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# Developing the Softskills/Generic Skills through T&L

Prof Dr Shahrin Mohammad  
Fakulti Kejuruteraan Awam

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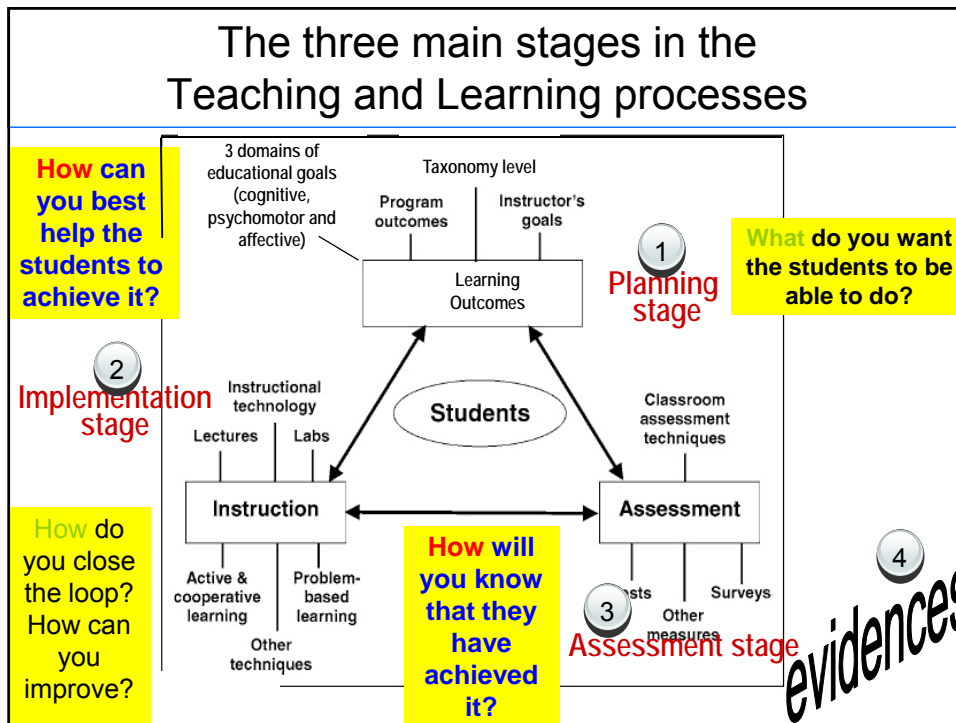
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Mula berkhidmat 1984  
Ketua Makmal Komputer 1988 – 1990  
Ketua Jabatan Struktur dan Bahan 1997 – 1998  
Pengurus Teknologi Maklumat 1998 - 2001  
Timbalan Dekan (Akademik) 2001-2005  
Wakil Pengurusan ISO 9001:2000 2001-2005  
Pengarah Kualiti Akademik UTM 2005-2007

Certified ISO 9001:2000 Lead Auditor,  
Trainer/Facilitator for ISO 9001:200, Internal Auditor  
Engineering Accreditation Council Panel of Trainer  
LAN and MOHE trainer /facilitator for MQF Credit System  
Trainer/Facilitator/ on Outcome based Education/Approach  
Trainer/Facilitator/ on Quality Assurance for Academic Programme  
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## View from industries about our students and what they want from our students

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# 80,000 graduan menganggur

mingguan  
Malaysia  
20 Feb 2005

Oleh NIZAM YATIM

JELI 19 Feb. – Jumlah perangkaan graduan menganggur amat megejutkan apabila sehingga September lalu angkanya mencecah 80,000 orang.

Sehubungan dengan itu Menteri di Jabatan Perdana Menteri, Datuk Mustapa Mohamed menggariskan antara faktor perkara itu berlaku:

- Graduan enggan mengubah sikap yang inginkan pekerjaan setaraf dengan ijazah yang dimiliki.
- Sikap graduan yang gemar berkhidmat dengan kerajaan kerana mereka tidak yakin untuk bekerja dengan syarikat swasta.
- Tidak suka berusaha sendiri, termasuk berniaga dan berdikari.

Katanya, nasihat kerajaan supaya graduan terbabit mengubah sikap masih tidak diikuti dan ia

terbukti apabila ramai di kalangan mereka enggan bekerja sebagai kerani atau operator pengeluaran di kilang dengan alasan tidak sesuai.

"Kepada graduan terbabit yang kebanyakan daripada kalangan bumiputera, saya nasihatkan tidak usahlah mereka terlalu memilih pekerjaan dan sebagai permulaan kita boleh kerja di mana-mana bagi mencari pengalaman," katanya.

Beliau berkata demikian kepada pemberita selepas meraikan 24 pelajar yang dipilih mengikuti Skim Anak Angkat Parlimen Jeli di kediamannya, Darul Falah di sini, hari ini.

Kata Mustapa, Unit Perancang Ekonomi (EPU) sedang merangka strategi mengenai langkah-langkah yang boleh dilaksanakan bagi memastikan bilangan graduan menganggur dapat dikurangkan.

"Strategi ini akan diumumkan

selepas EPU selesai menyemak laporan daripada universiti-universiti mengenai latar belakang graduan menganggur dan bidang pengajian masing-masing untuk tempoh tiga tahun sejak 2002," jelasnya.

Beliau berkata, strategi baru tersebut akan memberi tumpuan bagi memastikan lebih ramai pelajar bumiputera menceburi bidang latihan dan kemahiran bagi memenuhi tuntutan pasaran.

"Kita juga akan merangka strategi bagi mengubah sikap siswazah supaya memberi keutamaan untuk bekerja sendiri dengan membuka perniagaan atau terbabit dalam sektor pertanian," ujarnya.

Tambah beliau, bidang pengajian di universiti juga akan dipastikan tidak terlalu berorientasikan akademik, sebaliknya harus memasukkan elemen-elemen kemahiran.

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## Skim Latihan Siswazah Menganggur diwujudkan semula 80,000 graduan dilatih

**P**UTRAJAYA 23 Mac – Kerajaan mengambil langkah drastik 'mengerahkan' kesemua 80,000 graduan menganggur di seluruh negara menjalani latihan kemahiran selama setahun bagi memudahkan mereka mendapat pekerjaan atau menjadi usahawan.

Sehubungan itu satu pasukan petugas khas akan ditubuhkan bagi mengesan graduan-graduan menganggur ini.

Pasukan khas ini yang diketuai oleh pensyarah Universiti Pendidikan Sultan Idris (UPSI), Prof. Madya Dr. Yusof Abu Bakar akan mengguna pakai model di Australia yang ternyata berjaya menangani masalah isu siswazah menganggur di negara itu.

Di Australia, graduan-graduan yang tidak bekerja akan dicari dan dihantar ke kolej-kolej kemahiran untuk diberi nilai tambah.

Hasilnya 90 peratus graduan itu mendapat pekerjaan.

Menteri Pengajian Tinggi, Datuk Dr. Shafie Mohd. Salleh ketika mengumumkan perkara ini kepada pemberita sebelum memperkerusi kabinet pascakabinet di sini hari ini, berkata:

"Kita akan tiru model itu dan cuba laksanakan di Malaysia. Mungkin dengan cara ini kita dapat mengurangkan secara berperingkat jumlah graduan menganggur."

Katanya, pautan antara graduan yang akan ditempatkan di kolej-kolej kemahiran dan perkerai di seluruh negara.

Dua hari lalu, Perdana Menteri, Datuk Seri Abdullah Ahmad Badawi mengarahkan supaya Skim Latihan Siswazah Menganggur (SLSM) diwujudkan semula bagi menangani 80,000 graduan yang masih gagal mendapatkan pekerjaan.

Pada Menteri mengungkap skema itu masih menyala-mengala kerana ia berkaitan dengan masalah tersebut kerana sejak diperkenalkan pada 2001, 80 peratus pelajar yang menyertai skema ini berjaya

Utusan Malaysia, 24 Mac 2005

Skim Latihan Siswazah Menganggur (SLSM) diwujudkan semula bagi menangani 80,000 graduan yang masih gagal mendapatkan pekerjaan



**NATION**  
NST - 20/03/03

# Jobless graduates lack critical skills

By Annie Freeda Cruz  
annie@nsp.com.my

**KUALA LUMPUR, Tues.** — The Government is concerned about the increasing number of unemployed graduates, many of whom lacked communication skills, are unable to use computers and lack team spirit.

Human Resources Minister Datuk Dr Fong Chan Ooi said feedback from employers indicated that most of these graduates were from public universities.

"I have informed the Cabinet that employers prefer to employ graduates from private institutions of higher learning and those who return from overseas because of their qualifications and their better computer skills and work competency."

"According to the employees, public university graduates find it hard to communicate in English, have no proper computer skills and are unable to interact with other races and carry out tasks as a team. They also prefer to work within the stipulated working hours and do not go the extra mile to close deals after office hours or stay back to do extra work."

Speaking to reporters after launching the Graduate Training Scheme (GTS) II at Crown Princess Hotel here, Fong said the feedback he received from employers was submitted to the Cabinet on several occasions and to the Education Minister.

"It is important that universities also take into consideration employers' demands so that graduates are well qualified and competent when seeking employment in the private sector."

Some 20,000 graduates register with the Manpower Department annually for jobs.

In view of the many unemployed graduates, Fong said, the Government allocated RM100 million under the stimulus package to provide specialised courses for some 15,000 unemployed graduates to enable them to be more competent.

The graduates will be taught Microsoft Certified Systems Engineering, Cisco Certified Network Engineering, Linux, Systems Administration, Business Accounting and Marketing, sport for recreation and communication technology (ICT) and English.

Graduates who had not been employed since 1998 are qualified to apply.

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# 17,000 IT grads from local varsities jobless due to their poor English

By M.K. Megan  
megan@nsp.com.my

**KUALA LUMPUR, Sun.** — Despite the demand for skilled workers in information technology, about 17,000 IT graduates from local universities have been jobless because they are not proficient in English.

After failing to get jobs between one and two years, many have registered with the Labour Department to be retrained in other fields or pursue English programmes.

A source said many of them were from local public universities and private colleges.

Industry players claimed unemployment among these graduates was due to a massive oversupply of such graduates, which Human Resources Minister Datuk Dr Fong Chan Ooi denied.

"The source said the increasing number of IT staff laid off by companies carrying out downsizing or winding up their operations had worsened the situation."

"Due to increasing competition, IT business is becoming tough. New players enter the market with value added products, the computer industry changes fast and those who cannot keep up will ultimately have to bow out," said the source.

Fong did not deny that many IT graduates had registered with the Labour Department but contended they were unemployed because they did not meet the high standards.

TURN TO PAGE 4, COL 8

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New Strait Times, 20 April 2005

## Why local grads losing out

SEPANG, Tues. — Malaysian employers do not think much of local graduates. They told a dialogue today that something must be done fast before the private sector

at communicating well with others and the ability to interact socially within a working environment. Universities should encourage overseas attach-

Professor Datuk Dr. Mohd Salleh Mohd Yasin, who said the present 10-week internship for local undergraduates was sufficient if employers came up with a com-

whom 14,321 had professional qualifications. Among them, only 1,030 Bumiputera accountants had professional qualifications while 3,475 Bumi-

... apart from academic excellence, most employers would require workers to possess qualities such as **good attitude**, strong work **ethics**, the ability to **communicate** well, a willingness to **learn** and to **contribute** new ideas.

