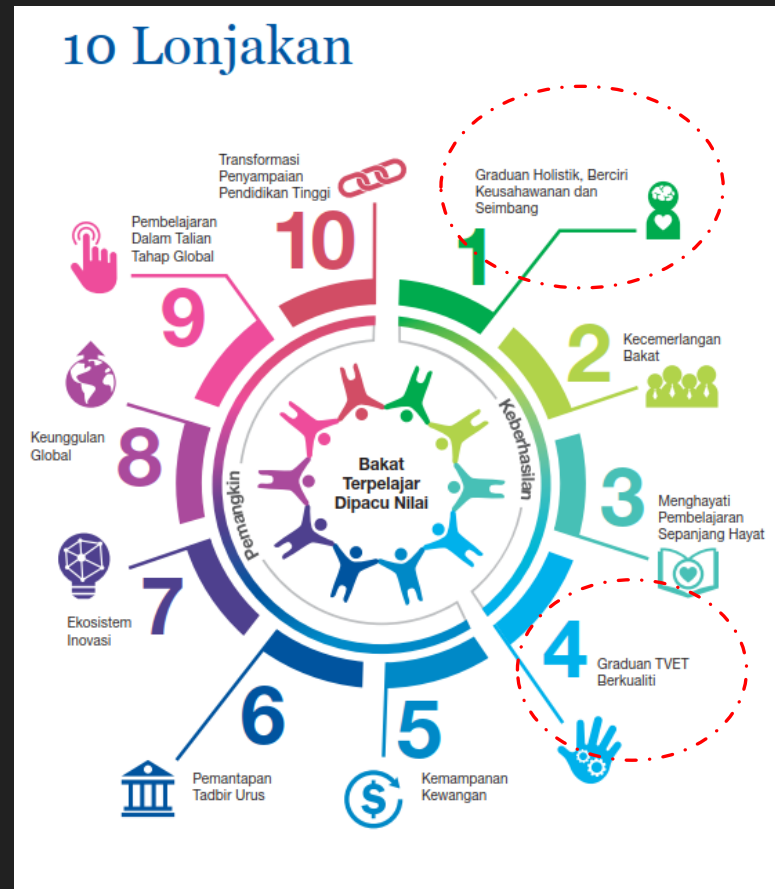




WORK BASED LEARNING (WBL)

Mod Penawaran Program - Mod Industri & Pengenalan kepada WBL

EDUCATION PLAN



Link capaian kepada PPMPT:



https://drive.google.com/file/d/1eeLzozzULdwOd_YlR69ds1InLPLFRx5/view

By: Dr. Kamil (Dr. K)

KEPENTINGAN

1



Graduan Holistik, Berciri Keusahawanan dan Seimbang

Terdapat ketidakpadanan antara penawaran dengan permintaan graduan. Sebahagian majikan melaporkan bahawa sesetengah graduan lemah dari segi pengetahuan, kemahiran dan sikap. Ketidakpadanan ini dijangka semakin sukar untuk diatasi disebabkan ekspektasi yang semakin meningkat berikutan perkembangan teknologi yang mengubah bentuk industri dan jenis pekerjaan yang ditawarkan. Sehubungan itu, belia Malaysia perlu dididik untuk menghadapi masa hadapan yang semakin mencabar, bukan sahaja melengkapkan mereka dengan kemahiran dan asas etika yang mantap, malah memperkasa daya tahan dan meningkatkan ciri keusahawanan bagi meneroka peluang-peluang baharu. Justeru, hal ini penting untuk beralih daripada suasana mencari kepada mencipta pekerjaan.



MATLAMAT

Setiap graduan akan mempunyai ilmu, akhlak, tingkahlaku, set minda dan beradab untuk menjadi insan mulia. Mereka bakal menjadi warga sejagat dengan jatidiri Malaysia yang menyerlah, bersedia dan sanggup untuk berkorban demi keharmonian dan kesejahteraan keluarga, masyarakat, negara dan sejagat. Graduan holistik, berciri keusahawanan dan seimbang sedemikian adalah kesinambungan daripada sistem pendidikan asas untuk melahirkan warga Malaysia yang berjiwa mulia.

KAEDAH

- **Menambah baik pengalaman pembelajaran pelajar** dengan memperluas kolaborasi industri dalam merangka kurikulum dan melaksanakan program akademik; meningkatkan pembelajaran berasaskan pengalaman dan pembelajaran berasaskan perkhidmatan untuk membangunkan kemahiran yang seseuai untuk abad ke-21, dan memanfaatkan penggunaan teknologi untuk meningkatkan pembelajaran yang disesuaikan dengan keperluan pelajar (*personalised learning*);

KEPENTINGAN

4



Graduan TVET Berkualiti

Menerusi Program Transformasi Ekonomi (ETP), Malaysia perlu peningkatan 2.5 kali ganda enrolmen TVET menjelang 2025. Walau bagaimanapun, penawaran terhadap pekerja TVET tidak mencukupi dalam 10 daripada 12 sektor Bidang Ekonomi Utama Negara (NKEA) ketika ini. Tambahan pula, TVET dianggap kurang menarik berbanding dengan pendidikan universiti yang konvensional. Ini menyebabkan jumlah pelajar laluan TVET masih rendah, terutamanya yang berkelayakan tinggi. Justeru, Malaysia perlu beralih daripada sistem pendidikan tinggi yang hanya menumpu kepada pendidikan universiti yang konvensional, sebagai satu-satunya laluan kerjaya, kepada dua laluan berasingan yang mengambilkira TVET.

MATLAMAT

Kementerian, melalui kolej komuniti, kolej vokasional dan politeknik akan menyediakan pendidikan tinggi TVET yang utama bagi meningkatkan kemahiran untuk memenuhi permintaan industri dan menambah peluang untuk kemajuan kerjaya. Enrolmen program TVET akan berkembang dengan ketara, menerusi kerjasama dengan industri untuk memastikan penawaran memenuhi permintaan.

