Instructors Handbook

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1. 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. *General ground rules*

The Queens College is working and envisioned to maintain learning environment where quality of education is at the center of concern. Hence, an employee of the college has the responsibility of contributing for quality education by obeying the following ground rules.

1. Begin and end your class on time. Please don't forget to sign on the attendance sheet before and after your class. Records of absents are subjected for administrative measures
2. Be willing to understand and address student's problem and difficulties on time. If it goes beyond your capability, please report to the college immediately.
3. Make sure that your student understands the lesson in accordance with the instructional objectives before you end the class. Reasonable complain from students will catch administrative attention.
4. Create fatherly/ brotherly or sisterly relationship with students. Any abuse or misuse of your authority by any means on students is an act of violation of professional code of ethics.
5. Be open and work closely with staffs and administrative bodies. Keep your personality safe in the college so that students can learn gentry of the profession and the college.
6. Prepare tests and examinations as specified by the college's schedule
7. Invigilates tests and examination as assigned by the college. Invigilation absenteeism does not bear acceptable evidence and result in deduction from the monthly paid to those who instead invigilate.
8. Submit examinations and tests distributed in his/her course to the course coordinator after invigilation.
9. Submit student's course evaluations (student grade) that are consistent with the time and purposes of this program
10. Get the clearance from the college before you check your end of semester salary

3. Roles and responsibilities of the teacher

3.1 Instructors induction

- Before delivering the course, it is crucial to communicate the vision and mission of the college. This helps in creating an understanding of the standards and quality issues that the college upholds, ensuring that Instructors are prepared and confident in their teaching methods.
- This training can cover classroom management techniques, curriculum planning, and effective communication strategies to help Instructors succeed in their roles.
- Additionally, the induction process can also provide Instructors with information on the college's policies and procedures, as well as resources available to support them in their teaching.
- By equipping Instructors with the necessary tools and knowledge, the college can ensure a positive and effective learning environment for students.
- Supported and knowledgeable Instructors are more likely to engage students and foster a positive learning experience.
- Ultimately, investing in teacher training and induction can lead to improved academic outcomes for both educators and students.

3.2 Teaching and learning

Teaching and learning is one of the major pillars in higher education institutions. In higher education institutions, Instructors play a crucial role in guiding students. In this regard, higher education institution instructors are responsible for creating engaging and effective learning experiences for their students. This includes designing a curriculum, facilitating discussions, providing feedback, and fostering a supportive learning environment. Ultimately, the aim is to equip students with the necessary knowledge and skills for academic and professional success. Additionally, instructors must stay current with advancements in their field and incorporate innovative teaching methods to enhance student learning. By continuously adapting and improving their

teaching practices, instructors can ensure that students receive a high-quality education that prepares them for future challenges. This could include participating in workshops, working with peers, and keeping up with industry developments. By prioritizing their development as educators, instructors can enhance their support for students and help them achieve their maximum capabilities.

3.2.1 Adhering to the curriculum standards

Instructors should adhere to the curriculum contents, objectives, and modes of assessment. This will help ensure that students are receiving the necessary knowledge and skills outlined in the curriculum to succeed in their academic and professional pursuits. Additionally, staying up-to-date with curriculum changes and advancements in teaching methods can further enhance the quality of education provided to students.

Curriculum contents

- The course instructor should use the syllabus designed for the particular course content. The syllabus should outline the topics to be covered, learning objectives, and assessment methods. By following the curriculum contents, instructors can effectively guide students toward achieving the desired learning outcomes and academic success.
- This structured approach ensures that students are equipped with the necessary knowledge and skills to excel in their chosen field. Furthermore, incorporating real-world examples and practical applications can make the curriculum more engaging and relevant for students.
- The course instructors have the responsibility to regularly review and update to reflect current trends and advancements in the field of study. This will ensure that students are receiving the most relevant and up-to-date information to prepare them for success in their future careers.

- By staying current with industry developments, instructors can provide students with a competitive edge in the job market. Additionally, fostering a collaborative learning environment where students can apply their knowledge in real-world scenarios will further enhance their understanding and retention of the material.