Industry executive director Stewart Forbes said apart from academic excellence, most employers would re-

at present," he said. University chancellors at the session generally agreed with his suggestions, except

suing a professional qualification for accountancy is not important and this is wrong," he said.

fields. "Malaysia is vying to become an automotive hub but we cannot go ahead with this

..efforts must be taken to improve **communication skills** to encompass both general skills at communicating well with others and the ability to interact socially within a working environment.

communication skills to encompass both general skills

Universiti Malaysia Kebangsaan vice-chancellor

He said at present, there were 21,347 accountants, of

or-general Prof Datuk Dr Hassan Said.

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Utusan Malaysia, 23 Feb 2005

## Graduan harus miliki penampilan diri — Shafie

KUALA LUMPUR 22 Feb. — Graduan harus memiliki penampilan diri selain kapasiti intelektual bagi memasarkan diri dalam dunia pekerjaan.

Menteri Pengajian Tinggi, Datuk Dr. Shafie Mohd. Salleh berkata, kepintaran, emosional dan penampilan diri yang tinggi dan sentiasa bersaing dengan graduan lain untuk menjadi yang terbaik adalah ciri mahasiswa cemerlang.

"Jika ciri-ciri tersebut ada pada diri seseorang graduan, dengan mudah mereka akan diterima dalam industri pekerjaan.

"Jika berharap kepada kelayakan semata-mata tan-

pa keterampilan diri yang menonjol serta tidak dapat memasarkan diri, maka, inilah penyebab kepada kegagalan graduan mendapat tempat dalam pasaran," katanya pada sidang akhbar Forum Pengisian Ketokohan Baba Kemerdekaan Malaysia, Almarhum Tunku Abdul Rahman Putra Al-Haj, di sini hari ini.

### Mengulas

Beliau berkata demikian ketika diminta mengulas kenyataan Menteri di Jabatan Perdana Menteri, Datuk Mustapa Mohamed semalam, yang mendedahkan seramai 80,000 graduan didapati menganggur sehingga September lepas.

Menurut Mustapa, antara punca masalah itu ialah keengganan para graduan untuk mengubah sikap mereka yang hanya inginkan pekerjaan setaraf dengan ijazah masing-masing.

Menurut Shafie, graduan juga perlu memberi penekanan terhadap skil penyampaian, komunikasi dan keyakinan diri bagi menonjolkan diri semasa memohon pekerjaan.

"Saya berharap graduan memperbaiki diri sendiri sebelum menuding jari terhadap orang lain dalam masalah kegagalan mendapat pekerjaan," katanya.

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## SETEMPAT

### Graduan perlu ada pakej

SHAH ALAM: Graduan perlu memiliki 'pakej', termasuk penampilan imej dan kemahiran komunikasi yang baik, untuk mudah diterima pasaran kerja, kata seorang ketua pegawai eksekutif syarikat berkaitan kerajaan.

Ketika berkonngsi panduan dengan bakal graduan Universiti Teknologi Mara (UITM) di sini, Ketua Pegawai Eksekutif Telekom Malaysia Bhd, Datuk Abdul Wahid Omar, berkata imej positif serta penampilan diri yang betul mampu memudahkan graduan dipilih mengisi jawatan dipohon.

"Pandangan pertama sangat penting kerana ia memberikan gambaran awal

**Graduan perlu memiliki 'pakej' termasuk penampilan imej dan kemahiran komunikasi yang baik, untuk mudah diterima pasaran kerja**

"Kita harus bijak menyesuaikan diri dan pembawaan diri dalam apa jua suasana. Di mana orang campak kita, kita boleh hidup. Itu antara kualiti yang perlu dimiliki untuk berjaya," katanya.

Beliau berkata, etika berpakaian ketika menghadiri sebarang majlis atau temu duga juga harus dipastikan sesuai.

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## The Star, 26 March 2005

Sports  
Entertainment  
Lifestyle  
Health  
Technology  
Education  
Classifieds  
Directory  
e-Cards  
e-Books  
30 Day Archives  
Contests  
Games  
Extras  
Property  
Motoring  
Purple Sofa  
Comics  
Audiofile  
Maritime

### Grad: Lack of looks and language skills to blame

PETALING JAYA: He has a poor command of English and he claims he is not handsome enough. So despite going for 100 interviews, this electronics graduate from Multimedia University is still jobless.

Another graduate from Universiti Malaya, claims to have gone for 200 interviews and cites the lack of necessary skills and irrelevant subjects taught at higher learning institutions as being the reasons for being jobless.

There were some of the responses to a poll set up by The Star to analyse the reasons why many graduates are unemployed.

In terms of language skills, English is not the only language in demand. Chinese and Bahasa Malaysia are also required. The key reason seems to be that whatever language the graduate is familiar with, he must have a certain command of it.

Another respondent who did Health Science at Universiti Sains Malaysia was told that her degree is not recognised by the JPA and that no positions fitting her qualifications have been created in government hospitals.

Since her graduation last year, she has attended 30 interviews without any success.

He has a poor command of English and he claims he is not handsome enough. So despite going for 100 interviews, this electronics graduate from Multimedia University is still jobless

Another graduate, from Universiti Malaya, claims to have gone for 200 interviews and cites the lack of necessary skills and irrelevant subjects taught at higher learning institutions as being the reasons for being jobless.

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As advertised in the Sydney Morning Herald

### Engineering Graduate

If you are a final year mechanical, electrical, telecommunications or computer engineering student apply for Engineering Graduate Careers Program..

Impress us with your :

- well developed communication and team skills
- Aptitude for developing positive business partnerships
- Ability to look outside the square
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- Strong interpersonal and organising skills
- Enthusiastic and proactive approach

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### Views from Industry

*From Datuk Paul Low, Vice-President, Federation of Malaysian Manufacturers*

- "Constant change is the order of the day.... Graduates often turn up without a clue to the changing dynamic global industrial environment."
- "A **constant changing environment** and the need to add value to gain competitive advantage demand for creativity, lateral thinking, agility and risk taking."

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From a report on 'Employability of Malaysian Graduates' presented to the Majlis Tindakan Ekonomi Malaysia, 8 April 2003.

### Reasons For Employing less local Graduates

- "Local graduates(Malays) lack of drive compared to foreign graduates. Foreigns especially those from middle-income families, they are very goal oriented. They know that they are there to complete their studies. For local ones, they have the mentality that why hurry since I have 5 years to complete a 3 year course. As long as I graduate and my parents can come for the convocation, that's good enough."

(ICT/Foreign/Chinese)

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From a report on 'Employability of Malaysian Graduates' presented to the Majlis Tindakan Ekonomi Malaysia, 8 April 2003.

### Reasons For Employing less local Graduates

- "Local graduates have less exposure.They are not aggressive and dynamic. They tend to be less vocal and open-minded"

(Construction/Foreign/Chinese)

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New Strait Times, 20 April 2005

## One-year internship mooted for undergrads

By June Ramli

much as the time frame was

need to have more marketable graduates.

He said the idea of a one-year internship would be referred to the National Higher Education Council as this would mean increasing the period of study from three years to four.

He was speaking to reporters after chairing a meeting of university chancellors and businessmen to discuss the perennial problem of why local graduates were unemployable.

There are 18,000 unemployed graduates and some reasons given for their predicament were a poor com-

Shafie said his Ministry would also consider sending local graduates for training overseas.

"Some engineering students in Universiti Kebangsaan Malaysia have been sent to Germany for training. But we couldn't send more because funds were inadequate," he said.

On the one-laptop-one-graduate programme, Shafie said it would be up and running by July and fully implemented for students in all courses by next year.

"It will be given out to all the students except those

There are 18,000 unemployed graduates and some reasons given for their predicament were a poor command of the **English language** and lack of **marketable skills**.

today there was a pressing

area.

need to have more market-

Shafie said his Ministry

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### Reasons given by employers for not hiring young graduates

- Low grades and low levels of academic accomplishments
- Poor attitudes, lack of self-confidence
- Lack of goals, poorly motivated
- Lack of enthusiasm, lack of drive, little evidence of leadership potential
- Lack of preparation for the interview
- Excessive interest in security and benefits, unrealistic salary demands and expectations
- Inadequate preparation for type of work, inappropriate background
- Lack of extracurricular activities

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From a report on 'Employability of Malaysian Graduates' presented to the Majlis Tindakan Ekonomi Malaysia, 8 April 2003.

### Reasons For Employing More Foreign Graduates Attitude of Foreign Graduates

- "Foreign graduates are **more open-minded** and more importantly, **they are risk-takers**. Even during big meetings we can see that those who **dare to share their views** are more of foreign graduates."

(Property/Local/Malay)

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### Views from Industry

"The key parameters of having the ability to learn continuously are:

1. The **ability to search for information** from raw data and subsequently to use imperfect information to make decisions.
2. The ability to **use technology to acquire information...**
3. The ability **to network** with people of other disciplines...
4. The ability to **understand inter-related issues of societal, organisational and business dimensions.**"

Source: Low, S.K. 2002. Meeting the needs of the industry: The challenge to training and education institutions.

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## Views from Industry

Skills required by employers:

- “creativity and flair”
- “enthusiasm”
- “capacity for critical and independent thinking”
- “flexibility and adaptability”
- “personal presentation and grooming”
- “problem solving skills”
- “oral business communication skills”.

(ACNielsen Research, 2000):

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## TOP TEN SKILLS OR QUALITIES BUSINESS ADMINISTRATION GRADUATES SHOULD POSSESS: THE VIEWS OF MALAYSIAN MANAGERS

- ✓ Technical skills
- ✓ Creativity and resourcefulness
- ✓ Interpersonal skills
- ✓ Business communication skills
- ✓ Analytical skills
- ✓ Goal oriented
- ✓ Team player
- ✓ Flexibility and resourcefulness
- ✓ Decision-making skills
- ✓ Leadership skills

*Source: Business Management Review (2002)*

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## Employers Rating of Graduate Skills/Qualities

1.	Communication (verbal & written)	4.69
2.	Honesty/Integrity	4.59
3.	Teamwork skills	4.54
4.	Interpersonal skills	4.50
5.	Strong work ethics	4.46
6.	Motivation & initiative	4.42
7.	Flexibility/adaptability	4.41
8.	Analytical skills	4.36
9.	Computer skills	4.21
10.	Organisational skills	4.05
11.	Detail oriented	4.00
12.	Leadership skills	3.97
13.	Self confidence	3.95
14.	Friendly/outgoing personality	3.85
15.	Well mannered/polite	3.82
16.	Tactfulness	3.75
<b>17.</b>	<b>GPA (3.0 or better)</b>	<b>3.68</b>
<b>18.</b>	<b>Creativity</b>	<b>3.59</b>
<b>19.</b>	<b>Sense of humour</b>	<b>3.25</b>
<b>20.</b>	<b>Entrepreneurial skills/risk taker</b>	<b>3.23</b>

[source:](#) (survey conducted somewhere in US)

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## Engineering Accreditation Council (EAC)

Students of an engineering programme are expected to have the following outcomes:

- a) ability to acquire and apply knowledge of science and engineering fundamentals;
- b) acquiring in-depth technical competence in a specific engineering discipline;
- c) ability to undertake problem identification, formulation and solution;
- d) ability to utilise systems approach to design and evaluate operational performance;
- e) understanding of the principles of sustainable design and development;

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Students of an engineering programme are expected to have the following outcomes:

- f) understanding of professional and ethical responsibilities and commitment to them;
- g) ability to communicate effectively, not only with engineers but also with the community at large;
- h) ability to function effectively as an individual and in a group with the capacity to be a leader or manager as well as an effective team member;
- i) understanding of the social, cultural, global and environmental responsibilities of a professional engineer, and the need for sustainable development; and,
- j) recognising the need to undertake life-long learning, and possessing/ acquiring the capacity to do so.