KAEDAH

- **Melibatkan industri untuk turut merangka dan melaksanakan kurikulum** menerusi model kerjasama baharu dan meningkatkan kualiti penyampaian menerusi program perantisan (apprenticeship), latihan secara amali (hands-on), simulasi dan latihan khusus;

EXPERIENTIAL LEARNING AND COMPETENCY BASED EDUCATION LANDSCAPE (EXCEL)



Link capaian
kepada Playbook:



<https://bit.ly/EXCELbook2>

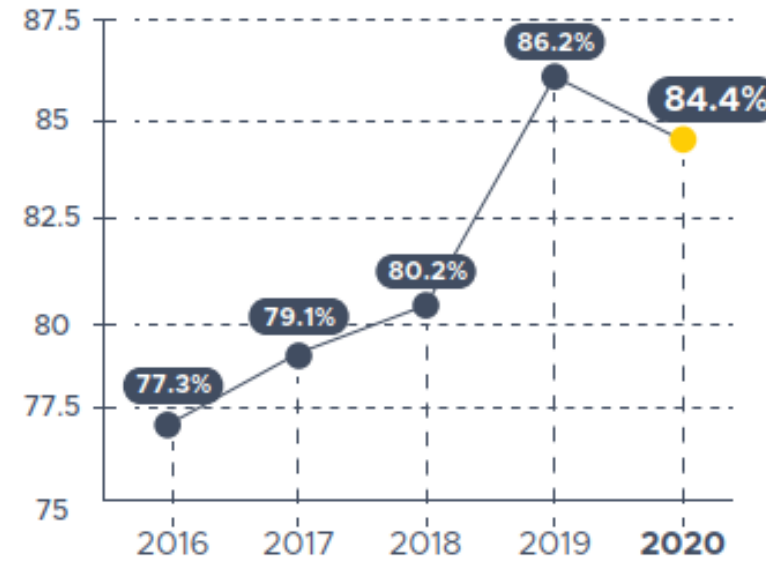
By: Dr. Kamil (Dr. K)

Preamble:

Change is Inevitable

The year is 2021. The fifth prime minister of Malaysia crafted Vision 2020, with an emphasis on the development of an all-round individual, the acquisition of basic skills, the inculcation of moral values, and the abolishment of early specialisation. The private sector was then encouraged to play an active role in providing higher education.

The Malaysian higher education system has moved forward, albeit at a pace slower than that anticipated in Vision 2020. With the vast advancement in technology and global changes, the current higher education leaders need to rethink the graduates they are producing. The Industrial Revolution 4.0 is not a passing thing; it has tremendously affected work and lives. The career pathways of many university graduates are no longer regimented by a single, sure path. Globalisation and the ability to move beyond borders despite not traveling with a visa has significantly changed how one curates one's life and progresses in his or her career. The disruption to the traditional employment stems from (i) big data analytics, (ii) blockchain, (iii) artificial intelligence, AI and (iv) Internet of Things (IOT). The four as they improve work, decision-making and cross-border partnerships.



Malaysian graduate employability drops in % in the year 2020

Graduate Employability has been influenced by many looming changes

- Technology drives change and innovation in almost all aspects of life.
- The world is highly connected; it changes the way we collaborate be it with the industry, community or globally.
- Talent and work are being reshaped and restructured continuously; trends emerging in the coming years will definitely affect the economy, the future of work and career paths.
- University graduates must be resilient and ready to handle change.

Impending Mismatch

Skills mismatch and skill gap among university graduates are becoming more apparent in recent years.

- Greater industry role in curriculum designs to spur innovation in teaching and learning and ensure the application and relevancy of the subjects taught in tertiary institutions. A demand-driven education model is necessary.
- It is insufficient to focus on just the hard skills and digital skills, there is a need to cultivate deeply human skills; agility, relationships and leadership, ability to influence and resilience.

The World Economic Forum put forward the top 10 skills of 2025. Most of which are intra and interpersonal skills. The current mismatch and gap issues will certainly be further aggravated should no measures are taken to address them. We will not be able to catch up and be a player in the job market should educational institutions remain disconnected.

- *We need to create a workforce that leverages technology to create sustainable economic development and contribute to nation-building. Investing in people can transform them from passive observers of disruption to active leaders of positive change in their local, regional and global communities. (The Edge, 2020).*

When skill gaps abound, a competency based education is seen as more apt and relevant as this identifies the behaviors, abilities, skills, knowledge, and traits that are necessary for high performance and it empowers learners to take control of their own learning paths.

TOP 10 Skills of 2025

- | | |
|--|----------------------------------|
| ● Analytical thinking and innovation | Type of skill |
| ● Active learning and learning strategies | ● Problem-solving |
| ● Complex problem-solving | ● Self-management |
| ● Critical thinking and analysis | ● Working with people |
| ● Creativity, originality and initiative | ● Technology use and development |
| ● Leadership and social influence | |
| ● Technology use, monitoring and control | |
| ● Technology design and programming | |
| ● Resilience, stress tolerance and flexibility | |
| ● Reasoning, problem-solving and ideation | |

INDUSTRIAL DRIVEN EXPERIENTIAL LEARNING (IDEAL)

“All genuine learning
comes through
experience”

- John Dewey -

Industry Driven Experiential Learning (IDEAL)

WHAT IS IDEAL?

IDEAL 'Industry driven experiential learning' is a curricular thrust that is dominantly characterized by the requirements of industry and involves a significant amount of experiential learning.

INDUSTRY

Industry comes from Latin word industria, which means “diligence, hard work”. In the context of IDEAL, 'industry' is economic activity concerned with the production of goods and the offering of services.

Experiential Learning requires learners to be actively involved in the experience, able to reflect on the experience, able to conceptualize the experience and able to experiment on the new ideas gained from the experience in order to gain genuine knowledge from an experience.

HOW: Approaches to IDEAL

There are three main approaches to implementing IDEAL

HEP

Industry

Infused



- Infuse work-based experience through POPBL/WBL, Elective courses, Clinical course, Industrial Training course, Final Project and others.
- 15% - 20% time spend for WBL.

Coop Education



- Work term every other semester.
- Requires extension depending on level of cooperation.
- 2u2i is an example of coop edu.
- 30% - 50% time spend for WBL at workplace.

Apprenticeship



- Recruitment and mentorship by industry.
- 70% - 80% time spend for WBL at workplace (on the job training).

