Lecturer Handbook

Induction Handbook for
New Staff at the APIIT Education Group

Last Updated August 2013

Welcome Message

Welcome to the APIIT Education Group. We attach great importance to quality, customer service and excellence in what we do. We seek to ensure that staff and students have a common purpose, the pursuit of academic excellence, and a strong sense of community. In order to achieve high standards we believe that every member of our community must feel valued. We therefore seek to ensure that you will work in a secure, but stimulating environment. Every effort will be made to provide you with resources of the highest standard to achieve our objectives. We will also seek to promote your career development through mentoring and support. You will be encouraged to take initiatives and to contribute ideas, which will help us respond effectively to contemporary demands in higher education. Teamwork is central to our endeavours. We hope that you will find working as a team member both stimulating and rewarding.

Dr Parmjit Singh, Executive Director.

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Introduction

Profile – The APIIT Education Group

APIIT Education Group has emerged over the years as one of Malaysia's largest education groups, addressing all levels of education.

Originally established as the Asia Pacific Institute of Information Technology (APIIT) in 1993, APIIT became the Asia Pacific University College of Technology & Innovation (UCTI) in 2004. In 2012, UCTI was upgraded to The Asia Pacific University of Technology & Innovation (APU), and APIIT resumed its operations the following year.

APU and APIIT are where a unique fusion of technology, innovation and creativity works effectively towards preparing graduates for significant roles in business and society globally. With an international student community from more than 100 countries, APU and APIIT offer a truly cosmopolitan learning environment which prepares students well for the global challenges which lie ahead.

Technology forms a common core as an enabler across APU and APIIT academic programmes, APU offers a broad range of programmes encompassing Computing and Technology, Engineering, Business, Accounting and Banking & Finance. APIIT offers Staffordshire University Degree programmes in Technology, Arts, Media and Design.

Over the years, APIIT, UCTI, and now APU have earned an enviable reputation as award-winning institutions, earning a host of prestigious awards at national and international levels. We also have an excellent track record in producing highly employable graduates who are able to immediately contribute to industry upon graduation. Our sound approach to nurturing school leavers into qualified professionals has resulted in our graduates being highly sought after by employers.

APIIT Education Group has also expanded its operations beyond the shores of Malaysia. APIIT-Sri Lanka was established in Colombo in 2000, and APIIT-SD India was established in 2001 in Panipat. These centres run the same courses offered by APIIT Malaysia, and maintain the same processes, standards, systems, and organisational structures as APIIT Malaysia.

The Asia Pacific Schools, as integral developments within the APIIT Education Group, offer the national and international curricula through the Asia Pacific Smart School (APSS) and Asia Pacific International School (APIS), respectively. APSS was established in 2006, while APIS was launched in 2012.

For the holistic development of our students, the Asia Pacific Schools augment the curriculum with a broad range of co-curricular activities embedded into student development at the school, and various extra-curricular activities for students could choose from, in order to develop their skills in their areas of interest. This is to ensure that our students not only develop academically but also develop as well-rounded students fully prepared to deal with the challenges of further study.

The Asia Pacific Language Centre (APLC) is the specialized language centre of the APIIT Education Group. Located in Kuala Lumpur, APLC offers a wide range of quality English language courses which are specifically designed to improve English in a warm, friendly and professional learning environment. APLC is also a British Council authorised Testing Centre for IELTS. We offer English language intensive study & holiday packages as well as programmes which are customized to address specific needs of our clients. The Language Centre is also regularly organizes exciting social programmes to enhance the overall student learning experience.

The Centre of Technology and Innovation (CTI) is the research and innovation arm of APIIT Education Group. CTI is one of Malaysia´s leading software development organisations,

drawing on an international team of award-winning scientists, engineers, programmers, multimedia developers and business experts. CTI uses the best practices in business process analysis and world-class technological expertise to deliver high-quality innovative software. CTI plays a vital role in helping APU and APIIT set their own research agendas by highlighting real world issues and concerns. Further, CTI provides APU, APIIT, APSS, APIS, and APLC with the technology required for operating at high levels of efficiency and delivering courses effectively.

Vision, Mission, Goals, Quality Policy

Vision

- To be a "best-in-class" Institution providing APU Degree Programmes, Staffordshire University Degree Programmes, and our own Foundation and Diploma programmes to meet the needs of an international market for affordable, high-quality programmes designed to achieve strong employability

Mission

- To be a leading regional centre of excellence with strong recognition within local and international markets based on the reputation of APU, APIIT and SU in these markets
- Provide internationally recognised academic qualifications backed by strong internal and external quality assurance and compliance with MQA
- To develop employable professional graduates.
- A strong emphasis on staff development at all levels
- A learning environment designed to support individual and collective learning through effective teaching and independent learning
- Integrity, honesty, respect for others and the environment in all activities.

Goals

- To position APU and APIIT as regional leaders in Higher Education and Research for Technology and Innovation.
- To support and complement the policies of the Government of Malaysia by providing opportunities to acquire an academic qualification through higher learning; regardless of nationality, race, sex, religion or ethnic origin.
- To contribute to the goal of making Malaysia a developed nation and centre for education

Quality Policy

To Provide Education and Training of International Quality Standards and to Meet Customer Requirements First Time, On Time and At All Times.

The Student Charter

The Student Charter demonstrates the Institute's commitment to fulfilling its obligations to those who attend its courses and programmes. A copy of the Student Charter is provided in the Appendix.

Courses Offered

APU offers a complete suite of high quality courses in Technology and Business: Foundation, Diploma, Bachelors, Masters, and PhD Degree programmes. APIIT offers Staffordshire University programmes in Technology, Arts, Media and Design. In addition, APIIT also offers specialised IT and Professional Certification courses. A detailed description of each of these courses is provided in the relevant Course Brochure.