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## What they say about us?

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B10 Berita Harian 16/12/2003 (Sabtu)

## Pendidikan

# Kaedah konvensional tidak lagi relevan: Mustapa

**Oleh Syuhada Choo Abdullah**  
 (yang berada di Bangkok, Thailand baru-baru ini)

KAEDAH pembelajaran konvensional yang membentuk pelajar menjadi pasif, merendah diri dan malu bertanya serta mengabaikan ilasan guru, satu tidak relevan dengan perkembangan pendidikan kini dan wajar diubah.

Sebaliknya, mereka harus didedahkan kepada proses pendidikan yang lebih inovatif serta proaktif sejak sekolah rendah lagi bagi melahirkan generasi yang berfikir global dan berani.

Pengarah Eksekutif Majlis Tindakan Ekonomi Negara (MTEN), Datuk Mustapa Mohamed, berkata, pelajar perlu digalakkan menyertai sesi pembelajaran secara dua hala, berbanding kebanyakan pelajar ketika ini yang

lam pelbagai bidang seperti peragaan, interaksi dan komunikasi supaya mereka mampu menyampaikan idea serta pandangan berkesan," katanya kepada *Berita Harian*.

Mustapa berkata, pengalaman dan juga pendidikan melalui program global seperti Forum Antarabangsa Inisiatif Pemimpin Muda (Hala Tuju Ke-6 yang berlangsung selama lima hari di Bangkok, baru-baru ini amat berharga bagi mengasah daya kepiutungan dinamik serta berbawa di kalangan pelajar Malaysia.

Forum bertema "Meneroka Hala Tuju Baru Bagi Asia" itu disertai 24 pelajar cemerlang serta terpilih dari enam negara, iaitu Malaysia, Singapura, Thailand, Jepun, Filipina dan Indonesia.

Mustapa yang juga ahli panel forum itu berkata, kesempatan tersebut memberi Malaysia dari insi.



**MUSTAPA (kanan) dan Naib Menteri Pendidikan Thailand, Piyaabut Cholvijam (dua dari kanan), selepas berucap dalam Forum Antarabangsa Inisiatif Pemimpin Muda (Hala Tuju Ke-6) bersama peserta persidangan itu di Bangkok.**

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TheStar TUESDAY 12 October 2004

# PM: Rank universities

## 'Healthy competition can improve teaching quality'

**CYBERJAYA:** Public and private institutions of higher learning will be ranked to improve the quality of education in the country and to promote healthy competition among them, said Prime Minister Datuk Seri Abdullah Ahmad Badawi.

He said the Higher Education Ministry has been told to develop the ranking system.

"It is hoped that by ranking them, healthy competition between the institutions would be fostered, thereby motivating them to improve their quality of teaching and research," he said at the opening of the LimKokWing University College of Creative Technology's Malaysia Design Technology Centre here yesterday.

The grand and colourful event was attended by close to 1,000 guests, including a minister, deputy ministers, ambassadors and high commissioners, heads of colleges and universities, as well as CEOs of numerous companies. (See StarEducation on Sunday for details)

Abdullah said he hoped information on ranking of public higher learning institutions would be available soon.

He added that private education institutions should be graded into appropriate categories based on centres and tuition centres.

"This initiative will facilitate the monitoring of the quality and integrity of each institution and encouraged the growth of private institutions of higher learning to meet the growing demand for higher education of the country annually when Malaysian students study abroad," he added.

Earlier in the day, Abdullah met his



**THANK YOU:** Abdullah receiving a standing ovation from LimKokWing University College of Creative Technology students after opening their new campus in Cyberjaya yesterday.

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## CURRENT SCENARIO ?

- the tendency of imparting and **evaluating only technical outcomes of graduates.**
- Some non-technical outcomes of graduates are imparted ASSESSED and EVALUATED formally **only in related non-engineering subjects.**
- Students are not being assessed, evaluated, and informed of the levels of achievement of the **overall outcomes.**

## CURRENT SCENARIO ?

- **documented evidences** on the achievement of the graduate attributes scarcely available
- rarely include external **stakeholders or constituencies** and hence little feed back received from these very important components.
- Not much assurance on the **delivery of the outcome capabilities** in every postgraduate.



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# So... what next ?

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## Perubahan/Change?

- Do we need to do something about it?
- Keep your mind open to change all the time. Welcome it. Court it. It is only by examining and re-examining your opinions and ideas that you can progress. (*Dale Carnegie*)

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إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Sesungguhnya Allah tidak mengubah apa yang ada pada sesuatu kaum sehingga mereka mengubah apa yang ada pada diri mereka sendiri.

(Surah Ar Ra'd 11)

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## Change?

Survey by Harvard Univ.

- ..large measure of satisfaction with technical competence of the graduating students... can crunch numbers, analyse markets.... But when it comes to human-relation skills, Harvard is stepping up its effort... That seems where improvements are needed.. Oral and written communication, teamwork, and other human skills...

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Cerita rekaan semata-mata

Terdapat tiga orang sahabat baru  
tersedar daripada koma selama 20  
tahun...

seorang doktor,  
seorang jurutera dan  
seorang lagi cikgu...

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"Ok! Lets see what can we do now...."

Jom kita ke hospital! Doktor mengajak dua orang  
sahabatnya...merata hospital seluruh Malaysia  
mereka pergi termasuklah hospital bahagia...  
malangnya...

"I can't work at any hospital now....everything they  
use are so complicated!"

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OK! "Jom kita ke industri pulak apa aku boleh buat, pelawa si jurutera pulak..."

Seluruh Malaysia mereka jelajahi... seperti sahabatnya tadi juga..sungguh kecewa..

"I just do not understand what's going on...too much new things that I haven't seen before!"

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Aaaa... Jom kita ke sekolah...pujuk si cikgu pulak, semua ceruk Malaysia mereka pergi...

"Aaa ..what a lucky guy I am ... I still can do my work...no change at all for the past 20 yrs of our absence!"

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What's the morale of the story?

**Please teachers ... wake up!!!!  
improve yourself!!!**

**Jangan ketinggalan zaman.....**

*Suhaidah*

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Inculcating GS Among UG Students: The  
KPT's Vision and Commitment



Dilancarkan secara rasmi  
oleh YB Menteri Pengajian  
Tinggi Malaysia pada 22  
Ogos 2006 di Universiti Putra  
Malaysia, Serdang

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WHAT IS GENERIC SKILLS/SOFT SKILLS?

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Define Soft/Generic Skills:

Generic skills are the general, overarching skills, qualities, knowledge, abilities and traits that a person should possess to succeed in one's studies and career.

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## WHAT ARE GENERIC SKILLS?

In brief, generic skills are:

- Skills that can be applied across a variety of subject domains
- Skills that apply across a variety of jobs and life contexts
- Non-technical skills that highly associated with employability

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## GS Across the Globe

- U.K. — Core skills, key skills, **common** skills
- N.Z. — **Essential** skills
- Australia — Key comp., **employability** skills, g.s.
- Canada — Employability skills
- U.S. — Basic skills, workplace know-how
- S'pore — Critical enabling skills
- France — **Transferable** skills
- Switz. — **Trans-disciplinary** goals

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WHY GS?

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## Generic Skills – Why?

Generic skills are important to enable graduates to function in today's **changing world**. Content or disciplinary knowledge is no longer enough to guarantee a job at the end of university. It's often out of date in three or four years. Graduates need to be **flexible and adaptable**, to be able to **solve problems, communicate effectively, think critically and creatively**, be **information literate** and be able to **operate as effective team members** in the workplace.

(The Griffith Graduate)

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## Getting Started

### ■ Situation I

You are an employer.

What qualities/skills/traits, besides academic qualifications, would you look for in a person who has just graduated from university?

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WHAT KIND OF DESIRABLE GRADUATES QUALITIES YOU WANT UMT'S STUDENT TO ACQUIRE?

WHAT ARE THE GENERIC YOU WANT UMT'S STUDENT TO ACQUIRE?

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## Monash Core Graduate Atttributes

- Written and oral communication
- Capacity for inquiry and research
- Critical thought and analysis
- Problem solving
- Teamwork
- Numeracy
- Effective use of information technology

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## Generic Skills and Attributes of U. Of Canberra Graduates

- Communication
- Information Literacy and Numeracy
- Information and Communication Technology
- Problem Solving
- Working With Others
- Effective Workplace Skills
- Professional Ethics
- Social Responsibility
- Lifelong Learning
- Personal Attributes

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## Attributes of a Wollongong Graduate

Attribute 1		A commitment to continued and independent learning, intellectual development, critical analysis and creativity.
Attribute 2		Coherent and extensive knowledge in a discipline, appropriate ethical standards and, where appropriate, defined professional skills.
Attribute 3		Self confidence combined with oral and written skills of a high level.
Attribute 4		A capacity for, and understanding of, teamwork.
Attribute 5		An ability to logically analyse issues, evaluate different options and viewpoints, and implement decisions.
Attribute 6		An appreciation and valuing of cultural and intellectual diversity and the ability to function in a multi-cultural or global environment.
Attribute 7		A basic understanding of information literacy and specific skills in acquiring, organising and presenting information, particularly through computer-based activity.
Attribute 8		A desire to continually seek improved solutions and to initiate, and participate in, organisational, social and cultural change.
Attribute 9		An acknowledgement and acceptance of individual responsibilities and obligations and of the assertion of the rights of the individual and the community.

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## 'THE BUILDING BLOCKS OF PERSONAL AND PROFESSIONAL SUCCESS' – Griffith U.



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## UTM Graduate Attributes

1. Communication Skills
2. Critical Thinking and Problem Solving Skills
3. Teamworking Skills
4. Information Management and Lifelong Learning Skills
5. Entrepreneurship Skills
6. Leadership Skills and Proactiveness
7. Ethics and Integrity

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### Communication Skills

Communication skills incorporate the ability to communicate effectively in Bahasa Melayu and English across a range of contexts and audiences.

- CS1 Ability to present ideas clearly, effectively and confidently through written and oral modes.
- CS2 Ability to listen actively and respond accordingly.
- CS3 Ability to make clear and confident presentation appropriate to audience.
- CS4 Ability to use technology in presentation.
- CS5 Ability to negotiate and reach agreement.
- CS6 Ability to communicate with people of different culture.

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### Critical Thinking and Problem Solving Skills

Critical thinking and problem solving incorporate the ability to think critically, logically, creatively and analytically.

- CTPS1 Ability to define and analyse problems in complex, overlapping, ill-defined domains and make well-supported judgment.
- CTPS2 Ability to apply and improve on thinking skills, especially skills in reasoning, analysing and evaluating.
- CTPS3 Ability to look for alternative ideas and solutions.
- CTPS4 Ability to 'think outside the box'.
- CTPS5 Ability to understand and adapt to the culture of a new community and working environment.

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### Teamworking Skills

Teamworking incorporates the ability to work with other people with different background to achieve a common goal.

- TW1 Ability to establish good rapport, interact with others and work effectively with them to meet common objectives.
- TW2 Ability to comprehend and assume the interchangeable role of leaders and followers.
- TW3 Ability to recognise and respect the attitudes, actions and beliefs of others.

