

**ASSESSMENT REPORT BY EXTERNAL ASSESSOR FOR 2025**

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| External assessors appointed to conduct assessments of programmes accredited by the Technology & Technical Accreditation Council (TTAC) Malaysia Board of Technologists (MBOT) must meet the criteria and responsibilities established by TTAC MBOT. Additionally, appointed assessors are required to use this template and conduct assessments at least once every two years. |

**PROGRAMME DETAILS:**

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| --- | --- | --- |
| **Name of Programme** | **:** | **XXXX** |
| **Name of Education Provider** | **:** | **XXXX** |
| **Address** | **:** | **XXXX** |
| **Email** | **:** | **XXXX** |

**ASSESSOR DETAILS:**

|  |  |  |
| --- | --- | --- |
| **Name of External Assessor** | **:** | **XXXX** |
| **Designation & Organisation** | **:** | **XXXX** |
| **Address** | **:** | **XXXX** |
| **Email** | **:** | **XXXX** |
| **Tel. No** | **:** | **XXXX** |

**QUALIFYING REQUIREMENTS:**

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| **NO** | **ITEM** | **EXTERNAL ASSESSOR’S JUSTIFICATION** |
| 1 | Programme meets minimum total credits (min. technology component)   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 2 | Programme meets minimum duration of the study   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 3 | Programme has final year project (MQF Level 4 and 6) OR Programme has mini project (MQF Level 3 and 5)   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 4 | Programme has Industrial training compulsory for MQF Levels 4 and 6 (minimum of eight (8) weeks) OR Programme has Industrial Engagement Activities (MQF Level 3 and 5)   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 5 | Programme meets minimum number of full-time teaching staff in the relevant field   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 6 | Programme meets minimum staff: student ratio   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 7 | Programme has external assessor’s report   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 8 | Programme has advisory committee’s report   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 9 | Curriculum is aligned to the technology / technical services and Knowledge Area of Competencies  stated in Appendix A   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |

**PROGRAMME NOMENCLATURE:**

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| **NO** | **ITEM** | **EXTERNAL ASSESSOR’S JUSTIFICATION** |
| 1 | Use of the Term ‘Technology’   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |

**CRITERIA 1: PROGRAMME DESIGN AND DELIVERY**

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| **NO** | **ITEM** | **EXTERNAL ASSESSOR’S JUSTIFICATION** |
| 1 | Vision and mission of EP are clearly stated   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 2 | PEOs demonstrate the interest of the programme’s stakeholders.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 3 | KPI is clearly stated under proper consultation with stakeholders.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 4 | Programme demonstrates appropriate mechanism to monitor and evaluate the PEO's attainment   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 5 | PEOs are consistent with EP’s vision and mission   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 6 | Programme has appropriate (refer Table 2.0) and well-documented graduate attributes   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 7 | Programme demonstrates appropriate mechanisms to monitor and evaluate the GA attainment   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |  | |  |
| 8 | EP publish GA to all stakeholders   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 9 | Evidence of stakeholders involvement in generating GA is provided   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 10 | Programme emphasises Complex Problem (CP) and Complex Activity (CA) in teaching and learning practices  *(Bachelor’s Degree in Information and Communication Technology, Cyber Security Technology and Art Design and Creative Multimedia Technology only)*   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 11 | Needs analysis is appropriately carried out   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 12 | Appropriate involvement of relevant stakeholders in curriculum design, delivery and assessment is available   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 13 | A clear process in designing, reviewing, and evaluating the programme is established   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 14 | Curriculum keep abreast with current technological advances, professional practices, and international best practices in the field, and with the needs of stakeholders.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 15 | Various and appropriate teaching-learning methods are adopted   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 16 | EP provides conducive learning environment that guarantee the achievement of the programme GAs   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 17 | Programme meets minimum requirement of programme structure (refer Table 4.0) :   1. Technology Component 2. General Component 3. Theory / Knowledge based 4. Practical / Modern Tool Usage-based  |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 18 | Programme adopting industrial mode/ apprenticeship (WBL programme) ensures the following requirements are fulfil:   1. Establish of MOU/MOA 2. SLT consider ELT 3. Credit hour is calculated based on WBL course, i.e. ELT / 40 Malaysian Notional Hours. 4. Ensuring that WBL Tutors (academic staff at PPT) participate in WBL Professional Development Training. 5. Ensuring that WBL Coaches (industry instructors) participate in courses or training related to the implementation of the WBL system provided by the educational institution (PPT). 6. Has a minimum 20 percent WBL approach of the total credit  |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |  | |  |
| 19 | Programme adopting industrial mode/ apprenticeship ensure the attainment of the outcomes is evaluated via proper assessments (WBL programme)   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 20 | Programme adopting industrial mode/ apprenticeship ensure student placement is appropriate (WBL programme)   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |

**CRITERIA 2: STUDENT ASSESSMENT**

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| **NO** | **ITEM** | **EXTERNAL ASSESSOR’S JUSTIFICATION** |
| 1 | Final assessment is evaluated individually   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 2 | Assessments’ regulation and policies are clearly defined.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 3 | Process of designing, implementing, evaluating and reviewing assessment methods are clearly described.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 4 | Process of designing, implementing, evaluating and reviewing involves the respective stakeholders   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 5 | Assessments, teaching strategies, and learning activities are constructively aligned with learning outcomes (technology courses only)   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 6 | Assessment methods signify the progress as well as the final evaluation of each course   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 7 | Combination of multiple evaluation approaches indicates accomplishment of learning outcomes   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 8 | Number of students does not exceed 4 students per group for any group activities   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |

**CRITERIA 3: STUDENT SELECTION AND SUPPORT SERVICE**

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| **NO** | **ITEM** | **EXTERNAL ASSESSOR’S JUSTIFICATION** |
| 1 | Policies and procedures on students’ selection and appeals is established and accessible to stakeholders   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 2 | EP provides student support services, including counselling, career advice, health care access, extracurricular provisions for culture, sports and leisure, and other appropriate activities.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 3 | Student selection met minimum entry requirement of programme   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 4 | Policy, regulations, and procedures on course exemption is well-defined and implemented   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 5 | Policy, regulations, procedures, and students/public awareness on student transfer is well-defined and implemented   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 6 | Policy, regulations, procedures on credit transfer is well-defined and implemented   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |  | |  |
| 7 | Appropriate arrangement to encourage student participation in extra-curricular activities   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 8 | Student Support Services is supported with adequate and qualified administrative personnel.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 9 | Regulations, processes, and functions of a student representative organisation is well-defined   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 10 | Student representative organisations has been established and function well   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 11 | EP has active linkages with alumni to support the development, review and continually improve the programme.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |

**CRITERIA 4: TEACHING AND SUPPORT STAFF**

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| **NO** | **ITEM** | **EXTERNAL ASSESSOR’S JUSTIFICATION** |
| 1 | EP recruitment policy, criteria & other related process for teaching staff is well-defined and implemented   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 2 | Industry mentor is appointed for all industrial based learning for programme conducted through Industrial Mode/Apprenticeship (WBL programme)   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 3 | All qualified teaching staff register as GT or QT   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 4 | At least one (1) teaching staff must be a Professional Technologist (Ts.) or Certified Technician (Tc.) registered under MBOT or efforts towards complying with the criteria   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 5 | All academic staff have appropriate competency levels for teaching practical–oriented courses within the programme   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 6 | Policies on research, publication, product development and consultation should be in placed for Bachelor’s Degree programme   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |  | |  |
| 7 | Recruitment policy and criteria for technical support staff is well defined and implemented   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 8 | Teaching facility is adequately staffed to enable its intended function   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 9 | Adequate administrative staff to support the programme   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 10 | EP has a recruitment policy and criteria for administrative support staff   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 11 | EP provides a clear guideline for encouraging industry engagement among the teaching and technical support staff.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 12 | EP has continuous industry engagement to ensure teaching and learning activities are industry relevant.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 13 | EP has assessment system for staff annual evaluation and appraisal.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |  | |  |
| 14 | EP has mechanism for students to evaluate the quality of teaching and learning activities.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 15 | Teaching staff undergo a structured teaching and learning training course   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |

**CRITERIA 5: EDUCATIONAL RESOURCES**

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| **NO** | **ITEM** | **EXTERNAL ASSESSOR’S JUSTIFICATION** |
| 1 | The programme has sufficient and appropriate educational resources to ensure its effective delivery.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 2 | Safety factor is considered in the educational resources' planning and operation   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 3 | Environmental, sustainability, cultural, professional, ethical and legal factors are considered in the educational resources' planning and operation   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 4 | Programme ensures the facility's quality, availability, relevancy, and utilisation   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 5 | Adequate and suitable experimental and practical facilities is accessible   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 6 | Programme has adequate physical facilities   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 7 | Equipment to student ratio should be 1:4 or better   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 8 | Facilities for students’ life on campus are satisfactory   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 9 | Adequate research laboratories and equipment relevant to the learning activities (for Bachelor’s Degree programme)   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 10 | Programme demonstrates financial viability and sustainability for operation and maintenance   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 11 | Programme demonstrates the systematic procedure to ensure that its financial resources are sufficient and managed efficiently   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |

**CRITERIA 6: PROGRAMME MANAGEMENT**

|  |  |  |
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| **NO** | **ITEM** | **EXTERNAL ASSESSOR’S JUSTIFICATION** |
| 1 | Programme has governance structure supported by staff or committees performing various functions   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 2 | Policies and procedures of programme are established, published, and implemented   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 3 | Programme leader meet the minimum qualifications requirements   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 4 | EP maintains students’ records related to their admission, performance, completion, and graduation and preserve them for future reference.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| 5 | EP maintains proper records of staff academic qualification, appointment, training, appraisal, and other related documents.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |

**CRITERIA 7: QUALITY MANAGEMENT SYSTEM**

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| **NO** | **ITEM** | **EXTERNAL ASSESSOR’S JUSTIFICATION** |
| **1** | EP has systematic and coordinated quality management activities to achieve its educational objectives   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **2** | EP establishes structure and processes to manage the programme's quality assurance   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **3** | Governance ensures shared responsibility, accountability, consistency, and transparency in assuring programme's quality   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **4** | EP establishes a dedicated unit or committee to oversee and coordinate quality assurance deliverables   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **5** | EP ensures available support and resources are adequate to support quality assurance activities   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **6** | Stakeholders’ feedback is obtained to continuously improve the programme's quality   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |  | |  |
| **7** | EP establishes programme advisory committee and student representatives   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **8** | External and industry advisors registered as Ts. or Tc   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **9** | Programme is continually monitored, reviewed, and evaluated   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **10** | Examination Committee periodically monitor, evaluate, and review students' performance and outcome attainment   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **11** | EP conducts benchmarking with other reputable institutions to ensure comparable quality of education   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **12** | Programme is regularly and systematically assessed and evaluated for continual improvement   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **13** | EP provides evidence of the following activities for continual quality improvement:   1. Periodic analysis on programme educational objective achievement 2. Periodic analysis on student outcome attainment 3. Periodic departmental analysis on teaching and learning activities 4. Periodic analysis of students’ feedback on teaching and learning activities 5. A comprehensive review of curriculum at least once every programme cycle  |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **14** | Quality evaluation by an external assessor at least once every 2 years.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **15** | Quality evaluation by the programme advisory committee at least once every 2 years.   |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |
| **16** | EP takes remedial actions by continually improving the following criteria:   1. Curriculum structure and delivery 2. Student assessment 3. Student selection 4. Staff 5. Educational resources 6. Programme management 7. Quality management system  |  |  | | --- | --- | |  | Comply | |  | Not Comply | |  |

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| OVERALL / ADDITIONAL COMMENT  *(If necessary)* |
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**DECLARATION:**

*I confirm that I possess the qualifications, expertise, and/or experience required to serve as an external assessor for this programme, and I have no personal interest in the education provider, as determined by TTAC MBOT. Additionally, I confirm that this assessment is true and accurate and am prepared to cooperate fully with any further inquiries, if necessary.*

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| --- | --- | --- |
| **Prepared by:**  **………………………………..**  Name:  Date: |  | **Confirmed by:**  **………………………………...**  Name:  Designation:  Date: |