Relationship with Staffordshire University

We have a long-standing relationship with Staffordshire University (UK). The relationship is based on a shared vision, which encompasses a commitment to:

- training of graduates who will be immediately effective in employment;
- combining the power of people, innovation and technology to improve the way we learn and work;
- provide high quality in all our activities;
- ensuring equality of opportunity;
- respecting the rights and dignity of individuals;
- encouraging debate and the promotion of new ideas through research and scholarship.

Staffordshire University is our quality assurance partner. The University acts as the guarantor of academic standards for APU awards, to an extent that allows dual APU/SU awards. APIIT offers the same degrees as are offered by Staffordshire in the UK, and APU offers Staffordshire University Masters degrees. Furthermore, as a result of this external quality assurance process, our Diploma qualifications receive international recognition. The awards are accepted, for example, as an entry qualification into the second and third year of degree programmes at a range of universities in the United Kingdom and Australia.

Professional Expectations

We have high professional expectations. In accepting students into our courses we enter into a two-way contract. Students are expected to meet their professional obligations in for example, attendance, punctuality, dress, and completion of assignments on time. In return, all staff are expected to meet the highest professional standards, and to lead by example. The Student Charter (please refer to the Appendix) reflects this mutual commitment.

As a professional establishment therefore, we expect all lecturers to be fully acquainted with guidelines for professionalism and to comply with them.

In order to provide you with comprehensive guidance on the important role which you will play, you are strongly encouraged to read and understand the Lecturing Handbook. This is an invaluable source of reference, which provides you with tips and techniques to continuously enhance your ability to promote learning amongst the student community within a professional environment.

Academic Groups

It is our policy to encourage a high level of peer-level interaction in common areas of expertise. In order to support this, we strive to provide you with an environment, which strongly encourages a participatory mode of subject development. This is achieved through the operation of Academic Groups, each representing a set of subjects within common areas of technology and expertise.

There are a number of Academic Groups in each of the schools. You will be assigned to an Academic Group as your primary group, based on your area of specialisation and interest. However, as your expertise and interests might cross more than one group, you may also be assigned to other groups as your secondary group. Your proactive participation in these groups will enable you to develop your potential within the APIIT Education Group.

You are required to attend weekly Academic Group meetings and periodic Academic Staff meetings. Attendance is compulsory. If for any reason you are unable to attend a meeting, you should inform your respective Academic Group Leader.

Lecturer Clusters

In order to facilitate developmental activities within each group, physical clusters of common interest have been created, which allows members of each Academic Group to operate within an environment, which naturally promotes teamwork across the cluster.

In order to maintain a pleasant working environment for all staff, you should keep your work area clean and tidy at all times. All unnecessary posters, stickers or other unwanted material should be removed. Assessments to be graded must be stored neatly and securely in the shelves provided near your workplace.

Module Development

Each lecturer is expected to take ownership of (at least) one module within the curriculum, as a Module Leader. The Module Leader plays a critical role in ensuring the health and currency of a module, and leading the review and development of all assessments and support material related to the module. The Module Leader also supports lecturers at all sites in the delivery of the module, and moderates all assessments to ensure comparability of student experience and academic standards are maintained.

Peer review of teaching

Effective lecturers are effective because they constantly monitor what is working in a course and try to determine what isn't working and why. Your Academic Group Leader will integrate you into the peer observation groups, which is our way of helping each other improve the quality of our teaching. See the Lecturing Handbook for a complete explanation of how this works.

Student Support

You may be assigned a cohort/intake of students as their Mentor. In this case you will work with the Programme Leader to ensure that students within a cohort receive appropriate support so as to remain on the right track towards achieving their career and academic objectives. This role is described below in the under “Student Mentoring Scheme” in the section entitled “Student-Lecturer Relationship”.

IT Facilities

You will be provided with a laptop computer to facilitate your work. The configuration of each computer provided is based on the specific needs of your subject areas.

As the custodian of your computer, you are expected to ensure its proper use and care. You should refrain from removing or replacing any parts, and should instead raise a Service Requisition through the Online Helpdesk System (accessible from the Intranet at http://intranet.apiit.edu.my) for any service requirements or to report any hardware or software problems, which will be attended to by Technical Services personnel.

Only licensed and approved software are installed on your computer: illegal software is not allowed within the premises. You will be required to sign a declaration form confirming the list of software installed on your computer; regular audits will be carried out, and you will be held responsible for any unauthorised copies of software found installed on the computer. For assistance on software provision and installation, please use the Online Helpdesk System as described above.

In addition, you may use electronic network resources via personal electronic devices (e.g. personal desktop computer, mobile notebook, PDA, etc.). Nonetheless, users of such personal devices are reminded that they are wholly and personally liable for any infringement of copyright software usage within the premises.

Library and Research Resources

The Staff Library houses relevant texts and other reference material for staff use, while the Student Library is intended to be used by students to support their learning activities. These libraries are located on the 3rd Floor in TPM. Staff may borrow books or reference material from both the Staff as well as the Student Libraries.

You are encouraged to recommend texts or materials that are useful to support all teaching activities and to assist in both personal and professional development. These texts or materials should be made available in the Staff Library. All borrowing and return of these materials must be logged. Materials must be returned promptly in consideration of the needs of colleagues.

Lecturers can to borrow up to 4 books from the Student Library for two weeks, renewable, unless the book has been reserved. Red-tagged books are not to be removed from the library without prior authorisation from the Manager, Information Resources. Please browse through the Library web-site for more information on Library and Information Resources.

Besides textbooks, additional learning materials for students that can help the students to expand their knowledge and ways of thinking, thus helping promote the love of reading, should

be made available whenever possible. To order materials for the Staff and/or Student Library, you are required to raise a Requisition Form (RF) to be submitted to the Manager, Information Resources for approval.