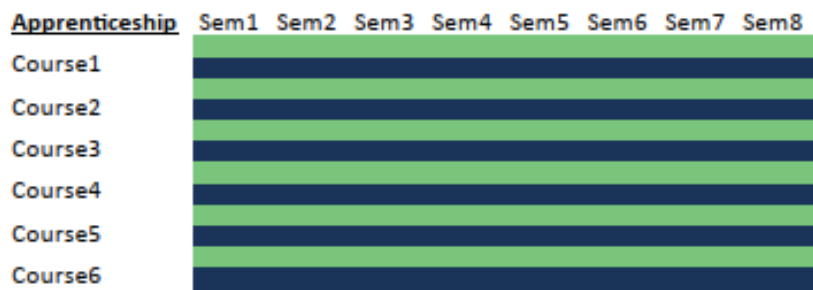
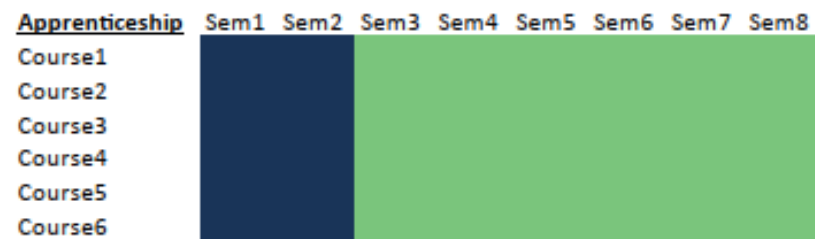
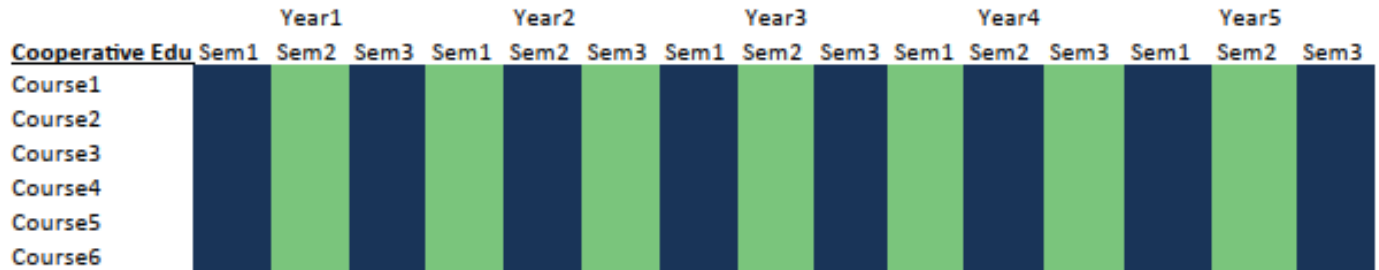
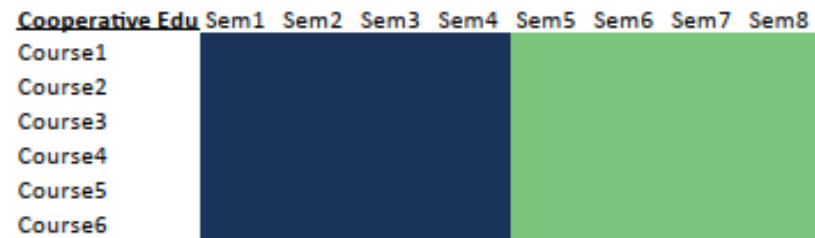
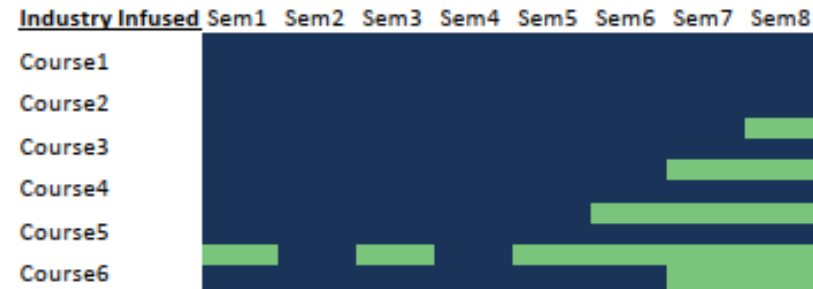
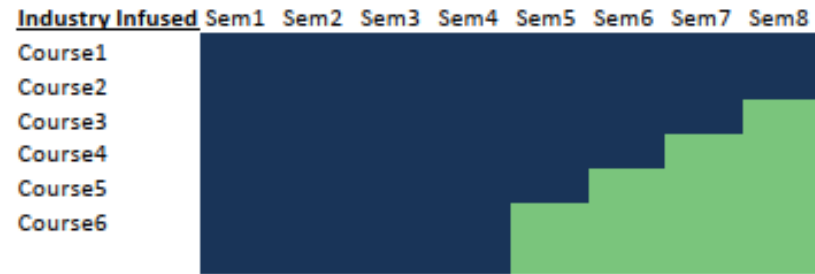
Industry