3.2.2 Pedagogical skills:

- Learning is both an art and a science. Therefore, instructors should also focus on developing their pedagogical skills to effectively engage students and facilitate their learning.
- By incorporating a variety of teaching methods and techniques, educators can cater to different learning styles and enhance the overall educational experience for their students.
- This can involve incorporating active learning strategies, utilizing technology in the classroom, and providing constructive feedback to students.
- Ultimately, honing pedagogical skills can lead to improved student outcomes and a more enriching educational experience for all involved.
- Furthermore, educators should continuously seek professional development opportunities to stay current with best practices in teaching.
- In this regard, the college provides pedagogical training every year for instructors already working and potential instructors for the college. Hence, attending the training is one of the criteria for being selected as an instructor in the college.
- By collaborating with colleagues and attending workshops, Instructors can refine their pedagogical approaches and adapt to the evolving needs of their students.

- Engaging in ongoing reflection and self-assessment can also help educators identify areas for growth and improvement in their teaching practices.
- By being open to feedback and actively seeking ways to enhance their skills, Instructors can create a dynamic and effective learning environment for their students.

3.2.3 Professional ethics and effective communication

- ✓ Are essential components of their job. Instructors must also stay current in their field of expertise to provide students with up-to-date information and resources.
- ✓ Additionally, college instructors are responsible for creating engaging and interactive learning experiences for students to enhance their understanding and retention of course material.
- ✓ They must also provide timely feedback and support to help students succeed academically.
- ✓ Furthermore, college instructors are expected to adhere to institutional policies and guidelines, as well as maintain a positive and inclusive learning environment for all students.
- ✓ It is also important for instructors to continuously assess and adjust their teaching methods to meet the diverse needs of their students.
- ✓ By staying current with educational trends and incorporating innovative technologies into their teaching, college instructors can better engage students and promote a more dynamic learning experience.
- ✓ Additionally, fostering open communication and collaboration with students can help create a supportive and inclusive classroom environment that encourages active participation and academic growth.
- ✓ The class schedule is an essential component that the Instructors should follow to ensure that all necessary material is covered within the allotted time.

- ✓ Following the class schedule also helps students plan their study time effectively and stay organized throughout the semester.

3.2.4 *Subject matter knowledge*

- ✓ A thorough understanding of the subject matter is essential for effectively conveying ideas and concepts to others.
- ✓ It allows for more in-depth discussions, problem-solving, and the ability to provide valuable insights and perspectives.
- ✓ Instructors with high theoretical and practical course knowledge can better engage students in meaningful discussions and help them make connections between different concepts.
- ✓ Moreover, this knowledge enables Instructors to adapt their teaching approaches to suit students' requirements, improving the overall learning process.
- ✓ Providing students with comprehensive knowledge from the teacher can enhance academic performance, critical thinking abilities, and overall comprehension of the subject.
- ✓ Furthermore, students are often inspired and motivated when taught by a teacher who deeply understands the subject matter.

4. Assessment

Both formative and summative assessment should be implemented. The pedagogical aspect includes the formative assessment. The summative assessment should be designed and implemented carefully. The course instructor has the responsibility to prepare tests, coordinate and invigilate during test administration, scoring and interpretation of the results and finally letting students know their score before submission. As a general guidelines use the assessment policy of the college.

4.1 Responsible Parties of Exam assessment and security Process

- Course Instructors;
- Department Heads;
- Invigilators;
- Exam Room Attendants;
- Academic Dean;
- Quality Assurance Officer;
- Exam Committee;
- AC and SMT;
- IT Technician;
- College Dean;

4.2 Scope and Audience

This ***Assessment policy*** applies to the handling and management of all examination levels from tests to final exams. It comprises the periods of examination process such as:

- Exam planning,
- Exam preparation,
- Exam sharing,
- Exam duplication,
- Exam administration,
- Exam marking, scoring, interpretation and mark reporting,
- Exam contingency plan,
- Exam script retention and disposal.

The Assessment policy is communicated to all responsible parties listed above in the "Responsible Party" section of the document including the college community

mainly to the staff, Academic Commission, Senior Management Team and the Student Council.