We also subscribe to online databases, which provide access to a wide variety of materials over the Web. These include ProQuest Computing and Emerald Databases, as well as access to IEEE and ACM publications. In addition, access to Staffordshire University's Online Library is also available to APIIT degree students and APU Level 2, Level 3, and Masters students..

Staff Development

Where the need exists, continuous development opportunities are provided. Any training/developmental activity should lead to enhancing our ability to best serve the interests of students and industry. This could include infusion of latest technology into the curriculum, or resulting new methods for enhancing teaching/learning and assessment approaches.

Priority will be given for training available using internal resources (i.e., via our Corporate Training or Masters Programmes), where applicable.

It is expected that any development activity be followed by dissemination and transfer of knowledge and skills to colleagues, both local and overseas. This is done at formal and informal briefing sessions or at Academic forums

To be nominated for a course/seminar, you will need to fill up a Course/Seminar Nomination Form providing justifications and a plan of how you aim to transfer skills and knowledge gained to your colleagues. This should then be endorsed by your Academic Group Leader and the Head of School/Dean, then submitted to Human Resources Development and ultimately approved by the Managing Director.

There will be a contractual service period for courses which come under a certain category of cost and duration, of which you will be advised by Human Resources Development.

Enquiries

Lecturers who teach on the relevant course are the best people to counsel potential students. Therefore, you may be required from time to time to help in the counselling process during peak periods.

You will also, from time to time, be asked to participate in exhibitions, road shows, career fairs and school visits.

Supporting Overseas Centres

Our overseas centres run the same courses as Malaysia, and maintain the same processes, standards, systems, and organisational structures as those practised in Malaysia.

The success of our overseas centres depends very much on your participation and involvement in supporting your peers in these centres. This begins with the provision of course material of the highest quality, conforming to guidelines specified in our ISO-standard Quality Processes.

Your peers at each overseas centre will be provided with this material, and will deliver their subjects by following the standard scheme of work and lecture documentation forms, using the slides, notes and assessments we have provided.

Occasionally you may be required to provide support and respond to queries from overseas centres in your areas of expertise. Should you be in doubt, please consult your Group Leader, who will then assist you in forming an appropriate response, and identifying actions to be taken.

We regularly send monitors to these centres to ensure that standards are maintained, and to provide support wherever appropriate. Should you have an interest in participating in these visits, you are encouraged to discuss this with your Group Leader or the Operations Manager.

External Examiners

Academic staff of Staffordshire University and External Examiners from other Universities visit us regularly as part of Quality Assurance activities required by the UK Quality Assurance Agency.

Staffordshire University examiners provide quality assurance for assessments conducted by APIIT and APU for the Staffordshire University degrees and for the APU programmes. These examiners are considered "external" to us, but internal to Staffordshire University.

In addition, senior academics from other Universities in the UK are appointed by Staffordshire University to act as external examiners for all Staffordshire University and APU awards, including the Degree and Masters programmes.

Both sets of examiners play a key role in reviewing and approving all substantive assessments developed by us, before they can be given to students. These examiners also carry out on-site moderation of examination scripts and assessments several times each year. During these visits, they inspect examination scripts and work submitted by students, to ensure comparability of standards with corresponding levels of study in the UK and to ensure that procedures for marking, second marking and internal moderation have been properly carried out.

Programme Advisors

In addition to examiners, Staffordshire University appoints International Programme Advisors (IPAs) whose role is to monitor the health and well-being of programmes offered at APIIT and APU.

The IPAs are expected to visit each site at least twice a year. During each visit, they will meet with staff who deal directly with students, and will also meet formally with student representatives as part of their mechanisms for obtaining feedback. You may also receive requests from monitors to visit your classes and observe teaching/learning activities.

It is also the IPAs' role to examine the effectiveness of support and communication between Staffordshire University academics and APIIT/APU lecturers, particularly where the Staffordshire University awards are involved.

Attendance at Boards

The Staffordshire University and External Examiners attend all Examination Boards, and official results are only released after having been approved by the examiners. As a Module Leader you will be expected to attend the relevant Modular Board, and as an Intake Mentor you will be expected to attend the relevant Progression Board. All discussions at these boards are confidential; commenting on or discussing the actions taken with students is considered a breach of the APIIT Behavioural Code.

As members of our lecturing community, you are expected to maintain a professional and cordial relationship with all external monitors and examiners, and other official visitors from our partners. You should endeavour to engage in healthy and positive discussions involving areas such as curriculum, programme and module learning outcomes and teaching/learning and assessment strategies.

IPAs and examiners will, in the course of their visits, provide us with feedback and suggestions for improvements. Your Group Leaders will be tasked with ensuring that action plans are put in

place, and you would be expected to respond positively in the spirit of continuous improvement.

Lecturing Workload

You should receive your workload matrix in an electronic form prior to conducting lectures for new intakes. The matrix indicates the duration of the subject, hours of teaching and intakes.

We have implemented a policy for lecturers which takes into account various factors contributing to the demand of the work. Currently all lecturers are required to achieve an average weekly workload of 15 lecture hours, calculated over a three-month period. Therefore, you might find your workload going beyond 15 hours for a short period, but falling below the 15-hour average most of the time. However, staff with administrative duties will normally carry a lower lecture load subject to the requirements of the Institute.

Consultation Hours

You should allocate a minimum of five hours per week for student consultation and project supervision. All time slots for consultation must be entered into the Online Consultation Hours System. Lecturers must be present for the consultation hours specified and for all project supervision meetings arranged. You must indicate your consultation hours through the Online Lecturer Consultation Hours System, which can be accessed over the Web by all staff and students. This can be accessed through the URL http://intranet.apiit.edu.my.