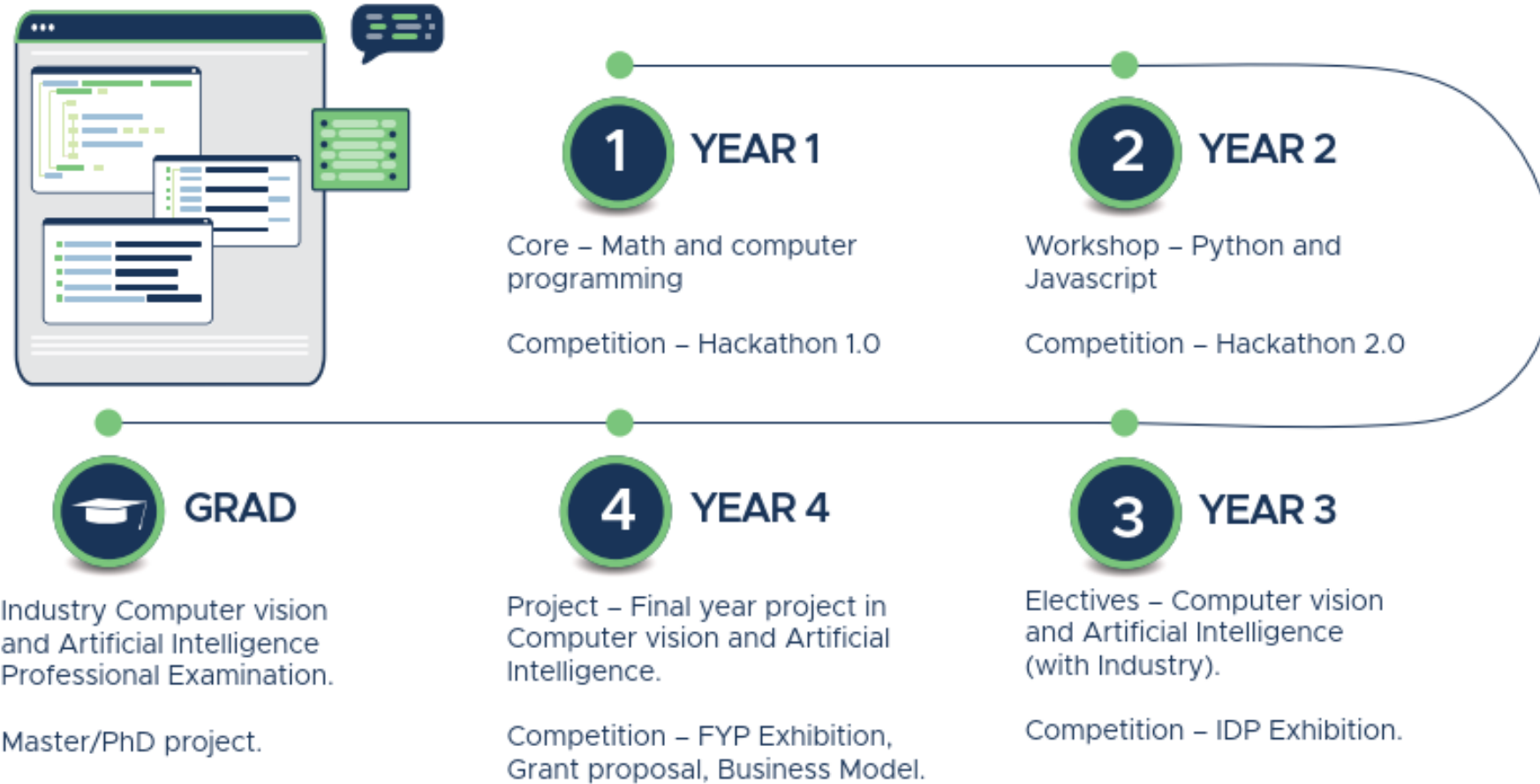
Competency

Note: Although personal and organisational competency could be thought, immersive experience with coop edu and apprenticeship ensure its attainment.

Experiential Learning	Description	Competency Acquired		
		Technical	Personal	Organisational
Industry Infused	<ul style="list-style-type: none">1 Infuse work-based experience through POPBL/WBL delivery, elective courses, Clinical course, Industrial Training course, Final Project and others.2 15% - 20% time spend for WBL, mostly at HEP.	√		
Cooperative Edu	<ul style="list-style-type: none">1 Work term every other semester.2 Requires extension depending on level of cooperation.3 2u2i is an example of coop edu.4 30% - 50% time spend for WBL at workplace.	√	√	
Apprenticeship	<ul style="list-style-type: none">1 Recruitment and mentorship by industry.2 70% - 80% time spend for WBL at workplace (on the job training).	√	√	√

Curriculum Structure (example)






































































Example: An AI-CV Learning Ecosystem

On transformative Educational approach – e.g. Student Extracurricular activity

Co Op Education Models

Duration	Model	Semester							
		1	2	3	4	5	6	7	8
4 years	2u2i								
									
									
	3u1i								
3 years	2u1i								
									
									
2 1/2 years	1 1/2u1i								
									
									



University



Industry

Apprenticeship Proposed Model

Preparation

- Organisational readiness to deliver apprenticeships
- Staff readiness to deliver apprenticeships
- Working with employers
- Finding and taking on an apprentice

Planning

- Induction
- Initial assessment
- Individual learning plan

Delivery

- Designing blended learning
- Setting objectives and giving feedback
- Learner support
- Evidencing learning

Preparation

- Progress checking, monitoring and review
- Gateway to end point assessment (EPA)
- End point assessment
- Framework assessment