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### Information Management and Lifelong Learning Skills

Information management and lifelong learning incorporate the ability to continue learning independently in the acquisition of new knowledge and skills.

- LL1 Ability to seek and manage relevant information from a variety of sources.
- LL2 Ability to accept new ideas and to learn independently in the acquisition of new knowledge and skills.
- LL3 Ability to develop an inquisitive mind driven by a passion for knowledge acquisition.

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### Entrepreneurship Skills

Entrepreneurship incorporates the ability to analyse situations and recognise opportunities to use one's knowledge and skills for business opportunities.

- ES1 Ability to identify business opportunities.

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### Leadership Skills and Proactiveness

Leadership and proactiveness incorporate knowledge of the basic principles of leadership and application of the traits of leadership in one's interaction with others.

- LS1 Ability to demonstrate basic knowledge of leadership.
- LS2 Ability to take action and to get others engaged.

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### Ethics and Integrity

Ethics incorporates the ability to apply high ethical standards in professional practice and social interactions.

- ET1 Ability to act ethically and with a high sense of social responsibility.
- ET2 Ability to analyse and make ethical decisions when solving problems.
- ET3 Ability to understand the economic, environmental and socio-cultural impacts of professional practice.

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**1** **MQA/MQF** Malaysian Qualification Agency  
Malaysian Qualification Framework

and the


Engineering Accreditation Council,  
Board of Engineers

→ **Washington Accord**

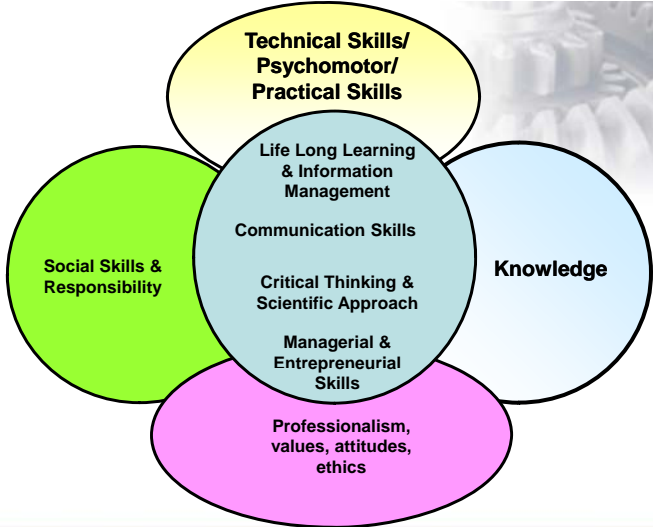


**2** **The Need for an Outcomes Approach  
for Continual Programme Improvement**

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**Malaysian Qualification Framework (2005)**  
*The Needs for A Balanced Curriculum*



**Technical Skills/  
Psychomotor/  
Practical Skills**

**Life Long Learning  
& Information  
Management**

**Communication Skills**

**Critical Thinking &  
Scientific Approach**

**Managerial &  
Entrepreneurial  
Skills**

**Professionalism,  
values, attitudes,  
ethics**

**Social Skills &  
Responsibility**

**Knowledge**

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Inculcating GS Among UG Students: The KPT's Vision and Commitment



Dilancarkan secara rasmi oleh YB Menteri Pengajian Tinggi Malaysia pada 22 Ogos 2006 di Universiti Putra Malaysia, Serdang

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**KI YANG PERLU DIKUASAI OLEH PELAJAR IPTA**

- **Kemahiran Berkomunikasi**
- **Pemikiran Kritis dan Kemahiran Menyelesaikan Masalah**
- **Kemahiran Kerja Berpasukan**
- **Pembelajaran Berterusan dan Pengurusan Maklumat**
- **Kemahiran Keusahawanan**
- **Etika dan Moral Profesional**
- **Kemahiran Kepimpinan**

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## KEMAHIRAN BERKOMUNIKASI

Kod KI	Status	Keterangan
CS1	KIM	Kebolehan menyampaikan idea dengan jelas, berkesan dan dengan penuh keyakinan, secara lisan dan bertulis.
CS2	KIM	Kebolehan mengamalkan kemahiran mendengar yang aktif dan memberi maklum balas.
CS3	KIM	Kebolehan membuat pembentangan secara jelas dengan penuh keyakinan dan bersesuaian dengan tahap pendengar.
CS4		Kebolehan menggunakan teknologi dalam pembentangan.
CS5		Kebolehan berunding dan mencapai persetujuan.
CS6		Kebolehan berkomunikasi dengan peserta komunikasi yang mempunyai budaya berlainan.
CS7		Kebolehan mengembangkan kemahiran komunikasi perseorangan.
CS8		Kebolehan menggunakan kemahiran bukan lisan.

## PEMIKIRAN KRITIS DAN KEMAHIRAN MENYELESAIKAN MASALAH

Kod KI	Status	Keterangan
CTPS1	KIM	Kebolehan mengenal pasti dan menganalisis masalah dalam situasi kompleks dan kabur, serta membuat penilaian yang berjustifikasi.
CTPS2	KIM	Kebolehan mengembang dan membaiki kemahiran berfikir seperti menjelaskan, menganalisis dan menilai perbincangan.
CTPS3	KIM	Kebolehan mencari idea dan mencari penyelesaian alternatif.
CTPS4		Kebolehan berfikir melangkaui batas.
CTPS5		Kebolehan membuat keputusan yang berdasarkan bukti yang kukuh.
CTPS6		Kebolehan untuk bertahan serta memberikan perhatian sepenuhnya terhadap tanggungjawab yang diberikan.
CTPS7		Kebolehan memahami dan menyesuaikan diri kepada budaya komuniti dan persekitaran kerja yang baharu.

## KEMAHIRAN KERJA BERPASUKAN

Kod KI	Status	Keterangan
TS1	KIM	Kebolehan membina hubungan baik, berinteraksi dengan orang lain dan bekerja secara efektif bersama mereka untuk mencapai objektif yang sama.
TS2	KIM	Kebolehan memahami dan mengambil peranan bersilih ganti antara ketua kumpulan dan ahli kumpulan.
TS3	KIM	Kebolehan mengenali dan menghormati sikap, kelakuan, dan kepercayaan orang lain.
TS4		Kebolehan memberi sumbangan kepada perancangan dan menyelaraskan hasil usaha kumpulan.
TS5		Bertanggungjawab terhadap keputusan kumpulan.

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## PEMBELAJARAN BERTERUSAN DAN PENGURUSAN MAKLUMAT

Kod KI	Status	Keterangan
LL1	KIM	Kebolehan mencari dan mengurus maklumat yang relevan daripada pelbagai sumber.
LL2	KIM	Kebolehan menerima idea baharu dan berkeupayaan untuk pembelajaran autonomi.
LL3		Kebolehan mengembangkan minda ingin tahu dan dahagakan ilmu.

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## KEMAHIRAN KEUSAHAWANAN

Kod KI	Status	Keterangan
KK1	KIM	Kebolehan mengenal pasti peluang perniagaan.
KK2		Kebolehan merangka perancangan perniagaan.
KK3		Kebolehan membina, meneroka dan merebut peluang perniagaan dan pekerjaan.
KK4		Kebolehan untuk bekerja sendiri.

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## ETIKA DAN MORAL PROFESIONAL

Kod KI	Status	Keterangan
EM1	KIM	Kebolehan memahami kesan ekonomi, alam sekitar dan sosio-budaya dalam amalan profesional.
EM2	KIM	Kebolehan menganalisis dan membuat keputusan dalam penyelesaian masalah berkaitan etika.
EM3		Kebolehan mengamalkan sikap beretika, di samping mempunyai rasa tanggungjawab terhadap masyarakat.

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## HOW TO INCULCULATE GS IN TEACHING & LEARNING?

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## Two Approaches to Developing GS

Developing GS through T&L

Diffusion Model

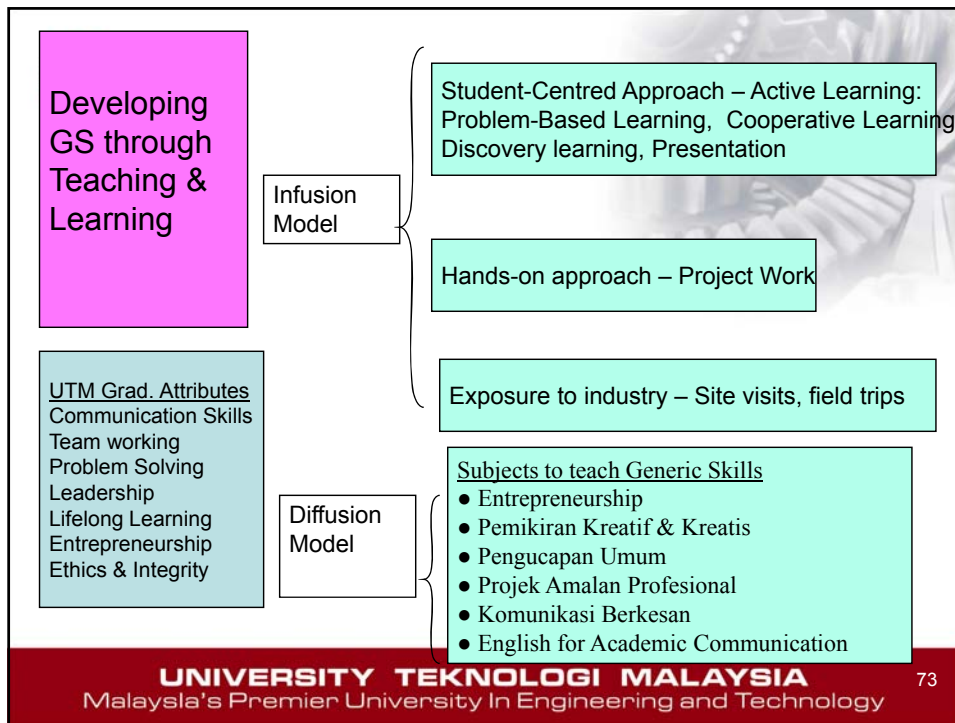
- Specific subjects created to develop GS
- "stand-alone development"


Infusion Model

- Infusion of GS into existing subjects
- "curriculum integrated approach"

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 **Integrating Generic Skills into Teaching and Learning**

**The Three Main Stages in the Teaching-Learning Process:**

- Planning
- Implementation
- Assessment

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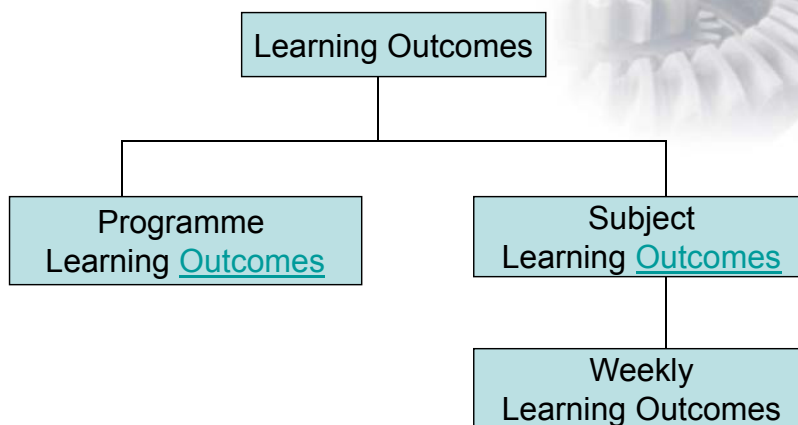
## Incorporating Generic Skills: The Planning Stage