4.3 Operational Definitions

Exam Room Attendant

A dedicatedly assigned employee with basic computer skills who is placed to exam duplication room either temporarily or permanently

Exam Security

All procedures followed, systems laid and measures taken to protect cheating and information leakage of the whole and/or parts of exams

Exam Committee

An advisory body of the college which is authorized by the AC/SMT to make policy decisions related to organizing and holding examinations and determining courses of action whenever action is needed

Exam Sharing

The process of sending or handing over exam items from course instructors for duplication

Remedial Exam

Exam given as a second or more chance for a student who scored below the requirement to promote to the second level

Make-up Exam

Exam given as a second or more chance for a student who missed the regular exam(s) for legitimate reasons

4.4 Composition of Exam Committee

The exam committee comprises

- Quality Assurance Officer (Chairperson);
- Academic Vice Dean (Secretary);
- Respective department heads; and
- Respective course instructors.

4.5 Overview of Roles and Responsibilities

4.5.1 Before exam preparation, the course instructors shall:

- Plan the exam (the content and the learning outcomes to be measured).
- Inform the academic dean and to the respective department heads about the exam and fix the date.
- Announce to the students the date, the content and weight of the exam in advance.

4.5.2 During exam preparation, the course instructors shall:

- Ensure content validity and decide on the total questions and types of test items.
- Make sure that he/she didn't copy exam directly from the previous of yours and other's exam.
- Not leak any information (secure the exam document using password; and communicate only with the concerned and responsible bodies stated in this policy).
- Minimize cheating by preparing different exam codes.
- Use principles of test construction throughout the test preparation.

- Ensure that exams are checked by the respective departments for content validity and by the Quality Assurance Office for pedagogical structural validity before approval for printing.
- Use test blue print readily available in the department. This ensures content and construct validity
- Using the following exam quality checklist, prepare the test/exam

This exam checklist is applicable for paper and pencil and online tests and examinations. It comprises of formats, criteria for quality item construction and possible item types and their order of presentation. Everyone who is offering course in Queens College shall use this checklist before duplication.

1. **Front page**

Use the template below

QUEENS' COLLEGE

Psychology (EPSY-341) midterm / final/ test/ practical/re-exam etc - time allotted 2hrs

Personal Information

Full name:	ID NO:
Department :	Group :

General directions

- **Before the exam begin**
  - Be seated as ordered by the invigilator
  - Switch off your mobile phone
  - Read the General direction until you allow

You can add

Write your name and other personal details …..

- **During exam time**

  - Set your time as per the allotted for the exam
  - Check the exam booklet consisted of all questions
  - Make sure that you respond to all questions
  - Write the answers on the separate answer sheet provided ……

Exam type	Total questions	Score assigned	The student's score
True/False			
Matching			
Completion/short answer			
MCQ			
Essay/workout			
N.B. The instructor for some reason may not include one or more item types but has to be presented in the order they appeared above.			

2. Instructions for each item type

Item types	**Instruction**
Part I: True/false items	Write true if the statement is correct and false if the statement is incorrect on the answer sheet/ space provided
Matching items	State the elements under the premises and responses and indicate where the answer should be provided. **Eg. INSTRUCTION**: Match physical symptoms under column "A" with appropriate types of disease associated under column "B" and write the letter consisting of the correct answer on the answer sheet/space provided.

Supply test items **For completion questions** **For short answer questions** **Supply items consisting of both short answer and completion**	**Instruction:** Fill in the blank space with the appropriate words or phrases and write your answer on the answer sheet/space provided. **Instruction:** Give short answer for the following questions and write your answer on the answer sheet/space provided. **Instruction:** supply the answer for the following questions and write your answer on the answer sheet/space provided
Essay items	Discuss, write, calculate with the necessary steps for the following questions

3. Checklist for the test items contents

S.N	**Attributes for true/false items**	Yes	No
1	The items are true enough or false enough by the experts in the field		
2	Terms like all, none, seldom, never are not included in framing the items		
3	indefinite terms of degree or amount **(e.g**. sometimes, usually, occasionally) are not used		
4	Not used double negative statements		
5	One idea per a single question		
6	No significant difference in length between the true and false items		
7	Not more than five questions		