APPRENTICESHIP BACHELOR DEGREE

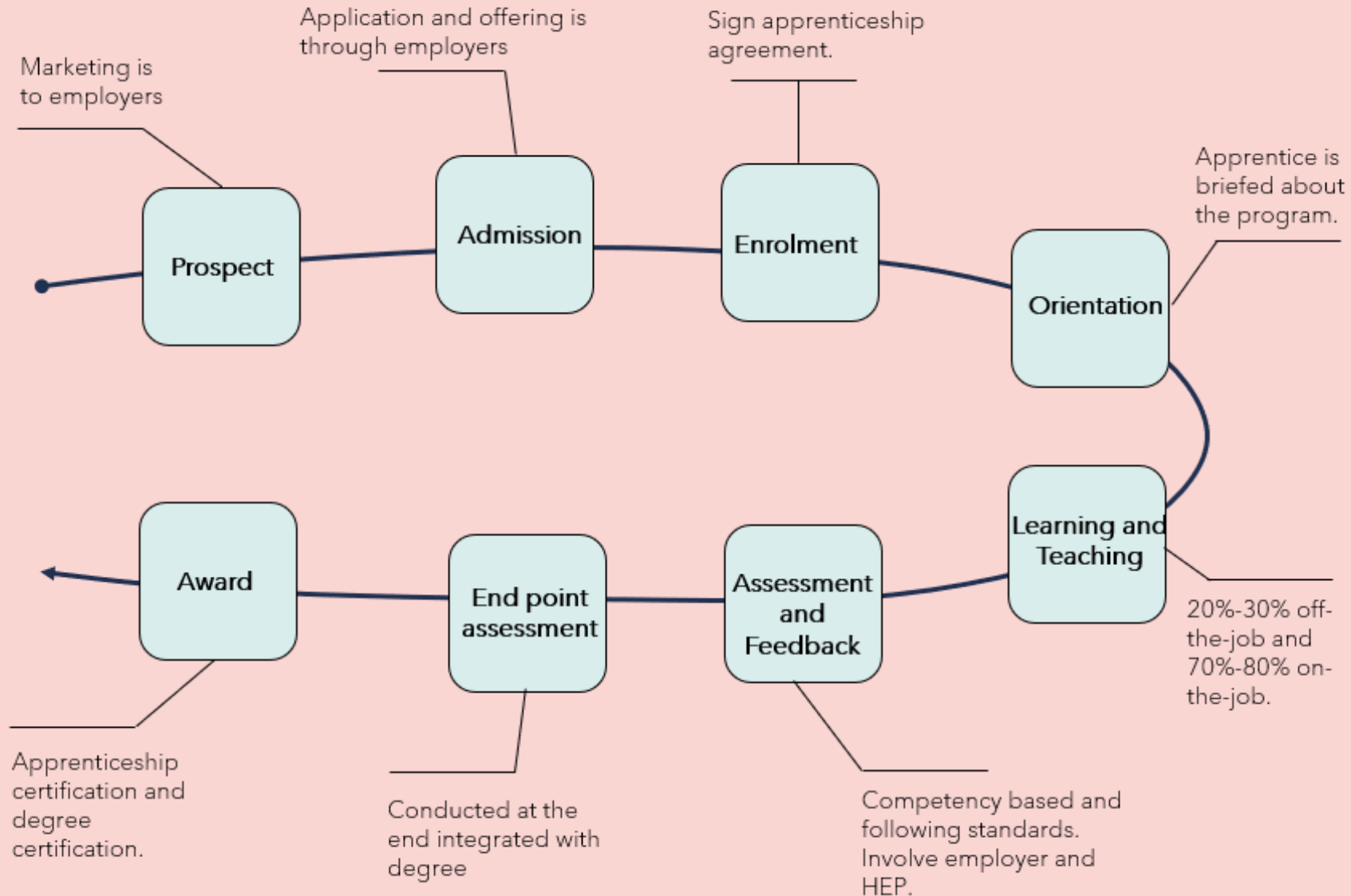


The playbook
will be available soon.



By: Dr. Kamil (Dr. K)