Monthly Returns – your job vs. your contribution

We make a distinction between “doing your job” and “making a contribution”. Being on time for class, doing your part to ensure that procedures for marking, second marking and internal moderation have been properly carried out, being timely with submissions of assessments and exams for external moderation, getting marks back in a timely manner, and giving meaningful feedback to students, all fall into the category of “doing your job”. There are a lot of other things we can do that fall into the category of “making a contribution”:

- Academic Development Activities such as programme improvement; module review & development; preparation of slides; formal Teaching, Learning, Assessment (TLA) review activities.
- Self-Development Activities such as courses attended; training undertaken; research papers written; official participation in forums and seminars.
- Student Support and Development Activities such as events organized; SIG leadership activities; competition teams mentored.
- Institutional Development Activities such as conferences attended as an APIIT/APU representative; process improvement initiatives; papers presented under the APIIT/APU banner; participation in talks, road shows, trade fairs

The Monthly Returns system is available through the intranet (http://intranet.apiit.edu.my) for you to record your contribution on a regular basis. In every case, state the impact on academics, student experience, the organisation, etc. as appropriate.

Lecturing

At APIIT and APU multiple intakes take place, but each intake will follow an entire course of study. Each year of full-time study comprises 2 semesters each of 18 weeks. Each semester comprises 16 weeks of teaching weeks and 2 weeks of additional independent learning and assessment. The course is not “roll on roll off”, it is a “rolling start” in that different intakes start and finish at different times in the year.

Assigning modules to lecturers is based on the skills matrix. The skills matrix is derived in consultation with lecturers initially at the interview and on first joining the Institute. The Group Leader will discuss the syllabus at all levels with lecturers and new lecturers will indicate their skills.

Module Master File

Each Module Leader creates a Module Master file with:

- Module Descriptor (specifications document)
- Scheme of Work (SOW)
- Lecture slides
- Student Assessment Information Sheet (SAIS)
- Sample examination and marking sheet
- Samples of in-course assessments

You are required to prepare a Module Intake File for each module/class taught to assist in keeping track of your lectures. The Intake File includes:

- Lecture Log (date topics were covered)
- Attendance list/summary
- Coursework marks summary
- End of Module Report (EMR)

The EMR includes an evaluation of student feedback, summary of changes made to the module for this current intake, reflective evaluation of your overall experience, and action points in light of your experience delivering the module. Lecturers are encouraged to propose development for the module for next intakes. External examiners pay particular attention to the EMR, and you should be ready to discuss it with them.

In addition, an Online Module Evaluation is completed and submitted by students upon the completion of a module. As a result of these there may be a need to address feedback provided by students. This is a tool for improvement of facilities and services provided. You will be informed if there is a need to discuss relevant aspects of the student evaluations with you personally, by your Group Leader, Head of School, or Dean.

Course Material

To ensure consistent quality, you are expected to use the approved Scheme of Work (SOW) and course material in delivering your subjects, including slides, notes, handouts and support documentation. All of these are maintained in the Module File.

Moodle is deemed as the only official source of all course material. It acts as central storage for access by all lecturers teaching the same subject, including those from overseas centres

For each module on Moodle there are two main sections: *General* and *Intake Specific*. There are four sub folders under *General*: *Lecture Notes* and *Supplementary Materials* which are

available to both students and lecturers, and *Module Information* which can only be accessed by lecturers and module leaders. The News Forum can be used for general announcements.

Any changes to the materials in the *General* section must be approved by the Module Leader and the Academic Group Leader.

Under *Intake Specific* there are folders named for the intake code. Lecturers can upload files to each intake specific folder, and only the students of that specific intake can view the files.

You are encouraged to take advantage of the intake specific folders to provide additional materials, links to recent relevant articles, formative assessment exercises, and anything else that will help your students achieve the learning outcomes for the session (specified in the Scheme of Work (SOW)) and for the module (specified in the Module Descriptor).

It is important to note that the SOW describes the learning strategy but this should always be adjusted to meet the needs of a particular group. Using the intake specific folders effectively makes this easier.

Referencing

You must always comply with best practices in referring and citation when preparing all student materials. You are expected to reinforce the importance of students providing references in the proper format for work submitted by themselves. This applies to assignments, reports, projects and any other piece of work requiring research. In this regard, we expect students to use the Harvard referencing system, which is described in the Project Handbook (available in the PAGOL system).

Schedule of Classes

A scheduling team manages the scheduling of lectures for all levels. Your weekly class schedule can be found at http://intranet.apiit.edu.my/timetable. An easy-to-use system will give you access to your timetable on a week-by-week basis.

As far as possible, we endeavour to limit changes to timetables to coincide with end of semesters. However, it is possible that your timetable change more regularly should the end of semester at one level coincide with the start of semester at another level.

Lecturers should not contact the Schedulers directly, but instead discuss any matters relating to workload with your Group Leader.

Lectures

All lectures must take place as per the published schedule. Lecture times, both start and end, are to be strictly adhered to. It is important that you set a good example to your students by being punctual – for both full-time as well as for part-time classes. You are expected to be in the lecture room as per scheduled start times, regardless of the number of students present at that time.

Our policy is that classes should not be cancelled. Notify your Academic Group Leader of any delays, medical leave or emergencies in advance so as not to disrupt planned lectures and so that a suitable replacement may be identified to provide cover or replacement for your lectures, on time.

Replacement of class due to annual leave and any other planned events:

- Must be made for any planned deviation from schedule at least 1 week in advance.
- A Deferment/Replacement form must be completed and approved by the Group Leader before being submitted to the Schedule Administrator for verification.

- Must be communicated appropriately to all students affected.
- Must be performed immediately upon return (*some of the classes could be replaced earlier before the planned leave).

Replacement of classes due to medical or emergency leave must be made within 2 weeks upon return.

Requests for extra lecture slots should be communicated to the Schedule Administrator at least 1 week in advance to allow the Administrator to book the necessary time slots needed.

