

**ASSESSMENT REPORT BY**

**EXTERNAL / INDUSTRY ADVISOR**

**FOR 2025**

|  |
| --- |
| 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:**

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

**ADVISOR DETAILS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **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:**

|  |  |  |
| --- | --- | --- |
| **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 offered in industry mode (min. 20% WBL courses) |  |
| 5 | Programme meets minimum number of full-time teaching staff in the relevant field |  |
| 6 | Programme meets minimum staff: student ratio |  |
| 7 | Programme has external assessor’s report |  |
| 8 | Programme has advisory committee’s report |  |
| 9 | Curriculum is aligned to the technology/ technical services and knowledge area of competencies as displayed in Appendix A. |  |

**PROGRAMME NOMENCLATURE:**

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

**CRITERIA 1: PROGRAMME DESIGN AND DELIVERY**

|  |  |  |
| --- | --- | --- |
| **NO** | **ITEM** | **COMMENT** |
| 1 | Vision and mission of TVET Provider 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 TVET Provider’s vision and mission. |  |
| 6 | Programme has appropriate (Table 2.0) and well-documented graduate attributes. |  |
| 7 | Programme demonstrates appropriate mechanisms to monitor and evaluate the GA attainment. |  |
| 8 | TVET Provider 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 | Content and structure are continually kept abreast with the most current technological advances, professional practices, and international best practices in the field, as well as with stakeholder needs. |  |
| 15 | The learning outcomes, delivery and assessment are constructively aligned. |  |
| 16 | Appropriate teaching-learning methods are adopted. |  |
| 17 | Student placement and conducive learning environment that guarantee the achievement of the programme GAs is provided. |  |
| 18 | Programme is conformed to minimum requirement of programme structure (Table 4.0) |  |
| 19 | Mutual agreement shall be made between TVET Provider and industry involved in TVET programme delivery. |  |
| 20 | SLT is based on effective learning time (ELT) for the related courses. |  |
| 21 | Students are provided with and briefed on current programme information. |  |
| 22 | Ensure that adequate resources and conducive learning environment are in place. |  |
| 23 | A team of instructors comprising a mentor from the industry and a visiting lecturer/supervisor. |  |

**CRITERIA 2: STUDENT ASSESSMENT**

|  |  |  |
| --- | --- | --- |
| **NO** | **ITEM** | **COMMENT** |
| 1 | Final assessment is individually evaluated. |  |
| 2 | Assessment alignment to GA is appropriately implemented. |  |
| 3 | Assessment regulation and policies are clearly defined. |  |
| 4 | Appropriate process of designing, implementing, evaluating and reviewing of assessment methods. |  |
| 5 | Assessment process involves the respective internal and external stakeholders. |  |
| 6 | TVET Provider has mechanisms to review the assessment methods. |  |
| 7 | Assessments, teaching strategies, and learning activities are constructively aligned with learning outcomes (only technology courses). |  |
| 8 | Assessment methods signify the progress as well as the final evaluation of each course. |  |
| 9 | Combination of multiple evaluation approaches indicates accomplishment of learning outcomes. |  |
| 10 | Number of students does not exceed five students per group for any group activities. |  |
| 11 | Assessment methods confirm that an individual can satisfactorily perform a specific skill or competency in accordance with standards set by the industry. |  |

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

|  |  |  |
| --- | --- | --- |
| **NO** | **ITEM** | **COMMENT** |
| 1 | Policies and procedures on student selection and appeals are established and accessible to stakeholders. |  |
| 2 | Provide planning (PA) and access to (FA) student support services, both in campus and at the workplace. |  |
| 3 | Programme has a minimum student entry requirement as stated in the standard. |  |
| 4 | Student selection complies with the stipulated minimum entry requirements for the TVET programme. |  |
| 5 | Policy, regulations and procedures on course exemption is well-defined (PA) and implemented (FA). |  |
| 6 | Policy, regulations, procedures, and students/public awareness on student transfer are well-defined (PA) and implemented (FA). |  |
| 7 | Policy, regulations, procedures on credit transfer are well-defined (PA) and implemented (FA). |  |
| 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 have been established and are functioning well |  |
| 11 | TVET Provider has active linkages with alumni to support the development, review and continually improve the programme. |  |