APPRENTICESHIP LIFECYCLE

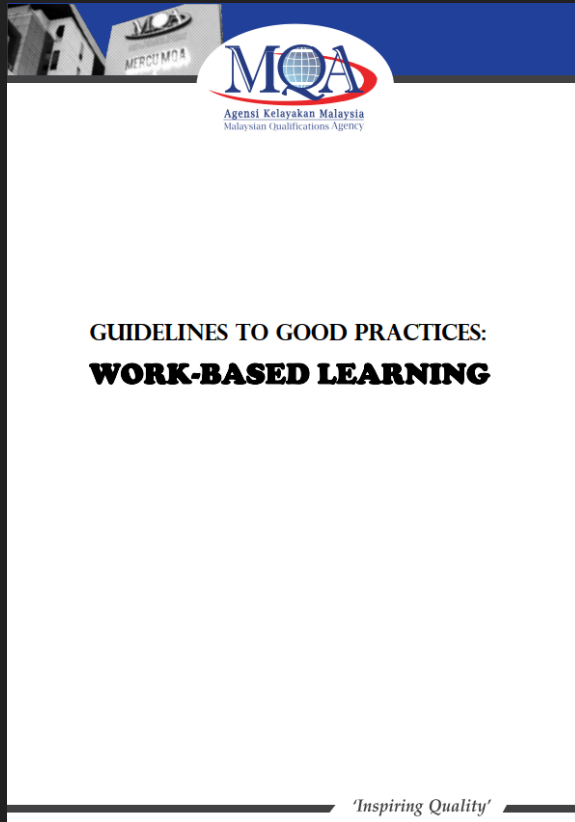


MOD PENAWARAN PROGRAM

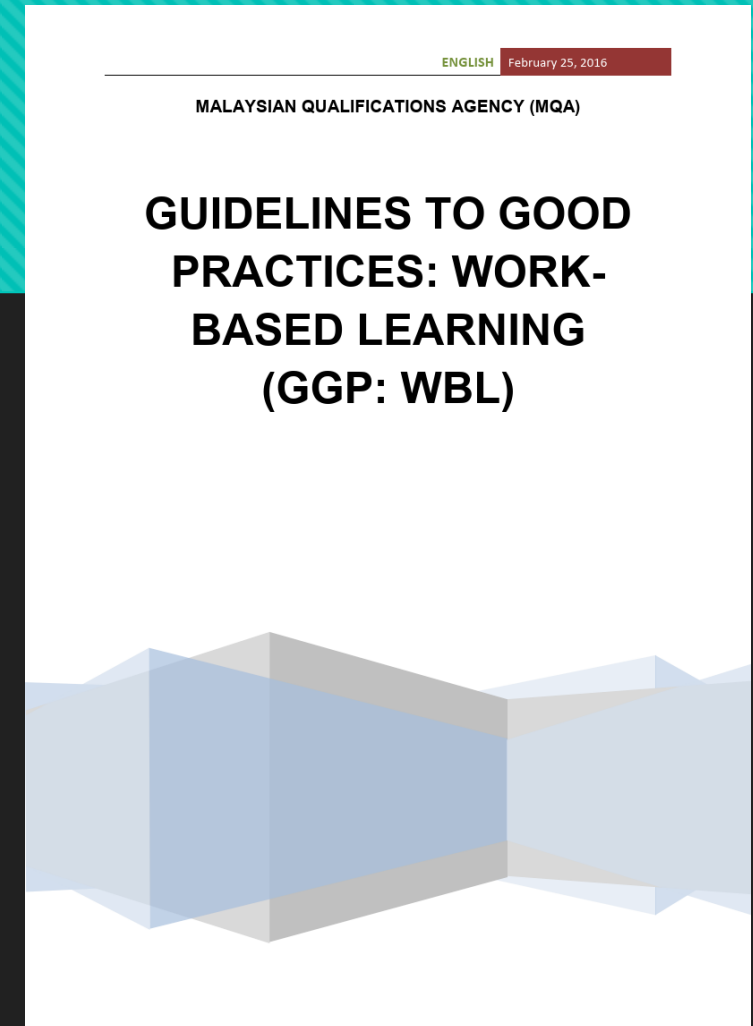


Mod Penawaran	Takrifan
<p>Kerja Kursus</p> 	<p>PdP melibatkan gabungan tugas (kerja kursus) dan/atau praktikum, dan/atau penghasilan kertas projek yang dinilai untuk pemberian gred pada pelajar. Tugas/kerja kursus ini boleh dalam bentuk penulisan, pembentangan, persembahan dan sebagainya.</p> <p>(Sumber: Garis Panduan Pelaksanaan Mod Pengajian 2u2i. Jabatan Pendidikan Tinggi, 2017)</p>
Mod Penawaran	Takrifan
<p>Mod Industri</p> 	<p>Gabungan pembelajaran di dalam kampus dan di luar kampus (aplikasi pembelajaran sebenar di tempat kerja) sepanjang tempoh pengajian yang melibatkan pihak UA dan industri dalam pembangunan dan penyampaian kurikulum. Ia boleh ditawarkan di dalam pelbagai kombinasi seperti 3u1i, 2u2i, 2u1i dan 1½u1i.</p> <p>(Sumber: Garis Panduan Pelaksanaan Mod Pengajian 2u2i, 2017. Jabatan Pendidikan Tinggi; Surat Makluman MQA Bil. 3/2016. Ruj. 100-1/7/2/(20), 25 Februari 2016).</p>
<p>Penyelidikan</p> 	<p>Menumpukan sepenuhnya kepada kerja penyelidikan yang membawa kepada penghasilan tesis atau disertasi.</p>
<p>Mod Campuran</p> 	<p>Gabungan kerja kursus dan penyelidikan yang membawa kepada penghasilan kertas projek atau disertasi. Nisbah kerja kursus kepada penyelidikan ialah antara 50:50 atau 40:60 atau 30:70</p> <p>(Sumber: Standard: Ijazah Sarjana dan Kedoktoran, MQA, 2013).</p>

WORK BASED LEARNING (WBL)



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20WBL%20english.
pdf



Introduction of WBL

○ Typical Attributes of WBL



Model	Typical Attributes
Work-based study degree	Content negotiated with learner (which may have some industry input)
Degree with reflective assignments and thesis based on work projects	Content designed with contribution of industry and learner
1 st year in HEP and subsequent years (2-3) in workplace	Work-based content negotiated with industry and individual
“Sandwich” year. Work-placement, Practicum. Work experience, project-based, internship within programme of study	Content designed with industry and temporary placed with industry (fixed and various duration)
In-work training/education	Short courses influenced by industry/professional standards
Enterprise/business start-up	Full-time students formulate a business plan and may go on to create and register a company
Change management partnership	Content largely negotiated with industry

BENEFITS



- have a good way to test a potential new recruit which will lead to a
- cost effective solution to an organization's recruitment needs.
- meet skills shortages and able to grow the organization's workforce.
- reduce future recruiting/training/cost for new employees

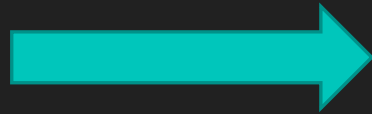


- learn, both in class and on-the-job, through significant workplace experiences and able to link academic study and theory to real industrial practice.
- acquire attitudes, skills and knowledge necessary for success in chosen career.
- develop specialist knowledge, theory and skills by using the workplace as a context for project-based or practice evidenced learning



- enrich the curriculum by providing school-to-work experiences needed in the effective preparation of specific career major goals.
- enable HEP personnel to stay up-to-date on constantly changing industry's procedures and practices; thus, course content can be updated accordingly.
- achieve graduates' employability targets

WORK BASED LEARNING



No. Rujukan : UTEM 100-1/3/6 (18)



PEKELILING AKADEMIK
BILANGAN 7 TAHUN 2022

**PERATURAN DAN GARIS PANDUAN
PELAKSANAAN PEMBELAJARAN
BERASASKAN KERJA (WORK-BASED
LEARNING, WBL) DI UNIVERSITI TEKNIKAL
MALAYSIA MELAKA (UTeM)**

Pejabat Pendaftar
28 April 2022

Disalinkan kepada:

Naib Canselor
Timbalan Naib Canselor (Akademik & Antarabangsa)
Timbalan Naib Canselor (Penyelidikan & Inovasi)
Timbalan Naib Canselor (Hal Ehwal Pelajar)
Penolong Naib Canselor (Jaringan Industri & Masyarakat)
Penolong Naib Canselor (Pembangunan & Pengurusan Fasilitas)
Pegawai-Pegawai Kanan
YDP Majlis Perwakilan Pelajar




























PERKARA	MOD PENAWARAN	
	MOD PENGAJIAN INDUSTRI	MOD PENAWARAN PELBAGAI MOD KERJA KURSUS, PENYELIDIKAN, CAMPURAN - PELBAGAI (WBL DI DALAM KURSUS)
Pendekatan WBL	Pembelajaran di industri yang merujuk kepada komponen kredit 'I'.	Peratusan komponen WBL di dalam Kursus Pembelajaran di UTeM yang melibatkan pendekatan WBL penyampaian di dalam kursus.
Komponen WBL	Dilaksanakan di dalam kredit pengajian di industri. Lepasan secara Blok	Dilaksanakan di dalam kursus WBL dengan minimum 30% penyampaian adalah secara WBL. Lepasan Harian dan Lepasan secara Blok. Untuk Lepasan secara Blok maksimum hanya satu (1) semester sahaja.
Peratusan Kredit WBL (Komponen Industri)	*Minimum 40% (2i), 20% (1i) daripada kredit bergraduat.	Minimum 20% daripada kredit bergraduat.
	Dikira melalui kredit komponen Pembelajaran di industri.	Dikira melalui jumlah kredit daripada kursus-kursus yang melaksanakan WBL.
Kaedah Pengajian	Sepenuh Masa	Sepenuh Masa dan Separa Masa

BAHAGIAN A: PERATURAN
BAHAGIAN B: GARIS PANDUAN



By: Dr. Kamil (Dr. K)

MOD INDUSTRI



















































○ 2u2i

Tempoh Pengajian	Model	Model Mod Pengajian 2u2i							
		Semester							
		1	2	3	4	5	6	7	8
4 tahun	2u2i								
	3u1i								
3 tahun	2u1i								
	1½u1i								

Nota:

-  mewakili pembelajaran di IPT
-  mewakili pembelajaran di industri

○ Apprenticeship

Study Period	Example Implementation Model	Apprenticeship Placement							
		Semester							
		1	2	3	4	5	6	7	8
4 years	Day release								
	Block release								
	Hybrid								
	Hybrid								
3 years	Day release								
	Block release								
	Hybrid								



On the Job/ Industry



Off the Job/ University

INDUSTRIAL TRAINING (LI)