Student Attendance

Student attendance is taken electronically through the Web Attendance System, accessible from http://intranet.apiit.edu.my. You are expected to record student attendance in each session. To make this task easier, it is suggested that you mark attendance "by exception", i.e., only mark the absences and latecomers. You may also decide to record attendance manually in class, but then must record attendance in the system immediately after the class.

If a student is absent from class for more than three consecutive sessions or has shown irregular/late attendance, you must inform the Programme Leader. If you are an Intake Mentor, you must follow up on the missing students to establish their status.

An attendance report is automatically generated and sent to parents where students have been found to be regularly absent. Therefore, it is imperative that you accurately record student attendance into the system.

Facilities

All malfunction of equipment must be notified by reporting to the technical service personnel or by submitting a Service Request Form through the Online Helpdesk System. If a service is required, a Service Request form that is available on the Intranet must be submitted before any action can be taken. Any movement of equipment must be carried out by the technical service personnel or by submitting a Help Desk Request at least 24 hours in advance of the need. The Operations Manager must approve the use of lecture rooms for activities other than lecturing.

Lecture Rooms

Each lecture room is equipped with a ceiling-mounted projector, video cable for connecting to a PC, and a network connection. You should ensure that remote control devices and cables are locked in the drawer after use. A common key for all drawers can be obtained from Human Resources.

You should ensure that rooms are left in their original condition at the end of each session. They should be kept clean and tidy, and all electrical installations such as air-conditioning, fans, and overhead projectors should be switched off.

You should ensure that students within your lecture session also observe the need to maintain the cleanliness and condition of the room and furnishings. Report any instances of vandalism/misbehaviour in this respect immediately using the Online Exception Reporting System, accessible through http://intranet.apiit.edu.my

IT Labs

At the beginning of each module, you should plan all requirements for the use of computer laboratory resources by students. This should include the type, amount and duration of each resource required for each class. The requirements must be entered into the Online Laboratory Booking System, accessible through http://intranet.apiit.edu.my

Examinations & Assessment

Examinations and Assessments are integral activities carried out by all lecturers. You are expected to exercise great care in handling examinations and assessments, so as to preserve their integrity.

The assessment and marking of each student's work is a crucially important part of the learning experience. Guidance on the rationale underpinning the setting and marking of work is provided in the Lecturing Handbook.

It is also important that you comply strictly with assessment methods and frameworks detailed in the Module Descriptor when developing assessments and examinations.

In-course assessment is usually prepared by the Module Leader/Module team for a shelf life of 12 months. All summative assessments (in-course and final exams) must be approved by the internal, external and independent examiners as outlined below.

1) Preparation of assessment and marking scheme by Module Leader/Module team;
2) Verification against the Module Descriptor by the Module Leader;
3) Completion of the Assessment Verification form;
4) Components worth 30% or more of the overall assessments must be sent to our Quality Assurance Partner for verification and approval.

Your Group Leader plays a pivotal role in managing and quality-assuring assessment activity within the academic group, and you should discuss any issues related to assessment procedures, quality and standards with the Group Leader.

Integrity of Examinations and Assessments

It is extremely vital that all examinations and assessments be treated with absolute absence of personalisation. You are strictly forbidden from making any statements to students, which would lead to a perception of personal bias in the preparation of examination and assessments.

All examinations and assessments are in fact institutional, and must not be associated with any individual lecturer. The benchmark for this is that students following a module at any of the centres, local or overseas should be able to confidently sit for any examination or assessment set for the same module.

In addition, these examinations and assessments must fall within the framework of approved overall learning outcomes and module contents, and should not include elements or areas of discussions which might have been covered in lecture sessions but not within the approved framework. Please refer to the Lecturing Handbook for further guidance on this.

As noted above, external examiners from reputable foreign universities moderate our assessments, to ensure that they meet international standards, and that the interests of students are protected.

In-Course Assessments/ Assignments

The purpose of in-course assessment is to help students gauge their progress and evaluate their performance in each subject. In-course assessment should be treated as an important part of the learning process. You should use it to identify students who are underachieving in the module but are hard working, in order to provide remedial guidance.

Comments made on assignments should focus on progress in relation to the outcomes projected for the task, and should be constructive in tone. For additional information on providing high quality feedback, refer to the Lecturing Handbook.

It is important to note that extensions are not allowed for assessment submissions. A late submission is considered a non-submission, and will result in a mark of zero for that assessment. Therefore. you are not allowed to set penalties for late submission, nor offer rewards for “early” submission. Please refer to your Group Leader for further guidance.

Examinations

You are required to observe the guidelines on student assessment, when preparing questions for the Examination Questions Bank. Exam questions must reflect the aims and learning outcomes of the module examined. When appropriate, examination questions should be relevant to contemporary situations.

We maintain a policy of not providing past examination papers for students. The confidentiality of all exam papers must therefore be maintained. Copies of examination papers other than the centrally stored copy must be shredded. You should also ensure that all documents stored on your computer hard disk are not accessible to other users on the network. Please contact Technical Services personnel for assistance.

For each intake you have been assigned as a module lecturer, you will need to prepare two sets of exam/test papers (original and re-sit). The Exam Paper Scheduling System will give you the details for each exam paper you need to prepare. You can access the system through the intranet (http://intranet.apiit.edu.my).

Exam papers must be prepared and sent in for verification immediately after the class begins so that they can be internally and externally moderated. Please inform the Group Leader should you foresee any delays in submitting the paper on time.

For additional information on setting high quality examination papers, refer to the Lecturing Handbook.

Invigilation

You will normally not be required to invigilate examinations. However due to exigencies of operations, you may be required to assist from time to time in the spirit of corporate citizenship and teamwork.

Results

All marks must be recorded within the margin provided. Marks should be totalled at the bottom left hand corner of the exam answer script.