**CRITERIA 4: TEACHING AND SUPPORT STAFF**

|  |  |  |
| --- | --- | --- |
| **NO** | **ITEM** | **COMMENT** |
| 1 | TVET Provider recruitment policy, criteria & other related process for teaching staff are well-defined and implemented. |  |
| 2 | Appoint industry mentor to assist students with experiential learning in the industry. |  |
| 3 | Train the industry mentors to ensure quality teaching and learning activities are established. |  |
| 4 | All qualified teaching staff registered as GT or QT. |  |
| 5 | At least one teaching staff must be a Professional Technologist (Ts.) or Certified Technician (Tc.) and is registered under MBOT or efforts towards complying with the criteria. |  |
| 6 | Teaching staff keep abreast with latest practices by accumulating at least one-month industrial activities in every two years. |  |
| 7 | Clear policy and mechanism on teaching staff involved in technology/ technical services. |  |
| 8 | Recruitment policy and criteria for technical support staff are well defined and implemented. |  |
| 9 | All qualified technical support staff should register as QT. |  |
| 10 | Teaching facility is adequately staffed to fulfil its intended function. |  |
| 11 | Sufficient administrative staff to support the programme. |  |
| 12 | TVET Provider has recruitment policy and criteria for administrative support staff. |  |
| 13 | TVET Provider provides a clear guideline for encouraging industry engagement amongst the teaching and technical support staff. |  |
| 14 | TVET Provider has continuous industry engagement to ensure teaching and learning activities are industry relevant. |  |
| 15 | TVET Provider has assessment system for staff annual evaluation and appraisal. |  |
| 16 | TVET Provider has mechanism for students to evaluate the quality of teaching and learning activities. |  |
| 17 | Teaching staff has appropriate competency for teaching practical-oriented courses within the programme. |  |

**CRITERIA 5: EDUCATIONAL RESOURCES**

|  |  |  |
| --- | --- | --- |
| **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 resource planning and operation |  |
| 4 | Programme ensures the quality, availability, relevance and utilisation of facility. |  |
| 5 | Suitable experimental and practical facilities are adequate and accessible. |  |
| 6 | Adequate facilities and resources to encourage staff in providing technology/ technical services to the community and industry. |  |
| 7 | Programme demonstrates financial viability and sustainability for operation and maintenance. |  |

**CRITERIA 6: PROGRAMME MANAGEMENT**

|  |  |  |
| --- | --- | --- |
| **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 | Qualified and dedicated leaders in related fields. |  |
| 4 | TVET Provider maintains students’ records related to their admission, performance, completion, and graduation and preserve them for future reference. |  |
| 5 | TVET Provider maintains proper records of staff academic qualification, appointment, training, appraisal, and other related documents. |  |

**CRITERIA 7: QUALITY MANAGEMENT SYSTEM**

|  |  |  |
| --- | --- | --- |
| **NO** | **ITEM** | **COMMENT** |
| 1 | TVET Provider establishes structure and processes to manage the programme quality assurance. |  |
| 2 | TVET Provider establishes a dedicated unit or committee to oversee and coordinate quality assurance deliverables. |  |
| 3 | TVET Provider ensures available support and resources are adequate to support quality assurance activities. |  |
| 4 | Stakeholders’ feedback is obtained to continuously improve the programme quality. |  |
| 5 | TVET Provider has an advisory committee to monitor and review programme. |  |
| 6 | One of the industry advisors and one of the academic advisors registered as Ts. or Tc. under MBOT. |  |
| 7 | Programme is continually monitored, reviewed and evaluated. |  |
| 8 | Examination Committee periodically monitors, evaluates, and reviews students' performance and outcome attainment. |  |
| 9 | TVET Provider conducts benchmarking with other reputable institutions to ensure comparable quality of education. |  |
| 10 | Programme is regularly and systematically assessed and evaluated for continual improvement. |  |
| 11 | TVET Provider provides appropriate evidence of the following activities for continual quality improvement:   1. Periodic analysis on programme educational objective achievement for continual improvement. 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. Comprehensive review of curriculum at least once every programme cycle. 6. Quality evaluation by external assessor at least once every two years. 7. Quality evaluation by programme advisory committee at least once every two years. |  |
| 12 | TVET Provider takes remedial actions by continually improving the following criteria:   1. Programme Design and Delivery 2. Student Assessment 3. Student Selection and Support Services 4. Teaching and Support Staff 5. Educational Resources 6. Programme Management 7. Quality Management System |  |

|  |
| --- |
| OVERALL / ADDITIONAL COMMENT  *(If necessary)* |
|  |

**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.*

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