LI WBL vs CONVENTIONAL LI

Bil.	LI sedia ada	LI WBL
1	Pelaksanaan melibatkan industri	Perancangan dan pelaksanaan yang berstruktur melibatkan industri
2	Tugas di industri yang terbuka / bebas	Tugas, objektif kursus dan pentaksiran yang jelas dan berkaitan bidang program
3	Sebahagian kredit tidak mempunyai gred pencapaian	*Semua kredit dinilai dan mempunyai gred pencapaian
4	Sebahagian kredit tidak menyumbang kepada Purata Nilai Gred (PNG) dan Purata Nilai Gred Kumulatif (PNGK)	*Nilai gred menyumbang kepada Purata Nilai Gred (PNG) dan Purata Nilai Gred Kumulatif (PNGK)
5	Dilaksanakan pada semester yang bersesuaian	*Dilaksanakan pada semester akhir pengajian
6	Jam kredit dikira sebagai jam kredit bergraduat	*Jam kredit dikira sebagai jam kredit bergraduat

<i>Types of Workplace-Based Immersion Programmes</i>	<i>Examples of Outcomes to be Measured</i>	<i>Examples of Assessment Tasks</i>	<i>Suggested Grading Instruments</i>
<i>Practical Training WBL / Industrial Training at Workplace</i>	<i>Ability to solve problems in the workplace</i>	<i>Solve a specific workplace problem and prepare a report</i>	<i>Rubrics – Assessor is to rate the student's ability through:</i> <ul style="list-style-type: none"> <i>observations;</i> <i>discussions with the supervisor / peer workers; and</i> <i>the effectiveness of the decision.</i>
	<i>Ability to communicate orally and in writing</i>	<ul style="list-style-type: none"> <i>Reports</i> <i>Presentations</i> 	<i>Rubrics – Assessor is to rate the student's ability through:</i> <ul style="list-style-type: none"> <i>observations;</i> <i>meetings and discussions with the supervisor / peer workers; and</i> <i>reports and presentation.</i>
	<i>Ability to plan projects assigned</i>	<ul style="list-style-type: none"> <i>Proposals</i> <i>Reports</i> <i>Presentations</i> <i>Development of products (if applicable)</i> 	

HIGH TECH – HIGH VALUE (HTHV)



KEMENTERIAN PENGAJIAN TINGGI

JPT | JABATAN
PENDIDIKAN
TINGGI

KERANGKA PEMBANGUNAN PROGRAM TEKNOLOGI TINGGI BERNILAI TINGGI (HT-HV)



Link capaian
kepada Playbook:



<https://bit.ly/HTHVPlaybook>

Definisi Operasi Program Teknologi Tinggi Bernilai Tinggi (HT-HV)



KEMENTERIAN PENGAJIAN TINGGI

JPT | JABATAN
PENDIDIKAN
TINGGI

Definisi Operasi

Program Teknologi Tinggi Bernilai Tinggi (HT-HV)

Sesuatu program yang **menekankan** pengetahuan mengenai mesin / peralatan canggih / teknik yang mempunyai **permintaan yang sangat tinggi** di dalam sesuatu pekerjaan dalam masa kini atau masa depan

Kriteria

Program Teknologi Tinggi Bernilai Tinggi (HT-HV)

- **Kriteria** utama Program Teknologi Tinggi Bernilai Tinggi (HT-HV) adalah program yang mempunyai **pengkhususan** yang diperlukan dalam **profesion** tertentu.
- Syarat utama dalam Kriteria Program Teknologi Tinggi Bernilai Tinggi adalah mempunyai kursus yang **berfokus kepada** **nic** yang menghasilkan graduan **pakar atau berkompetensi tinggi**

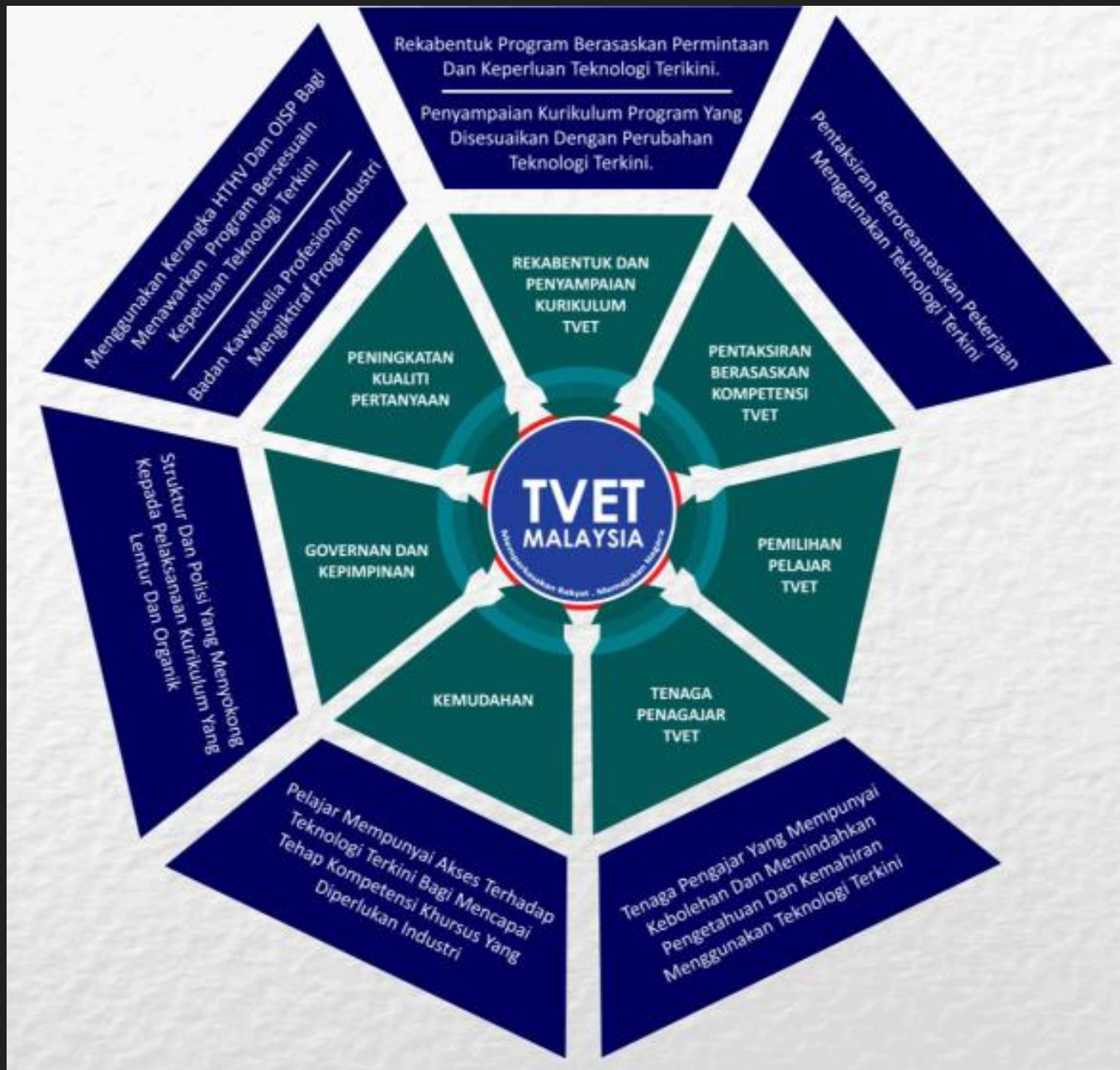
Pembangunan program sebelum ini hanya berdasarkan standard yang digariskan di dalam COPTPA.

