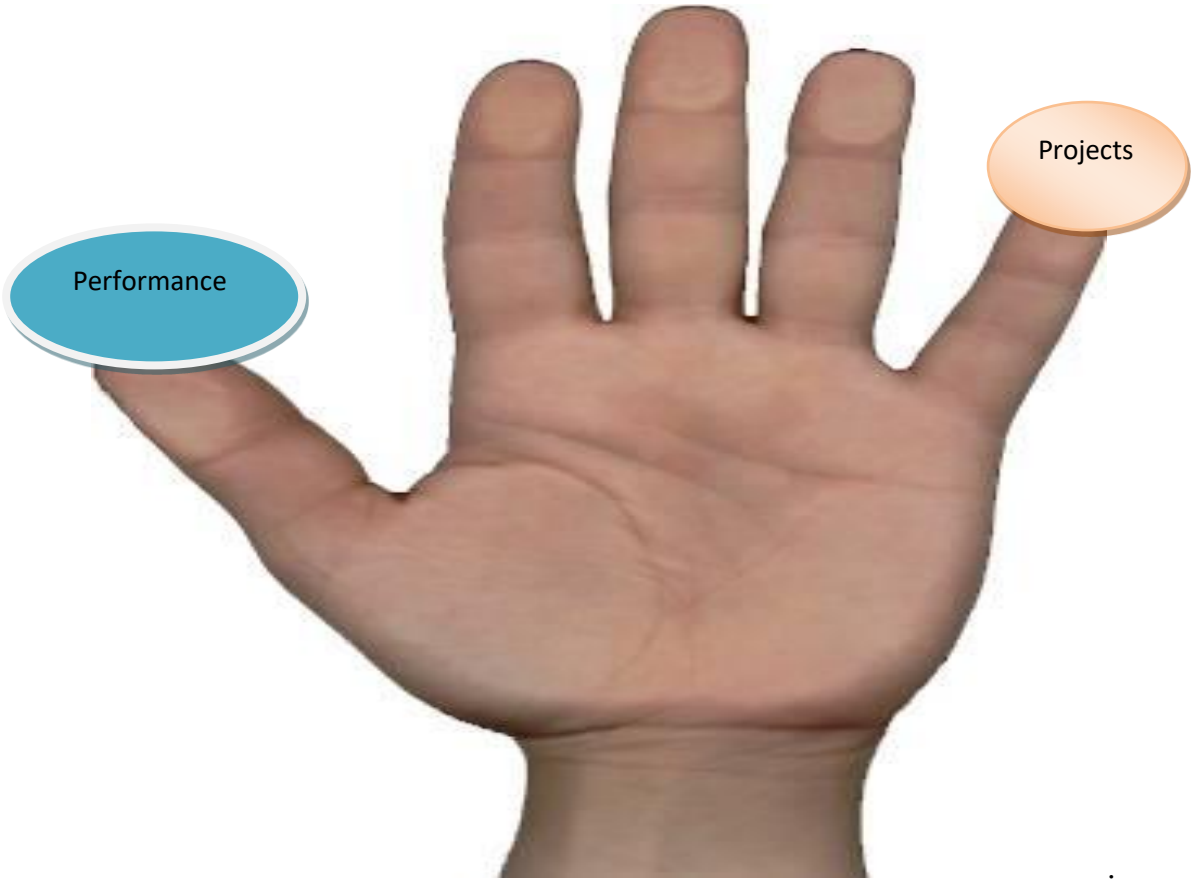
A period of time during which learning is undertaken and assessment is carried out.

12 COURSE ASSESSMENT METHODS

12.1 Degree program Courses Assessment

Students in a degree program course shall be assessed by a combination of different modes of assessment





b) Continuous Assessment

- Class tests
- Course Works
- Project work
- Oral examination (viva)
- Peer education

All degree program courses shall have communication assessment in the form of class tests, course works and project works. The decision regarding the type, form, and the timing is left to the discretion of the instructor and the department. However, the instructor, in designing the assessment, is expected to follow the principles of continuous

assessment: i.e., the assessment should be comprehensive, systematic, and cumulative. Continuous Assessment shall account for a total of 25% of the mark for the course.

- Mid-term examinations
- Final examinations

All degree courses, unless it is stated otherwise, shall have two official examinations: mid-term and final examinations are administered according to the official schedule on the academic calendar of the college, and shall account for a total of 75% of the mark for the course. The proportion of each shall be:

Mid-term Examination: 20-25%

Final Examination: 40-50%

Generally, a mid-term examination is expected to cover topics that have been treated up to the first week of the mid-term examination period, and, the final examination is expected to cover all the topics of the course. Since the first half of the course shall be covered by the mid-term examination, the composition for the final shall be 25% covering the first half and 75% covering the second half.

12.2 EXAMINATION COMMITTEES

12.2.1 Examination and Academic Records Committee

The Committee shall be established by the Academic Commission (AC) as one of its standing committees. Degrees for each program of study shall be awarded by the Senate on the basis of the recommendations of the AC Examination Committee through the Academic Commission.

➢ *Membership*

a. The Dean;
b. The Associate Dean;
c. Quality assurance officer

d. The Registrar; finance and department representative
e. Two AC members elected by the AC. The elected members shall serve for a period of two years.

➢ *Duties and Responsibilities*

The Committee shall:

1. Establish its own working rules and procedures;
2. Be responsible for setting standards for examinations
3. Be responsible for developing detailed guidelines for the setting and administration of examinations,
4. Be responsible for developing detailed rules and regulations pertaining to grading and re-grading,
5. Be responsible, within the bounds of the College legislation, for instituting acceptable grading, and alternative grading system (s), and
6. Assess periodically the academic performance of the campus's students.

