

LAMPIRAN B – Basic Competency (KA)

Components	Deficient (0)	Developing (1)	Proficient (2)	Accomplished (3)	Distinguished (4)	Minimum	Source
A. Self-Assessment & Reflection							
A1. Goals of student learning	No or low expectations of students' learning	Holds some expectations of students' learning	Communicates and encourages high expectations of students' learning	Encourages and values high expectations of students' learning	Inspires and supports high expectations of students' learning	Proficient (2)	TES (Teaching Portfolio)
A2. Personal Philosophy	Does not indicate his or her own personal philosophy towards student learning	Vaguely indicate his/her own personal philosophy towards student learning	Clearly indicate his or her own personal philosophy towards student learning	Clearly indicate his or her own personal philosophy towards student learning with strategies for continuous improvement	Clearly indicate and evaluate his or her own personal philosophy towards student learning with effort for continuous improvement	Proficient (2)	TES (Teaching Portfolio)
A3. Belief and practices of assessment and evaluation	No effort to constructively align assessment methods with the intended learning outcomes and the T&L activities	Show some understanding on the need to constructively align assessment methods with the intended learning outcomes and the T&L activities	Constructively align assessment methods with the intended learning outcomes and the T&L activities	Constructively align assessment methods, that include both formative and summative assessment, with the intended learning outcomes and the T&L activities	Constructively align assessment methods, that include both formative and summative assessment, with the intended learning outcomes and the T&L activities and provide the tools for self and peer assessment of learning	Proficient (2)	TES (Teaching Portfolio), Course File

Components		Deficient (0)	Developing (1)	Proficient (2)	Accomplished (3)	Distinguished (4)	Minimum	Source
A4.	Self-reflection of teaching development over time and how this relates to future goals (with relevant evidence)	Provides no self-reflection of teaching development	Provides some self-reflection of teaching development but fail to relate it to CQI of teaching strategies	Clearly provides self-reflection of teaching development and relates some of it to CQI of teaching strategies	Clearly provides self-reflection of teaching development and relates it to CQI of teaching strategies	Clearly provides self-reflection of teaching development and relates it to CQI of teaching strategies, to the extent of adapting his or her own teaching philosophy	Proficient (2)	TES (Teaching Portfolio), CAR
B. Professional Activities								
B1.	Number of credits taught			Teaching Pathway: 40 Practice & Research Pathways: 20			Proficient (2)	AIMS
B2.	Quality of course assessment reports (CAR) produced in three consecutive years	No or incomplete CAR submitted	Complete CAR with some analysis on the students' results and outcomes achievement which are not considered in the course reflection and CQI	Complete CAR with detailed analysis on the students' results and outcomes achievement which are considered in the course reflection but not translated into the CQI	Complete CAR with detailed analysis on the students' results and outcomes achievement which are considered in the course reflection but not well translated into the CQI	Complete CAR with detailed analysis on the students' results and outcomes achievement which are considered in the course reflection and well translated into the CQI	Proficient (2)	CAR, Course File
B3.	Quality of course files produced in three consecutive years	Incomplete course file	Complete but lack sample of assessment evidence	Complete	Complete and aligned	Complete, aligned and exemplary	Proficient (2)	Course File
B4.	Attendance in T&L training			5			Proficient (2)	CTL

Components		Deficient (0)	Developing (1)	Proficient (2)	Accomplished (3)	Distinguished (4)	Minimum	Source
B5.	Implementation of non-conventional T&L strategies	No implementation of any non-conventional T&L strategy	Implement one non-conventional T&L strategy	Implement two non-conventional T&L strategies	Implement more than two non-conventional T&L strategies and able to guide other staff in the faculty (conduct workshop)	Implement more than two non-conventional T&L strategies and able to guide other staff at university level (conduct workshop)	Proficient (2)	Course File, e-PPP, TES
C. Measures of Student Learning								
C1.	Average score in the improved version of e-PPP	Mean score over previous 5 years is less than 3.00	Mean score over previous 5 years is above 3.00 but less than 4.00	Mean score over previous 5 years is equal to 4.00	Mean score over previous 5 years is more than 4.00	Mean score over previous 5 years is more than 4.3	Proficient (2)	e-PPP
C2.	Unsolicited/solicited feedback / testimony from students/alumni related to their learning	Mostly negative or no positive feedback on students' learning	Some positive and negative feedback on students' learning	Mostly positive with negligible negative feedback on students' learning	Positive feedback with impact on learning obtained from students	Positive feedback with impact on learning obtained from students and alumni	Proficient (2)	e-PPP, TES (Teaching Portfolio)
D. Peer Review & Recognition								
D1.	Average score in Teaching Observation focusing on communication skills and delivery style by colleagues	<60%	60% - 69%	70% - 79%	80% - 89%	>90%	Proficient (2)	Teaching Observation
D2.	Average score in Teaching Observation (Instructional Planning & Delivery) by mentors/experts	<60%	60% - 69%	70% - 79%	80% - 89%	>90%	Proficient (2)	Teaching Observation

B1, B4, D1 and D2 assessed only for promotion

Glossaries

Item	Terms	Details
B3	Complete	Consist of L1, Teaching material, Assessment tasks, Marking schemes, Sample of marked assessments, Analysis
	Aligned	Aligned between lesson plan (in L1) and implementation (sample of assessment evidence)
	Exemplary	Verified by the Faculty
B4	T&L training	<p>NALI's Learning Mode (Pedagogy/Andragogy)</p> <ol style="list-style-type: none"> 1. Case Study Teaching 2. Problem-Based Learning 3. Scenario Based Learning 4. Peer Instruction 5. Service Learning 6. Job Creation 7. Conceive, Design, Implement and Operate (CDIO) 8. Outcome-Based Education 9. High-Impact Educational Practices (HIEPs) <p>NALI's Learning Materials (Digital Resources)</p> <ol style="list-style-type: none"> 1. UTM Open Courseware (OCW) 2. UTM-MIT BLOSSOMS 3. UTM MOOC 4. Video of Exemplary Professionals 5. Student-to-Student Edutainment 6. UTM e-Learning
B5.	Non-conventional T&L strategies	Student-centered learning (SCL) including blended learning, AL, CL and PBL, work-based/integrated learning, CDIO, flexible learning, etc

Item	Terms	Details
C2.	Negative	Negative comments related to the lecturer's attitude towards teaching, preparation, assessment, and engagement / relationship with students. It does not relate to what the students dislike in general.
	Positive	Positive comments related to the lecturer's attitude towards teaching, preparation, assessment, and engagement / relationship with students. It does not relate to popularity or what the students like in general.
	Negligible	Feedback that is related to what the students preferred, teacher-centered approach and personal issues.
	Impact	Feedback that shows deep learning, life-long learning, motivation to learn and learning skills that the students gained from the lecturers.