Dengan adanya kerangka HT-HV ini, terdapat komponen tambahan terhadap standard sedia ada, untuk menjadikan program tersebut dikelaskan sebagai Program HT-HV.

Dari sudut Rekabentuk dan Penyampaian Kurikulum TVET, sesuatu program akan dikelaskan sebagai Program HT-HV sekiranya memenuhi minimum 15% daripada kursus teras program.

Sebagai contoh, 15% daripada 80 kredit kursus teras program, minimum keperluan yang memenuhi definisi HT-HV adalah sebanyak 12 kredit.

Komponen selain daripada Rekabentuk dan Penyampaian Kurikulum TVET HT-HV, perlulah menyokong kepada pelaksanaan penyampaian 15 % komponen HT-HV di dalam kurikulum program tersebut.



MEMBENTUK PROGRAM TEKNOLOGI TINGGI DAN BERNILAI TINGGI



Pengenalpastian

Penyedia TVET Kementerian akan mengenalpasti program teknologi dan kemahiran tinggi yang kurang ditawarkan, tetapi mempunyai permintaan tinggi.



Tarikan HT-HV

Program “Teknologi Tinggi-Bernilai Tinggi” lazimnya dikaitkan dengan gaji yang tinggi, yang lantas menjadikannya lebih menarik kepada pelajar.



Pengukuhan TVET

Dengan mempunyai portfolio lebih besar bagi program sedemikian, jenama TVET Kementerian semasa akan diperkukuh.



Perbandingan Pembinaan Kandungan Program BTech Berbanding Meister German

*Penguasaan Kompetensi (1400h),
Ekonomi, Undang-Undang (288h),
Kemahiran Pengajaran dan Latihan (120h)*



*Semangat Kerja, Berkebolehan, Pementaban Perkerjaan
Kerja Berpasukan, Professional, Bertanggung-jawab*



KRITERIA PEMILIHAN KURSUS WBL

Kriteria Pemilihan Kursus WBL

- (a) Terdapat dua (2) kriteria umum untuk pemilihan kursus yang boleh dijadikan WBL iaitu:
- i. Kursus adalah bersesuaian dan dipersetujui oleh pihak industri. Kursus ini adalah terdiri daripada kursus teras/elektif yang berkaitan bidang tujuh program akademik PWBL.
 - ii. Komponen praktikal minimum 60%-70% di mana 30% daripadanya perlulah berkaitan pekerjaan.
- (b) Kriteria khusus adalah seperti berikut:
- i. Kursus yang berasaskan amalan/praktikal profesional atau standard pekerjaan/industri.

- ii. Kursus yang memerlukan persekitaran sebenar industri atau pakar di industri.
- iii. Kursus aplikasi yang melengkapi teori di UTeM atau kursus yang memberi kelebihan kepada PWBL apabila dilaksanakan di industri.
- iv. Kursus yang memerlukan teknologi termaju atau teknologi yang tiada di UTeM.
- v. Digalakkan untuk kursus yang dilaksanakan di industri melibatkan domain Psikomotor dan Afektif aras 3 dan ke atas (≥ 3).

JOM TRANSFORM PROGRAM

Kategori	Kategori 1	Kategori 2
Jenis Permohonan	i. Kaedah Perubahan Mod sedia ada kepada Mod Pengajian Industri ii. Kaedah Pertambahan Mod Sedia ada dengan Mod Pengajian Industri	Permohonan Program Baharu
Ringkasan Carta Alir	<pre> graph TD UA --> MQA["MQA - Semakan (>30%)"] MQA --> JPT_JKPT["JPT - JKPT"] JPT_JKPT --> KPPT_JPT["KPPT JPT"] </pre>	<pre> graph TD UA --> JPT_MSA["JPT - MSA"] JPT_MSA --> MQA_PAS["MQA - PAS"] MQA_PAS --> JPT_JKPT["JPT - JKPT"] JPT_JKPT --> KPPT_JPT["KPPT JPT"] </pre>
Penilaian MQA	Kemukakan permohonan semakan kurikulum kepada MQA sebelum dikemukakan kepada JKPT	Kemukakan permohonan program baharu
Tahap MQF	Tahap 4: Diploma Tahap 6: Sarjana Muda	Tahap 4: Diploma Tahap 6: Sarjana Muda
Pembuktian Kerjasama Industri (MoA/MoU)	Diperlukan semasa permohonan di JKPT	Diperlukan semasa permohonan di MSA & JKPT
Keperluan Perakuan MSA	Mengguna pakai MSA sedia ada	Memerlukan kelulusan MSA
Keperluan PAS dan FA	i. Semakan semula ke atas pindaan program; ii. Tidak perlu PAS baharu; iii. Menggunakan status PAS/FA sedia ada	Memerlukan Perakuan Akreditasi Sementara
Perakuan JKPT	Diperlukan	Diperlukan
Kod UPU	1 kod UPU	1 kod UPU

**SEKIAN
TERIMA KASIH**

Q & A
Session....

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