It is essential that mark spreadsheets be completed by the dates given to facilitate preparation for course awards meetings and issuance of results.

You must maintain confidentiality about all examination results and marks must not be disclosed to students or brought up in any informal discussions. Results are notified through the Statement of Academic Record or the result transcripts. ***Informal revelation of individual performance in examinations is strictly prohibited.***

Marking

All summative assessments are marked and moderated by staff before being subject to external moderation An outline of the overall process is as follows:

a) marked by the module lecturer;

b) moderated by another member of the module team. Normally a sample of 12 items for each assessment point are second marked;

c) Internal Moderation Report (IMR) completed by the moderator and signed by both the marker and the moderator;

d) Internal Results Review Committee will discuss the findings of moderation and agree final marks to students, together with any recommended actions regarding future delivery and support to referred students;

e) Review by External Examiners. The final agreed marks are then considered by the Module Assessment Board before final confirmation of degree results by the Award Board.

All assessments should be marked with objectivity, using the approved module documentation as a guide at all times.

In addition, you are absolutely forbidden from making any statements that would lead to the perception of bias towards any students or group of students in relation to the marking or moderation of examinations and assessments.

You should be prepared to provide inputs into the Internal Results Review, Modular Boards and Award Boards which are held periodically with University and External Examiners present.

Moderation

As part of our Quality Assurance of assessments conducted at all centres, you will be asked to participate in the moderation of answer scripts and assessments. You will also be required to attend the Examination and Award Boards which are held periodically with University and External Examiners present.

Moderation is a process to ensure that the marking of students' summative assessments is performed in accordance to the assessment criteria defined within the marking scheme and the whole marking process is in adherence to the institution's academic regulations. This process is generally undertaken by reviewing a sample of students' marked work and preparing a report/recommendation which will be presented and addressed in the Internal Results Review Committee followed by the External Board.

An outline of the moderation process is as follows:

1. Check all the documents received
2. Verify consistency of the marking
3. Verify borderline marks
4. Verify in-course and exam averages
5. Academic dishonesty
6. Address suggestions / comments made in the EMR prepared by the first marker

You should use a green colour pen in conducting moderation and always give a full explanation for the reason for any suggested change in marks.

(1) Check all the documents received

Upon receiving the scripts and in-course work for moderation, check all the documents received. Please ensure that all of the following documentation is included in the bundle:

a. End of Module Report (EMR): completed and signed – if not please get the first marker to complete for local intakes, or inform the Group Leader if unsigned/incomplete for an overseas intake
b. Student Assessment Record (SAR): a sheet with the intake marks and summary of the average, min and max scores
c. Plagiarism/Academic Dishonesty Report: if plagiarism/academic dishonesty is indicated in the SAR
d. All the scripts and the in-course work for candidates who have failed
e. All the scripts (if dishonesty reported during the exam) and all the in-course works (if plagiarism reported) for the candidates concerned
f. Samples of scripts and in-course work by other candidates

Should any of the above be missing from the bundle, do not proceed with the moderation, and inform your Group Leader to obtain the rest of the documents.

(2) Verify consistency of the marking

Proceed with the moderation; verify consistency of the marking standard and the accuracy for the mark calculations. Make changes if necessary. Ensure that there is a full audit trail of the moderation work (Exam script: Initial on the first page and a tick on each page. In-course work: Initial on the first page, and ticks on some of the pages)

(3) Verify borderline marks

Look at the exam scripts and the in-course work for candidates with borderline marks very closely and suggest upgrade or downgrade, providing justification for each upgrade and downgrade and the names of the candidates concerned. It is always necessary to include the name of each candidate affected by the changes recommended in the report.

If, based on the sample, you believe that the marks for all students may be too high or too low overall then you must review all scripts or assignments. If the changes involve a large group of candidates, a general justification for the upgrade or downgrade will be sufficient.

(4) Verify in-course and exam averages

Identify any discrepancy between the in course and the exam averages (e.g. incourse 60%, exam 41%) and comment on the possible reasons, particularly in relation to the Learning Outcomes for the exam and incourse, were they the same or different? Analyse the cohort's performance and state the findings in the IMR

(5) Academic dishonesty

Academic dishonesty refers to any form of cheating including plagiarism. If plagiarism is suspected, look at the scripts or the in-course reported for dishonesty very closely and put in appropriate notes indicating that the work has been checked and include your comments. Note that decisions on plagiarism/academic dishonesty do not come from the assessors (first markers and moderators) but from a separate review. You are to mark the work as normal, but indicate plagiarism is suspected.

(6) Address suggestions / comments made in the EMR prepared by the first marker

For moderation of a local cohort, (TPM candidates), discuss your findings and analysis of the cohort's performance with the first marker, the final report has to be agreed by both first and second marker (signed by both). For moderation on overseas cohort, your report will be sent to the centre's module lecturer.

Academic Regulations

As a lecturer, it is expected that you familiarise yourself with the Academic Regulations pertaining to each award. These regulations are available in the Policies and Regulations section on the University website.

In particular, you should be familiar with regulations pertaining to Academic Appeals, Extenuating Circumstances, and procedures for dealing with Breaches of Academic Regulations. A brief overview of these follows.

Appeals and Complaints

As a general principle, students are not allowed to appeal on grounds of academic judgment. However, a failure to comply with established procedures resulting in a material error could constitute grounds for appeal.

Therefore, it is extremely important to ensure consistency, fairness and strict compliance to procedures and standards in all our assessment activities, including verification of assessments, marking, and moderation.

Students are also allowed to raise complaints in situations where it felt that they may have been disadvantaged towards their achievement of learning outcomes. Each complaint will be investigated and if found to be valid, may result in reasonable grounds for Extenuating Circumstances.

