TAWHIDIC EPISTEMOLOGY LEADING THE WAY
UMMATIC EXCELLENCE LEADING THE WORLD
KHALĪFAH • AMĀNAH • IQRA' • RAHMATAN LIL-ĀLAMĪN

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Motivational Quote

The signs of hypocrisy are three:
when he speaks, he lies;
when he makes a promise, he breaks it;
when he is entrusted (with something), he betrays
(Sahih Al-Bukhari)

Message from the Editors

Dear Readers,

We are pleased to present the fourth issue of the KICT Newsletter for 2025, a platform dedicated to celebrating the remarkable achievements, contributions, and innovations within the Kulliyyah of Information and Communication Technology (KICT).

This edition highlights the innovative research projects, academic recognitions, and impactful community engagements led by our faculty members and students. We also showcase exciting activities, insightful talks, and recent publications that reflect KICT's ongoing commitment to academic excellence, technological advancement, and knowledge-sharing.

As we continue this journey of growth and innovation, we extend our gratitude to the contributors, editorial team, and the entire KICT community for making this publication a success. We hope this issue serves as an inspiration for continued collaboration, research, and academic excellence.

Best regards,
Editorial Team
Kulliyyah of Information and Communication Technology (KICT)

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Outcome-Based Education Series #4 – Understanding and Applying the Table of Specification (ToS)

Based on the Guidelines to Good Practices (GGP): Assessment of Student Learning, the Table of Specification (ToS) is a tool used to ensure that an examination or test accurately measures the intended content. In planning ToS for a test or examination, course learning outcomes (CLOs) are assessed through the test/examination and the topics covered as indicated in the course's assessment plan. Summarizing from GGP, the importance of ToS can be described as follows:

a) To specify the learning outcomes, the amount of time spent on each outcome will be the basis for determining the corresponding number of items.

b) To ensure that a fair and representative sample of questions appears on the test.

c) Allows the instructor to construct a test focusing on the key areas and assigning weights based on their importance.

d) Provides evidence that a test has content validity.

To illustrate the use of ToS in preparing a final examination, consider the scenario shown in Figure 1, where the final examination is mapped to CLO1 and CLO2, with C5 as the highest targeted cognitive level.

TOPIC	HRS Spent on Topic	% HRS	Marks Allocated	CLO & C Level	C1	C2	C3	C4	C5	C6	Total Marks Developed
Topic 1	11	10 (11.5)	10	CLO1 (C2)	Q A1 5 m	Q A2 5 m					10
Topic 2	15	20 (15.6)	20	CLO1 (C2)	Q A3 10 m	Q A4 10 m					20
Topic 3	30	30 (31.3)	30	CLO1 (C2)	Q B1 10 m	Q B2 20 m					30
Topic 4	20	20 (20.8)	20	CLO2 (C5)			Q B3 10 m	Q B4a 10 m			20
Topic 5	20	20 (20.8)	20	CLO2 (C5)				Q B4b 5 m	Q B5 15 m		20
TOTAL	**96/120hrs**	**100**	**100**		**25**	**35**	**10**	**15**	**15**		**100**

Figure 1

From the figure, five topics are assessed for the final examination and their corresponding hours spent per topic are shown. Based on the hours spent per topic, the corresponding percentage is calculated by using the following formula:

$$\%\ \text{HRS} = \left(\frac{HRS\ Spent\ on\ Topic}{Total\ Course\ Hours}\right) \times\ 100$$

This calculation is important because it:

- Guides the allocation of marks per topic.
- Ensures that instructional time corresponds with exam weighting.
- Justifies the distribution of questions and upholds assessment fairness.

From the given example, the percentage of hours is 11.5%. By rounding this value to 10%, the marks allocated for Topic 1 are 10 marks. The same calculation is applied to the remaining topics listed in the ToS.
Once the marks for each topic have been calculated (totalling 100), instructors can proceed with allocating questions for each topic, by mapping it to the correct CLO and making sure that the cognitive level is observed.

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