	Matching items		
1	The items are homogenous		
2	Longer statements and explanations are kept in the premise side (column A)		
3	The premises and responses are not equal in number		
4	the premises and responsses are kept on the same page		
	Supply test item (short answer and completion)		
1	only key words to be supplied by the student(not verbs, adverbs unless the exam is English language)		
2	No many blank spaces (had better not more than three)		
3	The blank spaces near or at the end of the statement		
4	Avoid irrelevant clues (***e.g.*** don't use "a" or "a n" before the blank spaces)		
	Multiple choice items		
1	The stem is short, clear and precise		
2	negatively stated item stem are only used when significant learning outcomes require it and are bolded or underlined		
3	All of the alternatives are grammatically consistent with the stem of the item		
4	An item should contain only one correct or clearly best answer		
5	All distracters are plausible (look like the answer)		
6	No Verbal association between the stem and the correct answer		
7	The relative length of the alternatives is approximately equal.		
8	special alternatives such as "none of the above" or "all of the above" are not used frequently.		
	Subjective/Essay Test Items		
1	Only those learning outcomes which cannot be measured by objective items are included.		
2	Each questions is phrased so that the student's task is clearly indicated		

3	Appropriate time limit for each question is indicated (use questions and generous time)		
4	No use of optional items. For example, do not give five questions and instruct students to do three of the questions they want		

4.5.3 During exam duplication, the course instructors shall:

- Exam should be approved by the departmental exam committee
- Send copy of the approval letter to quality office
- Not send exams via telegram for duplication.
- Send only for the academic dean for duplication.
- Attend in person to control the duplication process.
- Take back with him/her all the remaining copies including the stencil after duplication, and make sure no softcopy is left;

4.5.4 During test administration, the course instructors shall:

- Present in person as invigilator during administration of examinations.
- Not disturb students during the exam time for correction as much as possible.

After the exam, the course instructors shall:

- Takeover all the exams the same day of the exam.
- Correct all the exams.
- Let the students know their result and receive student appeals if any.

4.5.5 Roles and Responsibilities of Department Heads

- Engage in the exam duplication process or assign someone in the department.

- Assign invigilators and engage in the invigilation as examiner or assign someone in the department.
- Receive grades from instructors possibly both via the portal in the college software program (Smart College Management System) and in signed hardcopy.
- In cases where courses are delivered by guest instructors from far, only softcopies can be received, printed and signed by department heads. (The same flexibility is considered in modular courses).
- Discourage students' intentional missing of regular exams through:
    - Orientation to students ahead of time on the following facts:
        - Missed exam will impose a zero mark of the specific exam missed.
        - Make-up examinations will be given only for reasons after legitimacy is checked by the department (and the dean office when department wants in special cases).
        - Make-up examinations have higher difficulty levels than regular examinations.
        - Irrespective of the reason, all make-up examinations are subject to a re-exam fee to cover administrative and additional instructor expenses.
- Approve and stump a titer that indicates the exam is approved for printing.

4.5.6 Roles and Responsibilities of Invigilators

- Review Specific Directions and procedures for one last time immediately before the test begins.
- Become familiar with security procedures during test administration.

- Check from their IDs whether students are registered for the exam or not.
- Minimize cheating through random seating arrangements.
- Ensure sufficient seating, accommodations, and other physical considerations for left-handed students, students with visual, physical, and hearing impairment.
- Show the following Psychological Traits of a good test administrator: Friendly, objective, authoritative, polite, and appropriate in manner and well-dressed for test takers to feel they trust the examiner enough to fairly administer the exam.
- Remain Alert: Cheating should always be prevented.
- Ensure that the test-taking environment is free from unwarranted intrusions or disturbances: Loud, unruly behavior cannot be tolerated within a mass testing situation.
- Shall always be prepared to deal with novel problems: Experience is sometimes the best teacher when it comes to bizarre testing situations.
- Use encouragement and positive reinforcement whenever possible.
- Check if all students signed the attendance.
- Tell them when they left with half, ¼ and finally 10 minutes to last the exam.
- Make sure he/she collected all the exam booklets.