All queries from students with regards to appeals and complaints should be directed to the appropriate Programme Leader. You are encouraged to refer to the Academic Appeals Procedure and the Complaints Procedure on the website.

Extenuating Circumstances

Students who believe that their performance in any element of assessment or their participation in the learning process has been adversely affected by an event which was unforeseen and unpreventable may submit a claim for extenuating circumstances (EC).

In such cases the standard expected does not change, but if the person is entitled to EC it will mitigate poorer performance than would otherwise be the case.

The student must submit an EC Claim Form for those modules/course components against which a claim is being made- e.g., late submission, non-submission of coursework, non-attendance at an examination/class test, overall performance. Copies of the forms are available from the Administrative counter. Only one form needs to be completed for all assessments for which a claim is being made. The student is responsible for ensuring that all assessment details are listed on the form. Medical notes/supporting documentation must be provided to verify the claim.

The claim will then be considered by the Extenuating Circumstances Committee. This Committee convenes on a regular basis, and always prior to the Examination Boards. The procedures are designed to safeguard the confidentiality of the student's claim: each case is treated anonymously - the student's name will not be used during the meetings, and only the Year Administrator will have access to the student's name for of follow-up action; the Chair presents each case to the Committee; papers relating to each case will not be copied..

The Extenuating Circumstances Committee will decide whether or not to up-hold the claim and will inform the appropriate Examination Board of its decision.

It is important to note that in general, problems within a group are unlikely to constitute EC. However, if one member, or more, in a group suffers from unforeseen and unpreventable circumstances that do constitute EC, then the group may ask that it applies to all members if the overall work is adversely affected

Breaches of Academic Regulations

The maintenance of fair and honest conduct is an essential part of any assessment system. We view any form of academic dishonesty as a serious offence and will deal with it accordingly.

Where you (or examiners) suspect that there has been any form of academic dishonesty the following procedures should be followed:

i) Coursework

If you suspect that academic dishonesty, for example plagiarism, has occurred, you should, with another member of the academic staff approved by the Group Leader, analyse the work in question in order to assess the extent and nature of the dishonesty and should write a report on this with a copy to the Programme Leader.

You should mark the work in question at face value, i.e., as though plagiarism had not occurred, but indicate plagiarism is suspected. Note that decisions on plagiarism/academic dishonesty do not come from the assessors (first and second markers) but from a separate review. The Board of Examiners will not consider the candidate's marks until it has been adjudged whether or not an offence has been committed.

ii) Written Examinations/Tests

A candidate suspected of contravening the examination regulations in a formal written examination, open book examination or test must be approached at the time by two invigilators, whenever possible, and any unauthorised materials must be confiscated.

Except where the candidate is causing a disturbance likely to affect other candidates, the suspected candidate should be permitted to complete the examination.

Before leaving the examination room, the candidate should be informed that the incident will be reported to the Operations Manager. The candidate should also be instructed to attend any remaining examinations as normal.

The incident must be recorded by the invigilator(s) in the remarks column of the Examination Attendance List. A full report of the incident must be written immediately after the examination by the invigilator(s) and submitted to the Year Administrator.

Student – Lecturer Relationship

Overview

You should endeavour at all times to maintain a highly professional relationship with your students. This should include treating all students as professionals, and maintaining cordiality in all your dealings with students.

You will also be expected to be role models to students, who will undoubtedly look to you for guidance towards their development. As such, you are expected to be polite and friendly, while being firm in ensuring students' conformance to Academic Regulations and the Professional Code of Conduct.

While you will encounter difficult students, it is a part of your roles as educators to help them on the right path. This should be done with empathy and understanding. However, should you encounter a persistently recalcitrant student, you should escalate this to the intake Mentor and the respective Programme Leader.

Professional Code of Conduct

It is important for each lecturer to know and reinforce the Professional Code of Conduct applicable to students. The Professional Code of Conduct is designed to assist students in their development as professionals, in addition to the sort of academic development which the course provides them with. By adhering to this professional code of conduct, it is hoped that students will be able to fit in very quickly into their future working environments, where interpersonal communications and the ability to project a positive image are key pre-requisities for success.

In summary, students are strictly forbidden from smoking as well as communicating in languages other than English and Bahasa Malaysia while they are within the campus premises. They should also dress smartly and proudly carry the professional image. Refer to Appendix 1 of the Student Handbook for more details.

Student Mentoring Scheme

You may be assigned a cohort/intake of students as their Mentor. In this case you will work with the Programme Leader to ensure that students within a cohort receive appropriate support so as to remain on the right track towards achieving their career and academic objectives.

More specifically, the objective is to ensure that students obtain guidance and support in the following:

- achievement of Programme Objectives and Learning Outcomes
- attainment of a high level of professionalism in line with the Professional Code of Conduct.
- development into professionals able to fit well into an organisational setting

The emphasis placed by mentors will change depending on the cohort's level of study. For instance, students at Level 0 would require greater personal and individual attention, while students at Levels 1, 2 and 3 would require greater emphasis on team building and developing independence.

In addition, it is expected that the Mentor will play a crucial role in guiding students towards the right study pathway at the end of Level 0 and through Level 1.

Supported by suitable reports generated from the GIMS system, as a mentor you should proactively (at least once per semester) review the following, in relation to their cohort:

- overall cohort academic performance
- attendance and disciplinary record of students within a cohort
- performance of individual students across modules

You should report any exceptional situations detected/arising from this at two levels:

- Immediately with relevant Operations Managers and Student Services Executives in matters relating to individual student performance or conduct (in most cases, this would involve engagement with the individual student, and subsequent communication with parents/guardians/sponsors as appropriate.
- To the Programme Committee in matters related to overall programme aims and objectives, content, structure, entry qualifications etc, arising from analysis of cohort performance

In addition to the above, you should meet with each student in the cohort at least once a year (midway through each level of study point), to review progress, identify problems and provide direction towards the resolution of these problems.