12.2.2 Examination Committee for Programmed of Study

Each programmed of study shall have an Examination Committee; it shall be established by the Department to which the programmed of study belongs and subject to the approval of the Academic Commission.

➢ *Membership*

a) Quality assurance (Chairperson)
b) Vice academic dean(secretary)
c) Post graduate coordinator
d) Department heads

➢ *Duties and Responsibilities*

The Committee shall:

a) Establish its own working rules and procedures;
b) Oversee the correct implementation of the Examination rules, regulations of the Colleges and the Academic Commissions.
c) Within the bounds of the College Examination Rules and Regulations, develop further rules and regulations on the preparation, administration, and grading of examinations pertaining to the programmed of study; and
d) Recommend to the AC-Examination Committee the award on the degrees, diplomas, and certificates for the programmed of study;

12.2.3 Course Examination Committee (CEC)

Each course shall have and Examination Committee.

- *Membership*

a) The Course Instructor (s) one of which is Course Coordinator
b) Two instructors appointed by the Department/Section Head

- *Duties and Responsibilities*

The following are the duties and responsibilities of the CEC:

a) Shall establish its own working rules and procedures;
b) Sets the standard for examination (s) for the course;
c) Approves examination questions of the course. In deciding the appropriateness and fairness of the examination questions, it shall look at
   (i) The format,
   (ii) The type and composition of questions
   (iii) The content coverage and whether the test items are constructed based on principle of test construction.
   (iv) Objective questions such as multiple choice to measure from simple to complex learning outcomes, and matching, and true or false to assess factual recall of textbooks and lectures;

(v) Essay type questions such as applications, analysis, synthesis, interpretations, and evaluation to assess higher level learning;

(vi) The clarity of the language,

(vii) The distribution of marks, and

(viii) The distribution as well as the total time allotted for the examination.

d) Approve the marking of the examinations for a course;

e) Approve the grading of a course;

f) In cases of grade complaints, it handles re-grading and remarking in consultation with the department head; and,

g) Follows up the correct application of the assessment guideline;

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12.2.4 Student Discipline Committee (SDC)

Queens College Campus shall have one SDC. The Committee is responsible for the investigation of academic misconduct.

- *Membership*

a) Vice academic Dean, Chairman

b) Quality assurance secretary

c) All department Heads

d) Dean of Students

e) Student Representative

- *Duties and Responsibilities*

The SDC shall:

a) Shall establish its own working rules and procedures;

b) Investigates serious and repeated violations of academic misconduct upon referral from an instructor or a department head or the Chair of the Examination Board or the Dean; and,
c) Hears appeals of decisions and /or penalties approved by an instructor.

12.3 LANGUAGE OF ASSESSMENT

Unless stated otherwise, the language of instruction and assessment will normally be the same. If, for any reason, this cannot be achieved, the Academic Commission shall devise ways and means to ensure that academic standards are not compromised.

13 PREPARATION OF EXAMINATIONS

13.1 General Principle

Examination preparation encompasses the setting, typing, printing/ duplication, and submission of the examination questions.

- irrespective of the number of instructors that are offering a course, there shall only be one common examination for a course in a semester;
- Examinations should be prepared in such a way that they measure appropriately the achievement by students of the knowledge and skills identified as learning outcomes for the courses, It is standard practice in higher institution that any examination should assess at least 65 – 75% of the learning outcomes;
- Examinations should be carefully constructed, using a range of question types, to assess both lower and higher order learning;
- Test books, e.g., multiple choice, completion, matching and true or false;
- Essay and related type questions to assess higher order learning, i.e., students ability to interpret, analyze, apply synthesize, and evaluate.

13.2 Mid – Term Examinations

- The course examiner shall set the examination for the course;

- The course examiner shall make one typed copy of his/her examination which will be made available to the Course Examination Committee for certification;
- The course examiner shall be responsible for the typing and duplication of the examination.

13.3 Final Examination

a) The course examiner shall set the examination for the course;
b) The course examiner shall make one typed copy of his/her examination available to the course examination committee for certification. Only certified examinations shall be allowed for duplication;
c) The course examiner shall be responsible for the typing and duplication of the examination;
d) The course examiner shall be responsible for the timely delivery of the duplicated examination to the Chairman of the Board of Examiners;
e) All duplicated examinations should reach the Board at least one week before the last day of class.

13.4 Formats

Any examination Queens College for mid-and final examinations shall contain:

1. General Information:

a) The name of the College;
b) The name of the Campus;
c) The name of the Department offering the course;
d) The Course Title (Course Code and Number);
e) The Semester;
f) The class that is taking the course, i.e., the program of study (under graduate and post graduate), the department (1^{st}, 2^{nd}, 3^{rd}, 4^{th} year for degree and 1^{st}, 2^{nd} year for post graduate degree);
g) The time allotted for the examination;

h) Date of the examination, and

i) The name of the Instructor.

2. Instructions

a) The type of examination, i.e., open or closed book;

b) The number of questions to be answered;

13.5 Submission of the Final Examination

a) Course examiners are responsible for submitting the duplicated examinations to the Chairman of the Examination committee

b) Course examiners shall submit duplicate examinations, together with the answering sheets

c) In submitting examination papers, extra 3 to 5 exam papers are required

d) Course examiners shall clearly include the following information on the cover page

(i) The Course Title;

(ii) The name of the Course Instructor;

(iii) The class that is taking the examination;

(iv) The examination room;

(v) The name of the invigilator;