- **Planning stage:**
  - Planning at curriculum/programme level
  - Planning at subject level
  
- Plan Learning Outcomes for Generic Skills

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## Different Levels of Learning Outcomes



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**A Checklist for the Development of Generic Skills in Curriculum Planning (course director/dept)**

Subj	Comm	Team-working	Problem Solving	Adaptability	Lifelong Learning	Self-Esteem	Ethics & Integrity
A	√		√				√
B	√	√	√	√	√	√	√
C		√	√	√			√
D			√	√		√	√
E	√	√	√	√	√	√	√

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**PROGRAM LEARNING OUTCOMES  
B.Eng (Civil Engineering)**

Technical competencies

	PROGRAM LEARNING OUTCOMES	TEACHING & LEARNING METHODS	ASSESSMENTS
LO1	Ability to acquire knowledge of science and civil engineering principles	Lectures, tutorials, seminars, laboratory works, directed reading, independent study, active learning	Examinations, laboratory reports, presentations, assignments, problem-based exercises, project reports
LO2	Ability to use the techniques, skills and modern civil engineering tools	Lectures, tutorials, computer hands-on sessions, laboratory works, industrial training, surveying camps	Examinations, laboratory reports, presentations, assignments, problem-based exercises, project reports, design tasks, simulation exercises, industrial training reports
LO3	Ability to analyse, interpret, develop and conduct experiments; and design components, systems, or processes	Project supervision, lectures, tutorials, laboratory works, directed reading, simulation exercises, computer-based exercises, independent study, problem-based learning	Final Year Project reports, project reports, design tasks, examinations, laboratory reports, presentations, assignments

Generic Skills competencies			
	PROGRAM LEARNING OUTCOMES	TEACHING & LEARNING METHODS	ASSESSMENTS
LO4	Ability to identify, formulate and solve civil engineering related problems	Project supervision, lectures, tutorials, laboratory works, group projects, independent study	Final Year Project reports, project reports, design tasks, examinations, laboratory reports, presentations, assignments
LO5	Ability to communicate effectively and with confidence	Projects, independent study, tutorials, surveying camps	Oral presentations, written reports
LO6	Ability to respond and adapt to changing situations and priorities	Lectures, laboratory works, group assignments, Industrial training, final year project	Industrial training reports and logbooks, final year project reports and logbooks
LO7	Ability to function effectively as an individual and/or in a team to achieve common goals	Independent projects, group projects, industrial training, final year project, surveying camps	Industrial training report and logbook, project report, final year project report and logbook
LO8	Ability to perpetually seek and acquire contemporary knowledge	Independent study, final year projects	Final year project reports, assignments
LO9	Ability to think positively and possess self-esteem	Group projects, independent study, tutorials, industrial training, final year project	Written assignments, project reports, essays, final year project report, Industrial training reports
LO10	Ability to apply high ethical standards in professional practice and social interactions for sustainable development	Final year projects, Laboratory works, Industrial training, surveying camps	Written assignments, laboratory reports, essays, Final year project reports, Industrial training report,

**Mapping of Programme Learning Outcomes to Subjects**

Code	Course	PL01	PL02	LO3	PL04	PL05	PL06	PL07	PL08	PL09	PL010
SAB 1011	Engineering Survey – Fieldwork	b	a	c	2	2	-	2	-	2	2
SAB 1023	Engineering Survey	a	c	c	2	2	-	-	-	-	2
SAB 1031	Survey Camp	a	a	c	2	1	-	1	-	2	2
SAB 1042	Civil Engineering Laboratory I	a	a	a	2	1	-	2	2	2	2
SAB 1213	Applied Mechanics	a	b	b	2	2	2	2	2	-	2
SAB 1413	Computer Programming	a	a	b	2	2	-	-	-	2	2
SAB 1423	Civil Engineering Drawing	a	a	b	2	2	-	-	2	-	2
SAB 1513	Fluid Mechanics	a	b	b	2	2	2	2	-	2	2
SAB 1713	Soil Mechanics	a	b	b	2	2	2	2	2	2	2
SAB 2012	Civil Engineering Laboratory II	a	a	a	2	1	-	2	2	2	2
SAB 2032	Mechanical & Electrical System	a	b	b	2	2	2	-	2	2	2
SAB 2112	Civil Engineering Materials	a	b	b	2	2	2	2	2	2	2

Key:  
 Technical Skills : a = major contribution to outcome; b = moderate contribution to outcome; c = minor contribution to outcome  
 Generic Skills : 1 = Substantial (with assessment) 2 = not substantial (introduction/observation)

COURSE OUTCOMES MATRIX															
COURSE : SAM 4324 (STRUCTURAL STEEL AND TIMBER DESIGN)															
No	Course Outcomes (CO)	Programme Learning Outcomes (PLO)										Delivery	Assessment	Key Performance Indicators/Index	
		Knowledge	Use of Techniques	Analyse & Development	Problem Solving	Communication	Adaptability	Team Working	Life Long Learning	Self Esteem	Ethics and Integrity				
		1	2	3	4	5	6	7	8	9	10				
1.	Able to describe the concept and philosophy of steel and timber design based on the relevant code of practice	a	a	a									Lectures, CL, design practices, tutorials	Tests, Final Exam	Students able to analyse, design and evaluate the member capacity of the structural element based on the standard codes of practice
2.	Able to estimate the design loadings and to analyse structural elements correctly	a	a	a	1		2						Lectures, CL, design practices, tutorials	Tests, Final Exam, Project Submission	80% achieving grade C and above
3.	Able to use the code of practice to design structural steel and timber elements.	a	a	a	1		2						Lectures, CL, design practices, tutorials	Tests, Final Exam, Project Submission	Reports are clear, correct and well presented. Drawings according to standards specifications. 100% passes
4.	Able to prepare structural design report, drawing plan and structural element detailing before week 15					1							Project work, CL	Project Submission	No complains from team members 80% students achieved 80%
5.	Able to work effectively in a team producing a design report within a stipulated timeframe					1		1					CL	Peer Assessment, Observation	No students failed from final exams. 80% coursework delivered on time, 90% attendance during each lectures
6.	Able to apply professional practice and ethics within a given time frame											1	Project work, CL	Peer Assessment, Observation	

**Key:**  
 Technical Skills : a = major contribution to outcome; b = moderate contribution to outcome; c = minor contribution to outcome  
 Generic Skills : 1 = Substantial (with assessment) 2 = not substantial (introduction/observation)

### 3 components necessary in writing an effective course outcomes

#### ■ 1. Behaviour

- Write learning outcomes in terms of an observable, behavioural outcome; what the student will be able to do.
- selection of an effective action verb is of utmost importance.
- choose a verb that is focused and targets a level of performance appropriate for the course.

#### ■ 2. Conditions

- What is given? (by checking a chart , by looking at photo, by referring to the manual)
- or not given (without reference to the manual, with no supervision)
- What are the variables? ( no matter how upset the customer becomes)
- Combination (when driving (what is given) in the city (variable))



## Standards

### ■ Standards are measurable criteria:

- How often?
  - at least once per hour at the start of every cycle
  - before starting the task or after
- How well?
  - exactly 7%
  - no more than 1 error
  - accurate to three decimal points
  - within 15 minutes (never use a time standard unless it is required by the job)
- How many?
  - Identify at least 16 items
  - produce 4 items



## Writing Course Outcomes for Psychomotor and Affective Domains

### Examples : Graduate Attributes

- Communication
- Team working
- Problem Solving
- Leadership
- Life long Learning
- Entrepreneurship
- Ethics and Integrity



## Writing Course Outcomes for Psychomotor and Affective Domains

By the end of the course, students should be able to:

- 1) independently seek and present information on the collapse of the WTC (Lifelong Learning & Communication Skills)
- 2) participate actively in class discussion on issues related to ... (Communication Skills)
- 3) work collaboratively in groups to complete an assigned project on... (Teamworking)
- 4) demonstrate positive teamworking attributes by contributing actively in group projects. (Teamworking)

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## Course Outcomes for Generic Skills

Cont...

- 5) state and critically evaluate the main principles of .... (Problem Solving)
- 6) analyse data gathered from a target situation analysis and design instructional materials for a specific group of learners. (Problem Solving)
- 7) orally present information and answer questions with confidence on an assigned project. (Comm. Skills and Self-Esteem)
- 8) apply principles of management in organising an assigned project within stipulated schedules and with available resources. (Teamworking & Adaptability)

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Cont...

**Able to work effectively in a team producing a design report within a stipulated timeframe**

**Able to prepare structural design report, drawing plan and structural element detailing before week 15**

**Able to apply professional practice and ethics within a given time frame**

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### Writing learning outcomes for Graduate Attributes

- Communicate effectively and work collaboratively as a team with patients, families and the community as well as other health professionals. (QA, C&S)
- Communicate effectively with colleagues, customers/clients and community at large. (QA, C&S)

Comm. Skills & Teamworking

### Writing learning outcomes for Graduate Attributes

- Utilise a range of resources, including ICT, to independently seek, organise and present information.
  
- Actively seek, evaluate and validate information as well as use appropriate technology to improve nursing practice and education. (QA, C&S)

Lifelong Learning


- Assume responsibility for self-development and life-long learning. (QA, C&S)



### Writing learning outcomes for Graduate Attributes

- Demonstrate conduct that is consistent with business ethics and local culture. (QA, C&S)
  
- Demonstrate professional behaviour and personal values in the delivery of healthcare which comply with the code of conduct and nursing ethics. (QA, C&S)
  
- Demonstrate professional ethics and moral responsibilities in their practice. (QA, C&S)

Ethics & Integrity




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Learning outcomes – Cont'd

independently acquire and present information on some key issues in second language acquisition.

GS – Lifelong Learning & Communication Skills



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Learning outcomes – Cont'd

4)work in groups to collaboratively plan and conduct a small-scale classroom study related to second language learning.

GS – Teamworking



## Writing learning outcomes for Graduate Attributes

- Critically analyze and identify engineering problems and formulate appropriate solutions using systems approach wherever relevant. (QA, C&S)
- Recognise the need for change and to assume leadership in the change process with creativity and innovativeness. (QA, C&S)

Problem Solving & Adaptability



## Planning CO at Subject Level: A Reminder

- Examine the curriculum and refer to the programme outcomes.
- Examine the type of students and resources available.
- Include course outcomes for cognitive, psychomotor and affective domains.
- Include higher order skills/ taxonomy level.
- As far as possible, embed the affective and psychomotor domain in content (eg. incorporate generic skills through the content of the course).



