**Conversion Application Form**

**for the**

**<Program Name>**

**<*Nama Program*>**

**at**

**<University Name>**

**<Location>**

**<Date>**

**CONFIDENTIAL**

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## **FORM A : GENERAL INFORMATION ON THE EDUCATION PROVIDER**

|  |
| --- |
| **EDUCATION PROVIDER (EP)** |
| Name of the EP : |  |
| Date of establishment: |  |
| VC / CEO : |  |
| Email : |  |
| Address : |  |
| Correspondence (if different from above) : |  |
| Tel : |  |
| Website : |  |

1. Contact person for study information

|  |  |  |
| --- | --- | --- |
| i. | Name and Title | : |
| ii. | Designation | : |
| iii. | Tel | : |
| iv. | Fax | : |
| v. | Email | : |

## **FORM B: PROGRAMME DESCRIPTION**

1. Name of the programme (as in the scroll to be awarded):
2. MBOT Technology Fields :
3. National Education Code (NEC):
4. MQF level:
5. Graduating credit:
6. Type of award (e.g., single major, double major, etc.):
7. Language of instruction:
8. Type of programme (e.g., home grown, collaboration etc.):
9. Awarding body (e.g., own/others (with a evidence of collaboration)):
10. Mode of study (e.g., full-time/part-time):
11. Teaching Method (e.g., lecturer, laboratory, tutorial, project etc.):
12. Mode of offering: Industry mode only
13. Mode of delivery (please (/) as appropriate):

|  |  |
| --- | --- |
| Conventional |  |
| Open and Distance learning (ODL) |  |
| Others |  |

1. Duration of study:

|  |  |  |  |
| --- | --- | --- | --- |
| TVET Provider |  | Full-time | Part-time |
| Long Semester | Short Semester | Long Semester | Short Semester |
| Total Hours(Total Hours per Week) |  |  |  |  |
| No. of Weeks |  |  |  |   |
| No. of Semesters |  |  |  |  |
| No. of Years |  |  |
| Industry |  | Full-time | Part-time |
| Long Semester | Short Semester | Long Semester | Short Semester |
| Total Hours(Total Hours per Week) |  |  |  |  |
| No. of Weeks |  |  |  |   |
| No. of Semesters |  |  |  |  |
| No. of Years |  |  |

1. Student/Trainee enrolment information:
2. Frequency of enrolment per year:
3. Maximum number of students/trainees per intake:
4. Maximum capacity of students/trainees based on available facilities/resources:
5. Projected intake and registration:

|  |  |  |
| --- | --- | --- |
| Year | Intake | Enrol |
| First Year |  |  |
| Second Year |  |  |
| Third Year |  |  |

1. Total enrolment of students/trainees:
2. Expected start date for offering the TVET programme:

## **FORM C: GENERAL CRITERIA**

**Qualifying Requirements**

1. Ensure the programme meets the minimum requirements of technology component as specified in Table 4.0 (Refer 2.6)

1. Ensure the programme meets the minimum requirements of duration of the study as specified in Table 4.0 (Refer 2.6)
2. Demonstrate the programme has final year project (MQF Level 4 and Level 6) OR Programme has mini project (MQF Level 3 and Level 5) as specified in Table 5.0 (Refer 2.6)
3. Ensure the programme offered in industry mode (min. 20% WBL courses) (Refer 2.6)
4. Ensure the programme meets the minimum number of full-time teaching staff in the relevant field (Refer 5.1.5)
5. Ensure the programme meets the minimum meets minimum staff: student ratio (Refer 5.1.5)
6. Provide the programme's external assessor's report (Refer 8.5)
7. Provide the programme's advisory committee’s report (Refer 8.5)
8. Align the curriculum to the technology / technical services and knowledge area of competencies (Refer 2.5)

**Criteria 1 : Programme Design And Delivery**

1. State the vision and mission of TVET Provider clearly (Refer 2.1)

|  |  |
| --- | --- |
| Vision Statement  |  |
| Mission Statement |  |

1. Demonstrate the interest of the programme's stakeholders through PEOs (Refer 2.2)
2. State the KPI clearly under proper consultation with stakeholders (Refer 2.2)
	1. List of PEOs with respective KPI, monitoring and evaluation mechanism

|  |  |  |  |
| --- | --- | --- | --- |
|  | Statement | KPI | Evidence of stakeholders engagement |
| PEO1 |  |  |  |
| PEO2 |  |  |  |
| PEO3 |  |  |  |

1. Demonstrate the appropriate mechanism to monitor and evaluate the PEO's attainment in the programme (Refer 2.2)
2. Ensure that PEOs are consistent with EP's vision and mission (Refer 2.1)
3. Ensure appropriate and well-documented graduate attributes for the programme (Refer 2.4)
	1. List of PLOs with respective KPI, monitoring and evaluation mechanism

|  |  |  |
| --- | --- | --- |
|  | Statement | KPI |
| PLO1 |  |  |
| PLO2 |  |  |
| PLO3 |  |  |
| PLO4 |  |  |
| PLO5 |  |  |
| PLO6 |  |  |
| PLO7 |  |  |
| PLO8 |  |  |
| PLO9 |  |  |

