

**ASSESSMENT REPORT BY**

**EXTERNAL / INDUSTRY ADVISOR**

**FOR 2025**

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| External and industry advisors appointed to advise on 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 external and industry advisors are encouraged to use this template; however, engagement must be carried out and documented 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** |

**ADVISOR DETAILS:**

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| **Name** | **:** | **XXXX** | |
| **Name of Education Provider / Company** | **:** | **XXXX** | |
| **Address** | **:** | **XXXX** | |
| **Email** | **:** | **XXXX** | |
| **Tel. No.** | **:** | **XXXX** | |
| **Advisor Category** *(Please tick (/))* | **:** |  | **External Advisor** |
|  | **Industry Advisor** |

**QUALIFYING REQUIREMENTS:**

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| **NO** | **ITEM** | **COMMENT** |
| 1 | Programme meets minimum total credits (min. technology component) |  |
| 2 | Programme meets minimum duration of the study |  |
| 3 | Programme has final year project (MQF Level 4 and 6) OR Programme has mini project (MQF Level 3 and 5) |  |
| 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) |  |
| 5 | Programme meets minimum number of full-time teaching staff in the relevant field |  |
| 6 | Programme meets minimum staff: student ratio |  |
| 8 | Programme has external assessor’s report |  |
| 9 | Programme has advisory committee’s report |  |

**PROGRAMME NOMENCLATURE:**

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| **NO** | **ITEM** | **COMMENT** |
| 1 | Use of the Term ‘Technology’ |  |

**CRITERIA 1: PROGRAMME DESIGN AND DELIVERY**

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| **NO** | **ITEM** | **COMMENT** |
| 1 | Vision and mission of EP are clearly stated |  |
| 2 | PEOs demonstrate the interest of the programme’s stakeholders. |  |
| 3 | KPI is clearly stated under proper consultation with stakeholders. |  |
| 4 | Programme demonstrates appropriate mechanism to monitor and evaluate the PEO's attainment |  |
| 5 | PEOs are consistent with EP’s vision and mission |  |
| 6 | Programme has appropriate (refer Table 2.0) and well-documented graduate attributes |  |
| 7 | Programme demonstrates appropriate mechanisms to monitor and evaluate the GA attainment |  |
| 8 | EP publish GA to all stakeholders |  |
| 9 | Evidence of stakeholders involvement in generating GA is provided |  |
| 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)* |  |
| 11 | Needs analysis is appropriately carried out |  |
| 12 | Appropriate involvement of relevant stakeholders in curriculum design, delivery and assessment is available |  |
| 13 | A clear process in designing, reviewing, and evaluating the programme is established |  |
| 14 | Curriculum keep abreast with current technological advances, professional practices, and international best practices in the field, and with the needs of stakeholders. |  |
| 15 | Various and appropriate teaching-learning methods are adopted |  |
| 16 | EP provides conducive learning environment that guarantee the achievement of the programme GAs |  |
| 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 |  |
| 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 |  |
| 19 | Programme adopting industrial mode/ apprenticeship ensure the attainment of the outcomes is evaluated via proper assessments (WBL programme) |  |
| 20 | Programme adopting industrial mode/ apprenticeship ensure student placement is appropriate (WBL programme) |  |

**CRITERIA 2: STUDENT ASSESSMENT**

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

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

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| **NO** | **ITEM** | **COMMENT** |
| 1 | Policies and procedures on students’ selection and appeals is established and accessible to stakeholders |  |
| 2 | EP provides student support services, including counselling, career advice, health care access, extracurricular provisions for culture, sports and leisure, and other appropriate activities. |  |
| 3 | Student selection met minimum entry requirement of programme |  |
| 4 | Policy, regulations, and procedures on course exemption is well-defined and implemented |  |
| 5 | Policy, regulations, procedures, and students/public awareness on student transfer is well-defined and implemented |  |
| 6 | Policy, regulations, procedures on credit transfer is well-defined and implemented |  |
| 7 | Appropriate arrangement to encourage student participation in extra-curricular activities |  |
| 8 | Student Support Services is supported with adequate and qualified administrative personnel. |  |
| 9 | Regulations, processes, and functions of a student representative organisation is well-defined |  |
| 10 | Student representative organisations has been established and function well |  |
| 11 | EP has active linkages with alumni to support the development, review and continually improve the programme. |  |