4.5.7 Distributing and counting the test materials

- After the test books have been distributed;
- count the number of test books
- Count the unused test books
- Count defective test books if any
- Check if equal to you received from the coordinator

4.5.8 Irregularities during test administration

- Irregularities have to be noted or reported
- Errors/ambiguities in the wording of test questions
- if extra time is given, report the minutes added and why?
- if defective booklets are distributed, change the new one and report the previous

4.5.9 Interruption due to illness

- Collect the test book
- if able to continue the test, give the same materials
- Allow no extra time
- E.g left the room for _____ minutes for illness

✓ if withdrawn permanently

- collect the test material
- Record the identifying information and write on exam sheets. e,g Left the room at_____. Unable to complete the test because_____

4.5.10 Misconduct during the exam

- If you are convinced beyond reasonable doubt
- if suspect coping and communication , warn
- If give or receive assistance;

✓ Collect the answer sheet

✓ Let him/her leave the room

✓ Report any cases of special circumstances

4.5.11Collection of test booklets

- Examinees should use 1/3 of the total time
- check the attendance, and sign to confirm
- Collecting all exam material and ensuring; all tests have been handed in.
- Be sure that test takers didn't leave the room without submitting their answer sheet.
- Check that the number of answer sheets collected should be equal with the number of examinees.
- Don't give any question paper for examinees without the permission of the custodian (test coordinators).

4.5.12Roles and Responsibilities of Exam Room Attendant

- Duplicate only approved exam papers by the department heads.
- Avoid access to the exam duplication room to anyone except the authorized persons.
- Handover duplicated exam papers to the department or course instructor using a signed exam handover chart.
- Report any practices that are suspicious to exam insecurity.
- Check for surplus exam paper and give to the department head if any.

4.5.13 Roles and Responsibilities of Academic Dean

- Schedule mid and final exams ahead of time, communicate exam days to students and adhere to schedules as much as possible.
- Check if the exam security is maintained in the dedicated exam room.
- Assign invigilators, communicate the schedule ahead of time and check if assigned invigilator is onboard at time of examination.

- Make sure the assessment policy is adhered at all levels.

4.5.14 Roles and Responsibilities of Quality Assurance Officer

- Check pedagogical validity of exams before duplication.
- Ensure that the respective departments have done content validity before printing.
- Develop or adapt or adopt invigilation SOPs in consultation with departments and academic dean office.
- Oversee the whole invigilation process.
- Shall provide exam quality assessment checklist to all departments.
- Ensures exams are being checked for their quality through inspection.
- Receives exam quality assessment reports regularly.
- Prepare/adapt invigilation guideline and facilitate the regular revision.
- Considers implementation of online exam at all levels.
- Ensures the Assessment policy document controlled and recorded.
- Make sure the assessment policy is adhered at all levels.

4.5.15 Roles and Responsibilities of Exam Committee

- Shall decide on students who exhibited misconduct; and complains during test administration.
- Identifies good and bad practices during each of the exams and makes focus group discussion to stop bad practices and learn from the good ones.
- Requires exams to be validated pedagogically by the Quality Assurance Office, and content wise by the respective departments before duplication.

- Checks if department approval titer is stumped for the exam attendant to duplicate the exams.
- Considers exam banking and online examination.
- Shall encourage and mandatorily require instructors themselves to submit grade only via the Smart College Management System, except in special circumstances such as guest instructors from far, etc.
- Follows responsible parties of exam security are sticking to the rules.
- Discourages and monitors students' intentional missing of exams for advantages from make-up examinations even among brave students.
- Prepares and follow implementation of disposal of exam papers.

4.5.16 Roles and Responsibilities of AC

- Based on legislation and curricula, shall decide on the fates of students who are not eligible to sit for exams and notifies the decision to departments.