* 1. Mapping of PEO and PLOs

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PEO | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 |
| PEO1 |  |  |  |  |  |  |  |  |  |
| PEO2 |  |  |  |  |  |  |  |  |  |
| PEO3 |  |  |  |  |  |  |  |  |  |

* 1. Mapping of TVET Provider’s PLO vs. MBOT’s PLO (if any)

|  |  |
| --- | --- |
| PLO TVET Provider | PLO MBOT |
| PLO  | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 |
| PLO1 |  |  |  |  |  |  |  |  |  |
| PLO2 |  |  |  |  |  |  |  |  |  |
| PLO3 |  |  |  |  |  |  |  |  |  |
| PLO4 |  |  |  |  |  |  |  |  |  |
| PLO5 |  |  |  |  |  |  |  |  |  |
| PLO6 |  |  |  |  |  |  |  |  |  |
| PLO7 |  |  |  |  |  |  |  |  |  |
| PLO8 |  |  |  |  |  |  |  |  |  |
| PLO9 |  |  |  |  |  |  |  |  |  |

* 1. Mapping of TVET Provider’s PLO vs. MQF’s 2.0 PLO

|  |  |
| --- | --- |
| **PLO TVET Provider** | **PLO MQF** |
| **CLUSTER 1** | **CLUSTER 2** | **CLUSTER 3** | **CLUSTER 4** | **CLUSTER 5** |
| **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** | **PLO7** | **PLO8** | **PLO9** | **PLO10** | **PLO11** |
|  |  |  |  |  |  |  |  |  |  |  |  |
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1. Demonstrate appropriate mechanisms to monitor and evaluate the GA attainment in the programme (Refer 2.4)
2. Publish GA to all stakeholders (Refer 2.4)
3. Provide evidence of stakeholders' involvement in generating GA (Refer 2.4)
4. Emphasize Complex Problem (CP) and Complex Activity (CA) in teaching and learning practices in the programme (Refer 2.4)
	1. Mapping Course-PLO and Complex problem (CP) /Complex activity (CA) with respect to Learning Taxonomy *(CP and CA mapping is for Information and Communication Technology (IT), Cyber Security Technology (CS), Art Design and Creative Multimedia Technology (AM) Bachelor’s Degree programme only).*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Courses | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | CP | CA |
| Course1 | C3 | P2 |  |  |  |  | A3 |  |  | / | / |
| Course2 |  |  | C5 |  | A4 |  |  |  |  | / |  |
| Course3 |  | P3 |  |  |  |  |  | A2 |  |  | / |
| Course4 |  |  | C6 |  |  |  |  |  |  |  |  |
| Course5 | C3 | P4 |  |  |  |  |  |  |  |  | / |
| Course6 |  |  | C5 |  |  |  |  |  |  | / |  |

\*CP : Complex problem / CA : Complex activity

* 1. Brief explanation on implementation of CP and/or CA within certain courses *(for Information and Communication Technology (IT), Cyber Security Technology (CS), Art Design and Creative Multimedia Technology (AM) Bachelor’s Degree programme only)*

*Required explanation: Course code, SLT, learning outcome, delivery and assessment related to courses complex problem and/or complex activity*

* 1. Mapping Course to Knowledge Area of Competencies (*for Information and Communication Technology (IT), Cyber Security Technology (CS), Art Design and Creative Multimedia Technology (AM) Bachelor’s Degree programme only).*

Refer Table 16.0 Mapping Course to Knowledge Area of Competencies – Example: Information Technology.

1. Conduct an appropriate needs analysis (Refer 2.6)
2. Ensure appropriate involvement of relevant stakeholders in curriculum design, delivery, and assessment (Refer 2.6 (ii) & 8.2)
3. Establish a clear process for designing, reviewing, and evaluating the programme (Refer 2.6 (iii))
4. Ensure the curriculum keeps abreast with current technological advances, professional practices, international best practices in the field, and the needs of stakeholders (Refer 2.6 (iii))
	1. Curriculum structure and course information (Synopsis, CLO statement, CLO - PLO mapping, Evaluation method, Student Learning Time, Credit Value, Content and Reference)
5. Ensure that the learning outcomes, delivery, and assessment are constructively aligned (Refer 2.6)
6. Adopt various and appropriate teaching-learning methods (Refer 2.6)
7. Provide a conducive learning environment that guarantees the achievement of the programme GAs (Refer 2.6)
8. Ensure the programme meets the minimum requirements of programme structure as specified in Table 4.0 (Refer 2.6)
	1. Complete and attach the curriculum structure as can be accessed in the <https://www.ttasmbot.org.my/srr.php>
9. Establish a mutual agreement between the TVET Provider and the industry involved in TVET programme delivery (Refer 2.6)
10. Base SLT on effective learning time (ELT) for the related courses (Refer 2.6)
11. Provide students with current programme information and brief them on it. (Refer 2.6)
12. Ensure that adequate resources and conducive learning environment are in place. (Refer 2.6)
13. Form a team of instructors comprising a mentor from the industry and a visiting lecturer/supervisor. (Refer 2.6)