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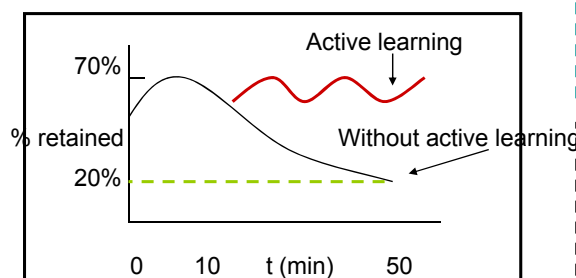
## IMPLEMENTATION STAGE

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### TIPS in Teaching

#### In-Class Activities

##### 1. Lectures (Tips)

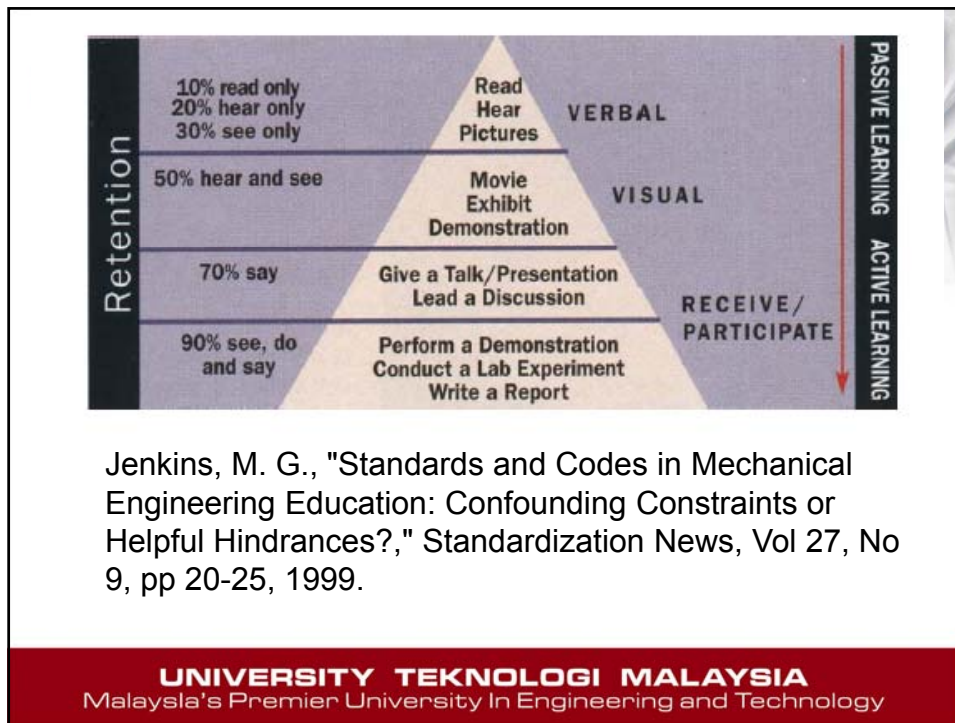


- Texts (transparencies, powerpoints), lots of visuals, demonstrations, photos, graphs, handouts, clip from web, CD-ROMs, video tapes, slide-shows. Lecture inputs from practitioners etc.

Remember Instructional Principles? "People Learn by doing & reflecting, not by watching and listening"

Can you address GS in lecture?

- lecturer come early - informalities
- Learn students name
- Eye contact
- Effective use of board, projector
- Cue students on important points
- Pause periodically
- Short activities
- Jokes ?



## Incorporating Generic Skills: The Implementation Stage

Factors to consider:

- Type of generic skills to be developed
- Nature of the course content
- Type of students
- University resources
- Credit hours
- Student-workload

### Incorporating Generic Skills in the Implementation Stage

- Generic skills can be developed through various in-class teaching-learning activities, such as:
  - ✚ class discussion
  - ✚ group work
  - ✚ brainstorming
  - ✚ presentation
  - ✚ role play and simulation
  - ✚ hi-tea exchange
  - ✚ Student Lead/Teach

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### Incorporating Generic Skills in the Implementation Stage

- or out-of-class activities, such as:
  - ✚ assignments/project work
  - ✚ independent study
  - ✚ field trips
  - ✚ site visits
  - ✚ Community involvement
  - ✚ Bring your class out of class
  - ✚ Explore-race

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## Incorporating Generic Skills: The Implementation Stage

### ■ Examples of Teaching-Learning Activities to Develop Generic Skills

- before, during and after lecture
- assignment brief
- a summary of teaching-learning activities for developing GS

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## Incorporating Generic Skills in the Implementation Stage

### ● Implementation

- ✚ Before Class
- ✚ During Class
- ✚ After Class
- ✚ During Test/Exam?



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## Incorporating Generic Skills in the Implementation Stage

### IMPLEMENTATION **BEFORE** CLASS

Activities	Generic Skills Addressed
Instructor <b>assigns (orally or on the Internet) task for a forthcoming lecture</b> , e.g. "In Week X, we'll discuss the different types of ... in .... Read up on the ... types of ... and be prepared to discuss.... Name one book/source that you have referred to.	<ul style="list-style-type: none"> <li>• Capacity for knowledge acquisition – library search, reading skills &amp; note taking.</li> <li>• Positive personality traits – initiative &amp; responsibility</li> </ul>

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## Incorporating Generic Skills in the Implementation Stage

### IMPLEMENTATION **DURING** CLASS

Activities	Generic Skills Addressed
<ol style="list-style-type: none"> <li>1. <b>Brief presentation by some selected students.</b></li> <li>2. Input (Lecture)</li> <li>3. <b>Discussion</b></li> <li>4. Input (Lecture)</li> </ol>	<ul style="list-style-type: none"> <li>• Oral communication</li> </ul>

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## Incorporating Generic Skills in the Implementation Stage

### IMPLEMENTATION AFTER CLASS

Activities	Generic Skills Addressed
<p>1. <b>Group assignment</b> (Project Work) requiring library search, site visits, interviews with practitioners, report writing and oral presentation. (Refer Appendix I for an example of an assignment brief specifically designed to develop generic skills among students.)</p>	<ul style="list-style-type: none"> <li>• <b>Team work</b>, (refer Appendices II &amp; III for examples of activities to develop team work), time-management (refer Appendix II), oral &amp; written communication &amp; capacity for knowledge acquisition/independent learning.</li> </ul>

## Incorporating Generic Skills in the Implementation Stage

### IMPLEMENTATION IN TEST/EXAM?

Test	Generic Skills Addressed
<ol style="list-style-type: none"> <li>1. <b>Oral Test/Exam?</b></li> <li>2. <b>Apprentice?</b></li> <li>3. <b>Explorace?</b></li> </ol>	<ul style="list-style-type: none"> <li>• <b>Communication/Self Esteem?</b></li> <li>• <b>Problem Solving?</b></li> <li>• <b>Communication, Problem Solving, Lifelong learning, Teamwork</b></li> </ul>

## Incorporating Generic Skills in the Implementation Stage

### SOME EXAMPLE

1. [Program Studio Enviro](#)
2. [Urban Design Studio Schedule](#)
3. [Example Kelana Siswa \(KoQ\)](#)



## Incorporating Generic Skills in the Implementation Stage

### Task

Identify lesson or a series of lessons (**weekly**) in which you could integrate the development of generic skills (within the teaching of subject matter or content).

Identify the skill/s to be developed and plan the activities using the table given. You may (but do not have to) follow the example given above.

## Incorporating Generic Skills in the Implementation Stage

### SUGGESTED TEMPLATE

Week	Topic	Learning Outcome (for weekly lecture)	Generic Skill Addressed	Teaching/ Learning Methods
		<i>Tax's Bloom</i>	<i>UTM attributes or select specific descriptors</i>	<ul style="list-style-type: none"> <li>•Before</li> <li>•During</li> <li>•After</li> </ul>

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## THE ASSESSMENT STAGE

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Assessment of learning outcomes and objectives is a required aspect of the Engineering Accreditation Council Malaysia mandated for accreditation by the Board of Engineers.

Defining (and communicating) program objectives, educational processes, assessment /evaluation, and feedback are essential aspects of how engineering programs achieve their academic aims.

Teaching students how to learn as well as assessing how well students learn are integral parts of this new paradigm in engineering education.

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## TERMINOLOGIES reviewed

**Objectives:** Statements that describe the expected accomplishments of graduates during the first few years after graduation.

**Outcomes:** Statements that describe what students are expected to know and able to do by the time of graduation.

**Performance Criteria:** Specific, measurable statements identifying the performance(s) required to meet the outcome; confirmable through evidence.

**Assessment:** Processes that identify, collect, use and prepare data that can be used to evaluate achievement.

**Evaluation:** Process of reviewing the results of data collection and analysis, making a determination of the value of findings and action to be taken.

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## Assessing Generic Skills stated in the Program Objectives and Learning Outcome at two stages

### PROGRAM LEVEL

(Based on Program Objectives and Learning Outcomes)

### SUBJECT LEVEL

(Based on Nota Tahap 1)

### KEY ISSUES

- Why Access and who should assess?
- How to assess/evaluate?
- What is the Performance Criteria?
- Assessment tools?
- Data collection and documentation?
- Responsibilities and Monitoring systems?
- Time frame?

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### Why 'assess' Generic Skills?

TWO reasons...

1. To **PROVE** the student skills (through formal certification)
- AND
2. To help you **UNDERSTAND** and **IMPROVE** them (through the assessment process)



**PROVE & IMPROVE!**

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### Why 'assess' Generic Skills?

Airasian (1994) and Pellegrino, Chudowsky and Glaser (2001) asserted that assessment has three broad purposes:

- ❖ to assist learning
- ❖ to measure individual achievement
- ❖ to evaluate programs.

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### Why 'assess' Generic Skills?

Figure 1: Purposes of assessment<sup>1</sup>

<b>Learning</b>	<ul style="list-style-type: none"> <li>To provide feedback to students to improve their learning</li> <li>To motivate students</li> <li>To diagnose a student's strengths and weaknesses</li> <li>To help students to develop their skills of self-assessment</li> <li>To provide a profile of what a student has learnt</li> </ul>
<b>Certification</b>	<ul style="list-style-type: none"> <li>To pass or fail a student</li> <li>To grade or rank a student</li> <li>To licence to proceed</li> <li>To licence to practice</li> <li>To select for future courses</li> <li>To predict success in future courses</li> <li>To select for future employment</li> <li>To predict success in employment</li> </ul>
<b>Quality Assurance</b>	<ul style="list-style-type: none"> <li>To provide feedback to lecturers on student learning</li> <li>To improve teaching</li> <li>To evaluate a course's strengths and weaknesses</li> <li>To assess the extent to which a programme has achieved its aims</li> <li>To judge the effectiveness of the learning environment</li> <li>To ensure the course is credit worthy to other institutions and employers</li> <li>To monitor standards over time</li> </ul>



### Who assesses the generic skills?

*“Who is responsible for developing (and assessing) generic skills?”*

*“Its definitely the student's responsibility”*



*“I think the ultimate responsibility is **yourself**. But its more of a contract between myself and the facilitators or teachers”*



*“The lecturer does make a big difference, and so does your employer, but at the end of the day ... its **YOU!**”*



*“Well I think its up to the individual”*



From video - *Generic Skills: Views and experiences of workers and students.*  
Courtesy of NCVET

### How are they best assessed?

Four broad approaches to the assessment of generic skills in international literature.

These approaches include

- holistic judgements by teachers, (at subject & learning outcome)
- portfolios created by students, (learning outcome)
- assessment based on work experience, (program objective) and
- assessment using purpose-developed instruments. (learning outcome)

These approaches achieve similar purposes, which include documenting and certifying student achievement and program effectiveness.