4.5.17 Roles and Responsibilities of IT Technician

- Shall give technical support on the security of exams in the form of softcopies.
- Shall support the exam room attendant in duplication whenever necessary.
- Shall fix troubleshoots and conducts preventive and corrective maintenances to the IT devices in the exam duplication room.
- Shall consider and facilitate implementation of online examination at all levels.

4.5.18 Roles and Responsibilities of Exam Taker (Students)

- Should be aware of the materials allowed and the way they are expected to behave in the exam room.
- Be aware that behaving inappropriate in the exam room is penalized.
- Don't come with any prohibited materials, scripts and rough papers in the exam room.
- Shall pace him/her while taking test; shall not try to be first person finished; and shall allow enough time to review answers at end of session.
- Shall not get out of the exam room before using 1/3 of the total time given for the exam.
- Shall not hesitate to inform for the concerned body as any reasonable complaint is accepted.

4.5.19Roles and Responsibilities of College Dean

- Facilitates, overseas, and administratively support the exam security process.
- Facilitates the assignment of exam room attendant and monitor his/her execution.

Forms

- Exam cover page.
- Exam answer sheet.
- Exam handover form.
- Exam attendance sheet.
- Exam misconduct report form.

4.6 Test Scoring and Interpretation

4.6.1 Purpose of Test Scoring

- **Assessment of Knowledge:** Evaluate students' understanding of course material.
- **Feedback for Improvement:** Provide insights into areas of strength and areas needing improvement.
- **Decision-Making:** Aid in grading, certification, and progression decisions.

4.6.2 Types of Test Scores

- **Raw Scores:** The total number of correct answers or points earned.
- **Percentages:** Raw scores expressed as a percentage of the total possible points.
- **Grades:** Letter grades (A, B, C, etc.) derived from raw scores or percentages, often using a predefined grading scale.
- **Standardized Scores:** Scores that have been transformed into a standard metric, such as z-scores or T-scores, allowing for comparison across different tests or groups.

4.6.3 Scoring Methods

- **Objective Tests:** (e.g., multiple-choice, true/false) Scored based on the number of correct answers.
- **Subjective Tests:** (e.g., essays, short answer) often scored using rubrics that outline criteria for evaluation.
- **Automated Scoring:** Utilizes software for grading, especially useful for large-scale assessments.

4.6.4 Interpreting Test Scores

- **Descriptive Statistics:** Mean median, mode, standard deviation, and range to summarize test performance.

- **Percentile Ranks:** Indicates the relative standing of a student's score compared to the rest of the cohort.
- **Criterion-Referenced Interpretation:** Evaluating scores against predefined criteria or learning outcomes
- The college smart system provides a criteria for assigning letter grades

4.6.5 Reporting Test Results

- **Individual Feedback:** Provides students with detailed information about their performance, highlighting strengths and areas for improvement.
- **Aggregate Data:** Summary statistics for courses or programs to assess overall performance and identify trends.
- **Performance Trends:** Analyzing longitudinal data to track changes in student performance over time.

4.6.6 Ethical Considerations

- **Fairness:** Ensure that tests are free from bias and that scoring is impartial.
- **Transparency:** Provide clear information about how tests are scored and how grades are determined.
- **Privacy:** Protect the confidentiality of individual test scores and personal data.

4.6.7 Improving Test Scoring and Interpretation

- **Regular Review:** Continually assess and refine testing and scoring methods to enhance reliability and validity.
- **Professional Development:** Train educators in effective test design, scoring, and interpretation.
- **Student Involvement:** Involve students in understanding assessment criteria and feedback mechanisms.

4.6.7 Challenges and Considerations

- **Test Anxiety:** Address the impact of test-related stress on performance.
- **Cultural Bias:** Ensure tests are culturally inclusive and fair to all students.
- **Technological Issues:** Manage potential problems with online or computerized testing systems.

4.6.8 Future Trends

- **Adaptive Testing:** Implementing computerized adaptive tests that adjust difficulty based on student responses.
- **Formative Assessment:** Increasing use of ongoing, low-stakes assessments to guide learning rather than solely summative assessments.
- **Data Analytics:** Leveraging educational data mining and learning analytics to gain deeper insights into student performance and learning outcomes.
- **Online Testing**