**Criteria 2 : Student Assessment**

1. Evaluate the final assessment individually (Refer 3.0)
2. Define assessments' regulations and policies clearly (Refer 3.1)
3. Define assessments' regulations and policies clearly (Refer 3.2)
4. Describe the process of designing, implementing, evaluating, and reviewing assessment methods clearly (Refer 3.3)
5. Involve the respective internal and external stakeholders in the assessment process (Refer 3.3)
6. Establish mechanisms to review the assessment methods (Refer 3.3)
7. Ensure that assessments, teaching strategies, and learning activities are constructively aligned with learning outcome (Technology courses only) (Refer 3.3)
	1. Course information, assessment’s table of specification (TOS), student assessment material
8. Ensure assessment methods signify the progress as well as the final evaluation of each course (Refer 3.4)
9. Employ a combination of multiple evaluation approaches to indicate the accomplishment of learning outcomes (Refer 3.4)
10. Limit the number of students to five per group for any group activities. (Refer 3.4)
11. Ensure assessment methods confirm that an individual can satisfactorily perform a specific skill or competency in accordance with industry standards (Refer 3.4)

**Criteria 4 : Teaching And Support Staff**

1. Implement well-defined EP recruitment policies, criteria, and other related processes for teaching staff (Refer 5.1.1)
2. Appoint an industry mentor to assist students with experiential learning in the industry (Refer 5.1.1)
3. Register all qualified teaching staff as GT or QT (Refer 5.1.2)
	1. Provide list of academic staff

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Name and Designati-on of Academic Staff | Appointment Status (full-time, part-time, contract, etc.) | Nationality | Teaching Load | Academic Qualifications | Research Focus Areas(Bachelor and above) | Past Work Experience | Other Information (Certificate or Professional license) |
| Teaching Module | Hour / Week | Semester | Qualifications, Field of Specialisation, Year of Award | Name of Awarding Institution and Country | Emplo-yer | Years of Service (start and end) |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |

* 1. Provide curriculum vitae of each academic staff teaching in this programme, which contains the following:
1. Name
2. Academic Qualifications
3. Current Professional Membership
4. Current Teaching and Administrative Responsibilities
5. Previous Employment
6. Training
7. Research, Publications and Conference
8. Consultancy
9. Other Relevant Information
10. Ensure that at least one teaching staff member is a Professional Technologist (Ts.) or Certified Technician (Tc.) registered under MBOT or make efforts towards complying with the criteria (Refer 5.1.2)
11. Require teaching staff to keep abreast with latest practices by accumulating at least one month of industrial activities every two years (Refer 5.1.3)
12. Establish a clear policy and mechanism for teaching staff involved in technology/technical services (Refer 5.1.4)
13. Well-define and implement the recruitment policies and criteria for technical support staff (Refer 5.2.1)
14. Register all qualified technical support staff as QT (Refer 5.2.2)
	1. Provide list of technical staff

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Name** | **Qualification** | **Other Information (Certificate or Professional license)** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

* 1. Provide curriculum vitae of each technical staff in this programme, which contains the following:
1. Name
2. Academic Qualifications
3. Current Professional Membership
4. Previous Employment
5. Training
6. Consultancy
7. Other Relevant Information
8. Ensure that the teaching facility is adequately staffed to enable its intended function (Refer 5.2.3)
9. Hire adequate administrative staff to support the programme (Refer 5.3.1)
10. Establish a recruitment policy and criteria for administrative support staff at EP (Refer 5.3)
11. Provide a clear guideline for encouraging industry engagement among the teaching and technical support staff at EP (Refer 5.4)
12. Maintain continuous industry engagement to ensure teaching and learning activities are industry relevant (Refer 5.4)
13. Implement an assessment system for staff annual evaluation and appraisal at EP (Refer 5.5)
14. Establish a mechanism for students to evaluate the quality of teaching and learning activities at EP (Refer 5.5)
15. Ensure teaching staff has appropriate competency for teaching practical-oriented courses within the programme (Refer 5.6)

**Criteria 5 : Educational Resources**

1. Provide sufficient and appropriate educational resources to ensure the effective delivery of the programme (Refer 6.0)
	1. List of physical facilities for teaching and learning activities.
	2. List of equipment of HT and HV.
	3. List of facilities provided for well being of students e.g. hostel, café, CCTV, sport and recreational, health center, student center and transportation, among others.
	4. List of Resource Center Management / Librarian

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Name** | **Qualification** | **Other Information (Certificate or Professional license)** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

1. Consider safety factors in the educational resources' planning and operation (Refer 6.0)
2. Consider environmental, sustainability, cultural, professional, ethical and legal factors in the educational resources' planning and operation (Refer 6.0)
3. Ensure the facility's quality, availability, relevancy, and utilization within the programme (Refer 6.1)
4. Provide adequate and suitable experimental and practical facilities for access (Refer 6.1)
5. Provide adequate facilities and resources to encourage staff in providing technology/technical services to the community and industry (Refer 6.2)
6. Demonstrate financial viability and sustainability for the operation and maintenance of the programme (Refer 6.3)