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Assessment model (Curtis and Denton)

▶ *Holistic judgements* (at subject & learning outcome)

Involves observation by panels of teachers or teaching teams of students in classroom-based and other activities, on which judgements regarding competence are made

▶ *Portfolio assessment* (learning outcome)

This approach can reveal key dimensions of generic skills, which provide a framework in which learners can document their achievements and present evidence

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*Workplace assessment* (program objective)

Work experience assessment appears to be a useful method and produces a simple report

▶ *Standardised instrumental assessment* (learning outcome)

Independent assessment using standardised and purpose-developed instruments enables efficient assessment and provides a basis for reporting using a profile that is readily interpreted by learners and potential employers



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### Key features for the effective assessment of generic skills

Given the range of purposes that have been identified for generic skills assessment, Curtis and Denton (2003) believe that **several approaches to assessment are required**. The main characteristics of assessment approaches are that, collectively, they should provide:

- a mechanism for communicating the scope of generic skills to learners, training providers and employers
- a means of providing feedback to learners on their acquisition of generic skills and a framework for their improvement

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- a rich source of information about individual achievement, with supportive evidence
- an opportunity to undertake assessments that are authentic and occur within a work context or one that closely simulates it
- a method of assessment that is not too difficult for either the learner or the assessor
- a summary of the performance of individuals that is readily accessible by employers
- a cost-effective means of collecting performance information, individually and at aggregate (institutional and system) levels.

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## Assessment Methods

- Standardized exams
- Local developed exams
- Oral exams
- Performance Appraisal
- Simulations
- Written surveys and questionnaires
- Exit and other surveys
- Focus groups
- External examiner
- Behavioral observations
- Archival records
- Portfolios

## Assessment in practice - UKM PUBLIC SPEAKING EVALUATION SHEET

Student \_\_\_\_\_ Date: \_\_\_\_\_

Title of Presentation \_\_\_\_\_

Evaluation Scale: Yes, a lot (+) 4    3    2    1    0    No, not at all(-)

Criteria	<u>Score</u>	<u>Totals</u>
Presentation Style:		
1. Personal appearance is appropriate	_____	
2. Speaks clearly and with sufficient volume	_____	
3. Achieves rapport with the audience	_____	
4. Uses engaging vocalization	_____	
5. Responds effectively to questions and comments	_____	
6. Uses audience appropriate vocabulary, content and style	_____	
Presentation Style Total:		
Content:		
7. Uses the grammar of standard English	_____	
8. Presentation includes introduction, body and conclusion	_____	
9. Organizes content logically and sequentially	_____	
10. Presents idea and arguments clearly and logically	_____	
11. Uses appropriate audiovisual materials	_____	
12. Cites sources appropriately	_____	

## SAMPLE RESULT OF EXIT SURVEY

	Outcomes	Marks out of 5
1	Ability to acquire and apply knowledge of basic science and engineering fundamentals.	3.76
2	Ability to communicate effectively, not only with engineers but also with the community at large.	3.66
3	In-depth technical competence in a specific engineering discipline.	3.63
4	Ability to undertake problem identification, formulation and solution	3.59
5	Ability to utilize a systems approach to design and evaluate operational performance	3.49
6	Understanding of the principles of sustainable design and development	3.80
7	Understanding of professional and ethical responsibilities and commitment to them	4.29
8	Ability to function effectively as an individual and in a group with the capacity to be a leader or manager as well as an effective team member	3.93
9	Understanding of the social, cultural, global and environmental responsibilities of a professional engineer, and the need for sustainable development	4.24
10	Expectation of the need to undertake lifelong learning, and possessing/acquiring the capacity to do so	4.34
11	Ability to design and conduct experiments, as well as to analyze and interpret data	3.68
12	Ability to function on multi-disciplinary teams	4.00
13	the broad education necessary to understand the impact of engineering solutions in a global and societal context	4.05
14	Knowledge of contemporary issues	3.80
15	Ability to use the techniques, skills, and modern engineering tools necessary for engineering practice	3.66



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All assessment options have advantages and disadvantages

“Ideal” method means those that are best fit between program needs, satisfactory validity, and affordability (time, effort, and money)

Crucial to use multi-method/multi-source approach to maximise validity and reduce bias of any approach

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## VALIDITY

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**Relevance** – the assessment option measures the educational outcome as directly as possible

**Accuracy** – the option measures the educational outcome as precisely as possible

**Utility** – the option provides formative and summative results with clear implications for educational program evaluation and improvement

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## ASSESSMENT METHOD

There will always be more than one way to measure any learning objective

No single method is good for measuring a wide variety of different student abilities

There is generally an inverse relationship between the quality of measurement methods and their expediency

It is important to pilot test to see if a method is appropriate for your program

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## ADVICE FROM THE FIELD

- You cannot be doing everything (time and resources)
- All assessment questions are not equal
- More data are not necessarily better
- One size does not fit all
- Pick your battles
- Take advantage of local resources
- Don't wait until you have a "perfect" plan
- It does not happen in one year

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## Incorporating Generic Skills: The Assessment Stage

2 basic elements in an assessment

exercise:

- Question/Assignment Brief
- Assessment Criteria/Marking Scheme

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## Incorporating Generic Skills: The Assessment Stage

All assessments must be:

- **Reliable** (data given correct & can be used in applying formula)
- **Valid** (valid statements ..... S.Pahang is a tributary of S. Rejang.....)
- **Fair** (questions reflect content taught, assessment criteria made known)
- **Practical** (if you were to re-plan Baghdad.....)

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## Incorporating Generic Skills: The Assessment Stage

2 basic elements in an assessment exercise:

<p><u>Paper &amp; Pencil Tests</u></p> <ul style="list-style-type: none"> <li>• Question</li> <li>• Assessment Criteria/Marking Scheme</li> </ul>	<p><u>Performance Tests</u></p> <ul style="list-style-type: none"> <li>• Assignment brief</li> <li>• Assessment Criteria/Marking Scheme</li> </ul>
---	--

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## Incorporating Generic Skills: The Assessment Stage

Two types of tests:

♣ Paper & Pencil Tests

Question Type  
- Questions: MCQ, T/F, SAQ, Essays

Focus: Product

♣ Performance Tests/ Authentic Tests

Question Type  
- Assignment briefs: Projects, Tasks

Focus: Process/Product

Guidelines for award of marks: Assessment Criteria

## Incorporating GS into the question

### Question Type A

- State the three models of X.

### Question Type B

- Compare and contrast the three models of X.
- Which model would be most appropriate in the following context:...



## (Reminder) Bloom's Taxonomy

- Knowledge
- Comprehension
- Application

---

- Analysis
- Synthesis
- Evaluation

Lower-order  
cognitive skills

Higher-order  
cognitive skills

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## Penerapan KS: Peringkat Penilaian

Incorporating generic skills into  
the question

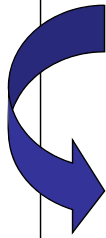
*Include in your questions higher  
order cognitive skills :*

- Application      • Analysis
- Synthesis        • Evaluation

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## Applying Bloom's taxonomy

- 1) State the power and responsibility of an empire in a badminton match as prescribed by IBF ruling.

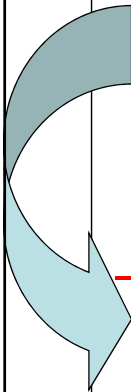


### Bloom's Taxonomy

- 1) Knowledge
- 2) Comprehension
- 3) Application
- 4) Analysis
- 5) Synthesis
- 6) Evaluation

## Applying Bloom's taxonomy

- 2) In a badminton match, the linesman pointed out the shuttle was out but the empire decided otherwise. Whose decision should be accepted?



### Bloom's Taxonomy

- 1) Knowledge
- 2) Comprehension
- 3) Application
- 4) Analysis
- 5) Synthesis
- 6) Evaluation

## Applying Bloom's taxonomy

- 3) Dalam satu perlawanan badminton, satu pihak telah membuat aduan terhadap beberapa perkara, iaitu permainan bermula lewat, pengangkutan ke tempat pertandingan tidak selesa, keadaan gelangang yang licin, keputusan penjaga garisan yang tidak adil dan gangguan dari penyokong pihak lain.
- a) Di antara aduan-aduan tersebut, yang manakah dalam bidang kuasa seorang pengadil? Taxonomy – Which level?
- b) Apakah yang harus dilakukan oleh pengadil terhadap semua aduan di atas?
- c) Pada pendapat anda, apakah perubahan yang harus dilakukan dalam peraturan sedia ada supaya pengadil dapat menjalankan tugasnya dengan lebih berkesan?

## Task – Lower order or higher order cognitive skills?

- SHB 2143/SHF 1113: Prinsip Pemasaran
- 3 (a) Define and list the steps in the process of developing a new product? *Beri definisi dan senaraikan langkah dalam proses pembangunan produk baru?.*

Taxonomy- which level?

## Task – Lower order or higher order cognitive skills?

### Bloom's Taxonomy

- 1) Knowledge
- 2) Comprehension
- 3) Application
- 4) Analysis
- 5) Synthesis
- 6) Evaluation

- SHD 2633: R&D Management
- 2 (a) Discuss the importance of seeking external sources of information for an R&D project group.
- 3 (a) Explain the steps in strategic planning for R&D organizations.
- (b) Describe the process of technology intelligence by providing examples.

## Task – Lower order or higher order cognitive skills?

- SHB 2143/SHF 1113: Prinsip Pemasaran
- 1 Apabila firma membuat pertimbangan semula jualan, kos dan keuntungan untuk projek baru untuk memastikan samada faktor tersebut mampu memuaskan objektif firma, di tahap manakah pembangunan produk baru?
- A. Ujian dan pembangunan konsep
- B. Komersilisasi C. Analisis perniagaan
- D. Strategi pembangunan pemasaran

### Bloom's Taxonomy

- 1) Knowledge
- 2) Comprehension
- 3) Application
- 4) Analysis
- 5) Synthesis
- 6) Evaluation

Task – Lower order or higher order cognitive skills?

- Study the information on road accidents in Malaysia and write a report on the topic to the Task Force on Road Accidents in Malaysia. Your report should include the necessary statistics on accident trends, possible causes of accidents and suggestions on actions to be taken to reduce the rate of road accidents in Malaysia.

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Task – Lower order or higher order cognitive skills?

- Evaluate the strengths and weaknesses of the cognitive domain of Bloom's taxonomy in relation to the Malaysian National Education Philosophy.

Bloom's Taxonomy

- 1) Knowledge
- 2) Comprehension
- 3) Application
- 4) Analysis
- 5) Synthesis
- 6) Evaluation

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## Incorporating generic skills into the question

Improve on this question to incorporate higher order cognitive skills:

1 (a) List the characteristics of Kacil car?

Nyatakan ciri-ciri kereta Kancil?

(b) What are the characteristics of Naza KIA?

Apakah ciri-ciri kereta Naza KIA

- Application
- Analysis
- Synthesis
- Evaluation

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## Incorporating generic skills into the assignment brief

- Include procedures and requirements that entail the practice and application of generic skills.

E.g.:

- ♠ visit sites   ♠ group work
- ♠ interviewing of practitioners
- ♠ information search
- ♠ deadlines

- [Examples of Teaching-Learning Activities to Develop Generic Skills](#)

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## Incorporating Generic Skills into the Assessment Guide

### PERFORMANCE TESTS

- assessment of performance **while** it is **in progress**.
- **direct** measures of learning.
- simulate **real-world** activities.
- could be used to assess psychomotor skills, cognitive skills, attitudes, social skills.
- could assess **process or product**.
- suitable for merging **teaching with testing**.