Mentors should ensure that students are encouraged to effectively utilise the Online Feedback System. The mentor should also not take on the role of Personal Welfare Counsellor - where individuals have been identified as requiring assistance, the mentor should facilitate and encourage students to approach the Counsellor.

You should maintain a Mentors' Log with details of item being logged, and follow-up actions.

Student Testimonials

Testimonials may be issued by lecturing staff but must be addressed to specific recipients such as a prospective employer or University. No general testimonials are to be issued. Copies of testimonials must be submitted to the Administrative Executive in charge to be filed in the Administrative Class File. Testimonials which you may write for students are to be entirely your own personal opinion of the student's capabilities, and should not be viewed as an Institutional opinion. Academic staff should also be careful not to be seen as confirming the academic results of a student.

Special Interest Groups (SIGs)

Special Interest Groups are organised and operated exclusively for educational and research purposes to promote an increased knowledge of and greater interest in a specific area.

Activities of Special Interest Groups

- Collecting and disseminating related information to members through a newsletter, web site or other internal channels.
- Setting up a broadly accessible knowledge repository of related information
- Sponsoring meetings, discussion groups, and workshops.
- Working with other SIGs on activities such as lectures, professional development seminars, technical briefings and projects.

Requirements

- A group of ten or more people interested in studying, researching, discussing, experimenting or in any other way enhancing their knowledge in a specific interest area.
- At least one academic staff member who voluntarily agrees to serve as a resource guide and mentor to the SIG
- A proposed plan for Group meetings and for carrying forward activities and furthering the goals of the SIG.

Office Bearers & Members

The three principal office bearers of the SIG are: Advisor, Chairperson and Secretary. Other positions, such as Knowledge Coordinator, Publicist, may be established. The office bearers, except the Advisor, are elected by the members. Office bearers shall serve for one year.

Meetings

Meetings should be held as planned, and only in places that are open and accessible to all members. All meetings must be scheduled on a meeting calendar publicized through the regular communication channels in the Institute.

The Annual Achievement Meeting (AAM) should be held as the last meeting of the year. At this meeting, the Chairperson of the SIG shall present the achievements for the year together with a list of all meetings held. Copies of the presentation shall be forwarded to the Student Services Office and the Office of the Academic Director within seven working days.

APPENDIX 1

The Student Charter

We seek to provide a challenging and stimulating environment in which students can realise their individual and group potential in a setting that strives for high quality provision. The Student Charter reflects the spirit of partnership that the Institute sees as central to the acquisition of the high professional and ethical standards it wishes to promote. The Charter is not intended to be contractually binding. Its purpose is to demonstrate how the student partnership can work in practice. It specifies what students and we may expect of each other, so that standards of excellence may be achieved.

In this context we commit to providing for students:

- an equitable and supportive environment for all students;
- clear information about admission policy and procedures;
- a fair and efficient admission system;
- full and accurate information on how courses will be taught and assessed (please see the /Student Handbook /for a more detailed description);
- learning resources (library services, study areas, computer assisted learning, audio-visual resources, computer laboratory facilities, etc.) appropriate to the courses offered. Students can expect to receive a high standard of teaching and research supervision in line with our quality policy and mission;
- opportunities for employment and university placement;
- a fair and efficient complaints procedure.

It is expected that all students will reciprocate by:

- complying with published regulations relating to conduct, academic and other matters as set out in the /Student Handbook/;
- displaying responsible attitudes towards staff, fellow students and visitors to the Institute;
- treating the Institute's property with respect, in a manner consistent with the Institute's policy;
- taking part in any learning or teaching activities, including attending lectures and practical on time and submitting work promptly;
- complying with deadlines assigned by the Institute;
- notifying their mentors and/or lecturers if they are experiencing any problems or difficulties;
- reporting absences promptly to the administration office or their mentors;
- taking advantage, as appropriate, of the extra-curricular opportunities provided;
- contributing to the reputation and development of the Institute by suggesting where improvements can be made.

The Charter is seen as a document which will be refined in the light of experience. Students and staff members are therefore urged to contribute fully to the continuing evaluation of modules and processes and services in order to promote its character as a dynamic and progressive Institute.

The Behavioural Code

In relation to teaching students at APIIT staff will at all times:

- Maintain a high level of subject matter knowledge and ensure that course material is current and accurate.
- Use appropriate teaching methods and strategies that are effective in helping students achieve their course and educational objectives.
- Not allow any personal relationships or considerations to influence their activities of teaching and assessment or allow any perception of favouritism.
- Contribute positively to and support the intellectual and professionall development of the students in every way possible.
- Ensure that all assessments and summative evaluations are conducted with integrity, fairness and are appropriate to the specific objectives of the module.
- Provide timely, meaningful and constructive feedback to students.
- Follow APIIT codes and practices in relation to students.

In relation to all interaction with students all staff will:

- Avoid any references that are likely to cause discomfort and be sensitive to any religious, racial or personal sensibilities.
- Respect the dignity and personal feelings of every student and never speak or behave in any manner that demeans or insults them in any form or fashion.
- Treat all official records including grades, evaluations and extenuating circumstances as strictly private and confidential and not allow any such information to be made known to any person or persons except in accordance with Institute policies and mechanisms for dissemination of such information.
- Project a positive service attitude at all times.

At all times all APIIT staff will:

- Respect the dignity and personal feelings of all colleagues and behave in a professional and cooperative manner in furtherance of the Institute's objectives.
- Respect and further the educational goals, policies and standards of the Institute at all times and conduct themselves in a manner befitting the good reputation of the Institute.
- Support wholeheartedly all initiatives of the Institute that are implemented in furtherance of the educational and professional development of students.
- Communicate in good written and spoken English.