**CRITERIA 4: TEACHING AND SUPPORT STAFF**

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| **NO** | **ITEM** | **COMMENT** |
| 1 | EP recruitment policy, criteria & other related process for teaching staff is well-defined and implemented |  |
| 2 | Industry mentor is appointed for all industrial based learning for programme conducted through Industrial Mode/Apprenticeship (WBL programme) |  |
| 3 | All qualified teaching staff register as GT or QT |  |
| 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 |  |
| 5 | All academic staff have appropriate competency levels for teaching practical–oriented courses within the programme |  |
| 6 | Policies on research, publication, product development and consultation should be in placed for Bachelor’s Degree programme |  |
| 7 | Recruitment policy and criteria for technical support staff is well defined and implemented |  |
| 8 | Teaching facility is adequately staffed to enable its intended function |  |
| 9 | Adequate administrative staff to support the programme |  |
| 10 | EP has a recruitment policy and criteria for administrative support staff |  |
| 11 | EP provides a clear guideline for encouraging industry engagement among the teaching and technical support staff. |  |
| 12 | EP has continuous industry engagement to ensure teaching and learning activities are industry relevant. |  |
| 13 | EP has assessment system for staff annual evaluation and appraisal. |  |
| 14 | EP has mechanism for students to evaluate the quality of teaching and learning activities. |  |
| 15 | Teaching staff undergo a structured teaching and learning training course |  |

**CRITERIA 5: EDUCATIONAL RESOURCES**

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| **NO** | **ITEM** | **COMMENT** |
| 1 | The programme has sufficient and appropriate educational resources to ensure its effective delivery. |  |
| 2 | Safety factor is considered in the educational resources' planning and operation |  |
| 3 | Environmental, sustainability, cultural, professional, ethical and legal factors are considered in the educational resources' planning and operation |  |
| 4 | Programme ensures the facility's quality, availability, relevancy, and utilisation |  |
| 5 | Adequate and suitable experimental and practical facilities is accessible |  |
| 6 | Programme has adequate physical facilities |  |
| 7 | Equipment to student ratio should be 1:4 or better |  |
| 8 | Facilities for students’ life on campus are satisfactory |  |
| 9 | Adequate research laboratories and equipment relevant to the learning activities (for Bachelor’s Degree programme) |  |
| 10 | Programme demonstrates financial viability and sustainability for operation and maintenance |  |
| 11 | Programme demonstrates the systematic procedure to ensure that its financial resources are sufficient and managed efficiently |  |

**CRITERIA 6: PROGRAMME MANAGEMENT**

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| **NO** | **ITEM** | **COMMENT** |
| 1 | Programme has governance structure supported by staff or committees performing various functions |  |
| 2 | Policies and procedures of programme are established, published, and implemented |  |
| 3 | Programme leader meet the minimum qualifications requirements |  |
| 4 | EP maintains students’ records related to their admission, performance, completion, and graduation and preserve them for future reference. |  |
| 5 | EP maintains proper records of staff academic qualification, appointment, training, appraisal, and other related documents. |  |

**CRITERIA 7: QUALITY MANAGEMENT SYSTEM**

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| **NO** | **ITEM** | **COMMENT** |
| 1 | EP has systematic and coordinated quality management activities to achieve its educational objectives |  |
| 2 | EP establishes structure and processes to manage the programme's quality assurance |  |
| 3 | Governance ensures shared responsibility, accountability, consistency, and transparency in assuring programme's quality |  |
| 4 | EP establishes a dedicated unit or committee to oversee and coordinate quality assurance deliverables |  |
| 5 | EP ensures available support and resources are adequate to support quality assurance activities |  |
| 6 | Stakeholders’ feedback is obtained to continuously improve the programme's quality |  |
| 7 | EP establishes programme advisory committee and student representatives |  |
| 8 | External and industry advisors registered as Ts. or Tc |  |
| 9 | Programme is continually monitored, reviewed, and evaluated |  |
| 10 | Examination Committee periodically monitor, evaluate, and review students' performance and outcome attainment |  |
| 11 | EP conducts benchmarking with other reputable institutions to ensure comparable quality of education |  |
| 12 | Programme is regularly and systematically assessed and evaluated for continual improvement |  |
| 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 |  |
| 14 | Quality evaluation by an external assessor at least once every 2 years. |  |
| 15 | Quality evaluation by the programme advisory committee at least once every 2 years. |  |
| 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 |  |

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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/industry advisor for this programme, as determined by TTAC MBOT. Additionally, I confirm that the comments provided by me in this report are true and accurate and that I am prepared to cooperate fully with any further inquiries, if necessary.*

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