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## Developing Performance Tests/Designing Assignment Briefs

Step 1: Identify the <b>content/disciplinary knowledge</b> to be tested/ developed.	E.g. – formula x, law of contract, behaviourist theory, etc.
---	--



Step 2: Identify the <b>generic skills</b> to be tested/ developed.	E.g. problem solving (analysis, evaluation), teamworking, communication skills
---	--



↓

<p>Step 3: Write the <b>instructions</b>. Include:</p> <ul style="list-style-type: none"> <li>- <b>procedures</b> &amp; <b>requirements</b> that entail the use of content knowledge &amp; generic skills (site visits, interviews, information search, etc.)</li> <li>- deadlines</li> <li>- <b>assessment criteria</b></li> </ul>	<p>E.g.</p> <ul style="list-style-type: none"> <li>- calculate the cost of...</li> <li>- work in groups of 4</li> <li>- present the findings (5 mins per person, everyone to present)</li> <li>- Date of submission: 9/2/2005</li> <li>- Marks will be awarded for how you work as a group, etc.</li> </ul>
---	---

### Workshop: Developing Performance Tests/Designing Assignment Briefs

#### Task

In groups, prepare an assignment brief to be given to students. You could select one subject taught by a group member or a general subject which every member of the group has some shared knowledge of.

#### Procedure

Step 1: List the content/disciplinary knowledge you wish to test/develop.

Step 2: List the generic skills you wish to develop/test.

Step 3: Write the assignment brief, which should include:

- a) clear instructions on all procedures and requirements
- b) deadlines
- c) assessment criteria

Use the task sheet provided.

## Workshop: Developing Performance Tests/ Designing Assignment Briefs

### Task Sheet

Content/Disciplinary knowledge tested/developed	
Generic Skills tested/developed	
Assignment Brief (Use additional sheets if necessary.)	

## Incorporating Generic Skills into the Assessment Guide

Two forms of assessment for GS:

♣ Stand-alone




Marks given explicitly for  
GS (e.g presentation,  
teamwork, etc.),  
separate from content.

♣ Integrated/  
Embedded



Marks given for content,  
with GS as an integral &  
integrated part  
contributing to the  
quality of the content.



**Incorporating Generic Skills  
into the Assessment Guide: Example 1 (Integrated)**

Assessment Guideline	
Grade	Descriptors
A	The paper shows evidence of <i>wide reading beyond what has been taught in class</i> . The candidate demonstrates <i>critical understanding</i> of the topic by reorganising the key issues, views and trends into a <i>well-argued and coherent</i> paper, (i.e. the issues, views, etc. in the paper go beyond mere reportage of the literature surveyed). The candidate is also able to <i>link theory with practical examples</i> , showing excellent understanding of the concepts. <i>Substantial effort</i> has been put into the paper, which <i>is well-organised</i> and carefully edited.

Preparing an Assessment Guide to assess GS  
(Stand Alone): Example 2 – Check List

<b>Ability to independently seek information</b>	Assign 1 or 0 points
Included 3 citations	
Interviewed two people	
Included 2 additional points not mentioned in lectures	
References include a journal in current year	

Preparing an Assessment Guide to assess GS  
(Stand Alone): Example 3 – Rating Scale

Team-working	Standard/Marks				
Criteria/ Traits	A	B	C	D	E

Preparing an Assessment Guide to assess GS  
(Stand Alone): Example 3 – Rating Scale – Cont'd

Teamworking	Standard/Marks				
Criteria/Traits	A V. Gd	B Gd	C Av.	D Below Av.	E Weak
Relationship with group members	6	5	4/3	2	1
Contribution to group effort	6	5	4/3	2	1
Responsibility	5	4	3	2	1
Leadership	3	2.5	2	1.5	1
Total	20	16.5	13/11	7.5	4

Preparing an Assessment Guide to assess GS (Stand Alone): Example 4 – Rating Scale with Descriptors

Team-working	Standard/Marks				
	A	B	C	D	E
Criteria/Traits					
Relationship with group members	6 Excellent working relationship with group members. Tactful use of language...	5	4/3 Satisfactory working relationship with...	2	1 Poor working relationship with gr. members. Untactful use of language...
Contribution to gr effort	6	5	4/3	2	1
Responsibility	5	4	3	2	1
Leadership	3	2.5	2	1.5	1
Total	20	16.5	13/11	7.5	4

Preparing an Assessment Guide to assess GS: Example 5 – Rating Scale with Descriptors (Holistic)

A (marks)	Student possesses <b>excellent working relationship</b> with group members. He/She <b>contributes very actively</b> to the success of the group. He/She is <b>highly responsible</b> and displays <b>excellent leadership</b> qualities.
B (marks)	Student possesses <b>good working relationship</b> with group members. He/She <b>contributes actively</b> to the success of the group. He/She is <b>responsible</b> and displays <b>good leadership</b> qualities.
C	Student ....



### Example 6: Assessment Guide to assess Problem Solving

#### **Understanding the problem**

- 0 – No attempt
- 1 – Completely misinterprets the problem
- 2 – Misinterprets major part of the problem
- 3 – Misinterprets minor part of the problem
- 4 – Complete understanding of the problem

#### **Solving the problem**

- 0 – No attempt
- 1 – Totally inappropriate plan
- 2 – Partially correct procedure but with major fault
- 3 – Substantially correct procedure with major omission or procedural error
- 4 – A plan that could lead to a correct solution with no arithmetic errors

#### **Answering the problem**

- 0 – No answer or wrong answer based upon an inappropriate plan
- 1 – Copying error, computational error, partial answer for problem with multiple answers; no answer statement; answer labeled incorrectly
- 2 – Correct solution

Source: Szetela & Nicol, 1992 cited in Kubiszyn & Borich, 2003.

## Workshop: Preparing an Assessment Guide to assess GS

### Task

In groups, prepare an assessment guide to assess all or some of the UTM Graduate Attributes and or generic skills.

### Procedure

Step 1: Identify the attributes/generic skills you wish to assess.

Step 2: List the criteria for the attributes/generic skills.

Step 3: Decide on the type of assessment guide you wish to design. You may adopt/adapt one of the formats given in the examples or create your own. Remember that your assessment should be reliable, valid, fair and practical.

You could use the task sheet provided.

Task Sheet: Preparing an Assessment Guide to assess GS	
<b>Communication Skills</b>	
Criteria	Marks
1	
2	
3	
<b>Teamworking</b>	
1	
2	
<b>Problem Solving</b>	
1	
2	
<b>Lifelong Learning</b>	
1	
<b>Adaptability</b>	
1	

## Incorporating Generic Skills into the Assessment Guide

- Inform students of the [assessment criteria](#) for washback effect.
- Ensure link between [Learning Outcomes](#), Assignment & Assessment Criteria

## Teknik Menyoal - lisan

- Gunakan soalan yang memerlukan jawapan yang melebihi satu perkataan. (Soalan bercapah - Mengapa, Bagaimana)
- The right question for the right students.
- Berikan masa yang mencukupi utk pelajar menyediakan jawapan./Pastikan 'wait time' yang mencukupi.
- Do not hijack speaking opportunities.

## Teknik Menyoal - lisan

- Beri peluang kepada seberapa ramai pelajar untuk menjawab soalan/memberi pendapat.
- Jangan menghampiri pelajar yang bersuara perlahan.
- Berikan galakan/respons kepada jawapan yang diberi.
- Soalan sebelum nama, bukan nama sebelum soalan.

## GS Development in Action : Sharing of experience

### Early semester: Self-Assessment of GS

- Step 1: Preparing assignment brief
- Step 2: Training in group work- cooperative learning  
- Designing teamwork rules
- Step 3: Implementation of project/ assignment
- Step 4: Assessment
- Step 5: Reflective Notes/Learning Portfolio

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## REFLECTION

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## GS Development in Action: Sharing of experience

### What students write in their reflective notes

#### Lifelong Learning

- Through the project work, I have established self study skills. I learned how to manage my time by balancing between times for leisure, assignment and revising. The project works help me to realize the importance of library and knowledge in using online references.

## GS Development in Action: Sharing of experience

### What students write in their reflective notes

#### Lifelong Learning

When I did my project I feel more independent. I seldom go to library to search for information, but through out this project I learned something new. I spent most of my time at the library to search for information. I normally do not know where to search for certain book in the library because there are a lot of sections there. But now I can tell that I already now where each book is situated. I feel more comfortable and confident with myself.



## GS Development in Action: Sharing of experience

### What students write in their reflective notes

#### Self-Esteem

From the activities in this subject, I did acquire a lot of knowledge and essential skills. I realize that I become more confident with myself especially during presentation and I can work independently. This is totally different than who I am initially. The group work activities with different people and knowledge acquired lead me to think positively and confidently.

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## GS Development in Action: Sharing of experience

### What students write in their reflective notes

#### Self-Esteem

##### 1) What have I learnt?

I have learnt to have more confidence in myself especially through assignment 2 which requires me to give a presentation in front of the class. I was really anxious at first for I was aware that I was going to present in front of a group of people whom I was not familiar with....I know know that I should believe in myself and not thinking negatively all the time.

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ii) How can I improve?

I should learn to build faith in myself. I admit I suffered self-rejection from past experiences and this condition really lowered my self-esteem. But I'm learning to let it go. As what I state earlier, I hope that I will be able to grow wholly as a person; this involves having a sense of maturity mentally, spiritually and emotionally.

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## GS Development in Action: Sharing of experience

What students write in their reflective notes

### Teamworking

Every time when a lecturer gives out a group work assignment, I will normally join with my own members. I rarely work with other course mate since the lecturer never bother who we work with as long as we form a group with enough number of students required. However, through the activities in this subject, I was required to work with other course mate. From here, I have opportunity to interact with others students... Through the experience I gain, I believe that we as a learner should give ourselves an opportunity to work with different people in order to gain more understanding...

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## MONITORING

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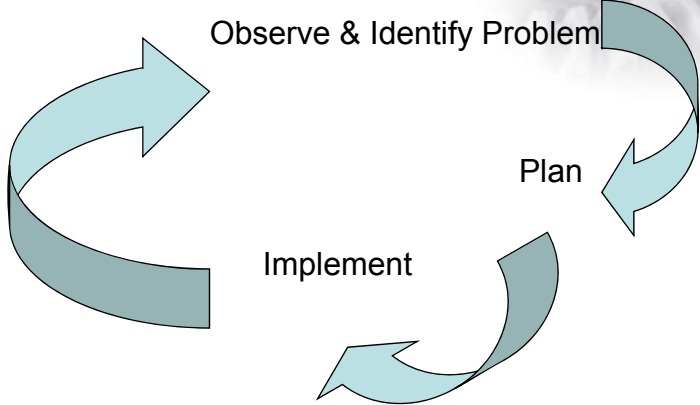
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## Monitoring the Development of GS

- Using Student Portfolio to raise student awareness.
- Conducting Action Research

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The diagram illustrates the Action Research cycle with four stages: 'Observe & Identify Problem', 'Plan', 'Implement', and 'Evaluate'. The stages are connected by curved arrows in a clockwise direction, forming a continuous loop. The 'Evaluate' stage is represented by a large arrow pointing back to the 'Observe & Identify Problem' stage.

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### Action Research

Observe & Identify Problem

Plan

Implement

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The announcement features a red-bordered box containing the text: 'SHOULD BE COMPLETED BY ? AND SUBMIT HARD & SOFT COPY TO HEAD OF DEPARTMENT'. The text is in blue capital letters. To the right of the box is a white rectangular area, possibly a placeholder for a name or date.

 **WORK ON YOUR COURSE!**

SHOULD BE COMPLETED BY ?  
AND SUBMIT HARD & SOFT  
COPY TO HEAD OF  
DEPARTMENT

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THROUGH TEACHING AND LEARNING**

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