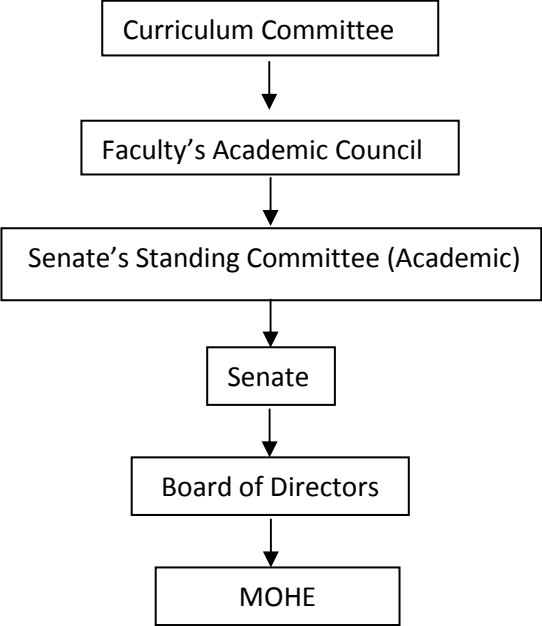


AREA 2 : CURRICULUM DESIGN AND DELIVERY

2.1 Curriculum Design and Teaching-Learning Methods				
Benchmarked Standards				
	Description	Action	Evidence	Relevant Parties
2.1.1	Describe the processes, procedures and mechanisms for curriculum development.	The processes, procedures and mechanisms for curriculum development are established in the faculties subject to approval from the Senate, LPU and KPT.	Appendix B1 <ul style="list-style-type: none"> UTeM(ISO)/PP/ PK01. 	
	How are the main constituents in the institutions involved in this process?	The main constituents are involved in the processes through various modes such as surveys, meetings, workshops and seminars.	Appendix B2 <ul style="list-style-type: none"> Kertas Cadangan Penubuhan Kursus Baru. Lantikan Panel Penasihat Kurikulum. Summary on Market survey. 	

2.1.2	Show evidence that HEP has considered market and societal demand for the programme as well as sufficient resources to run it.	UTeM has considered market and societal demand for the programmes by implementing market surveys and recommendations from an advisory panel. UTeM has also allocated sufficient budget for human resource and adequate facilities to implement the programmes.	Appendix B3 <ul style="list-style-type: none"> • Market Surveys • Minutes of meeting of Curriculum Panel. • Financial allocation and resources (list of academic staff). • IT facilities (Library, Asset Management). 	
2.1.3	Show how the aims and objectives of programmes are in line with, and supportive of the vision and mission of the HEP.	The aims and objectives of programmes are in line with the mission statement of UTeM in producing highly competent professionals through quality and world class technical university education based on an application-oriented approach to teaching, learning and research with smart university industry partnership in line with national aspirations.	Appendix B4 <ul style="list-style-type: none"> • Vision, Mission, Motto, Educational Goals University. • Mapping of LO vs. EG Matrix. 	

		 <pre> graph TD A[Curriculum Committee] --> B[Faculty's Academic Council] B --> C[Senate's Standing Committee (Academic)] C --> D[Senate] D --> E[Board of Directors] E --> F[MOHE] </pre>	<ul style="list-style-type: none"> • Mapping of EG vs. Vision & Mission. • Buku Pelaksanaan Kemahiran Insaniah UTeM. • Buku Panduan Akademik Fakulti. 	
2.1.4	<p>Elaborate how the HEP ensures the principles guiding the design of the curriculum support the attainment of LOs.</p>	<p>UTeM ensures the principles guiding the design of the curriculum by following the guidelines furnished by the Engineering Accreditation Council (EAC) through Outcome Based Education (OBE).</p>	<p>Appendix B5</p> <ul style="list-style-type: none"> • EAC Manual. • COPA . • Mapping of Subjects vs. PO. • Minutes of meeting of 	

			Curriculum Panel with stakeholders.	
2.1.5	Describe the various teaching-learning methods to achieve LOs and ensure that students take responsibility for their own learning	Various teaching-learning methods are implemented to achieve LOs and ensure that students take responsibility for their own learning. These methods include PBL, experiential learning, simulation, computer based training, action based learning, industrial exposure and projects.	Appendix B6 <ul style="list-style-type: none"> Practice & Application Oriented Education Handbook. Sample of Teaching Plan. 	Faculties
2.1.6	Describe how the HEP ensures its curriculum and instructional methods encourage students to take active participation for their learning.	UTeM encourages student participation through various activities such as discussions, mini projects, presentations, competitions and site visits throughout their learning.	Appendix B7 <ul style="list-style-type: none"> List of students' activities. Project Reports. 	Faculties
2.1.7	Specify how the HEP envisages that the curriculum and instructional methods prepare students for their learning.	UTeM prepares students for their learning through Student Centred Learning via Self Access Language Lab (SALL), PBL and e-Learning.	Appendix B8 <ul style="list-style-type: none"> Language Lab Manual. Sample Report 	Faculties

			<p>on PBL.</p> <ul style="list-style-type: none"> e-Learning (SPeL) Buku Panduan Penasihat Akademik. 	
2.1.8	<p>Give details of HEP policies and practices that show that teaching and learning are consistent with the curriculum.</p> <p>How are elements of inconsistencies readdressed?</p>	<p>UTeM complies with ISO standard in teaching and learning. The teaching plan must be in line with the academic subject handbook.</p> <p>ISO Audit is implemented annually. Any NCR and OFI will be addressed.</p> <p>In ISO standard, students' evaluation reports are distributed to the faculties for further action.</p>	<p>Appendix B9</p> <ul style="list-style-type: none"> SPK MS ISO 9001:2000 Certificate. Annual Audit Report. Sample of students' evaluation report. 	Faculties/PJKA
Enhanced Standards				
2.1.9	<p>Show how the curriculum encourages a multi-disciplinary approach and co-curricular activities in enhancing and</p>	<p>Every faculty encourages inter-departmental curricular and co-curricular activities including compulsory co-curricular subjects. Students are encouraged to participate in competition such as Robocon, Robofest, Electrical</p>	<p>Appendix B10</p> <ul style="list-style-type: none"> Curriculum Structure for programme. 	Faculties/PBPI/HEPA

	enriching the personal development of the learner. Show how these are monitored and appraised.	Power System (EPS) Competition and etc. PBPI monitors and appraises soft skills through assessments of subjects for every semester.	<ul style="list-style-type: none"> • Sample of students' logbooks. Appendix B4 <ul style="list-style-type: none"> • Buku Pelaksanaan Kemahiran Insaniah UTeM. Appendix B7 & B12 <ul style="list-style-type: none"> • List Of Student Activities. 	
2.1.10	Show how external sources are engaged in the needs analysis of programmes. Show how their commentaries are utilized to improve them.	External sources are engaged during surveys and meetings. The comments are utilized in improving the curriculum structure and delivery.	Appendix B3 <ul style="list-style-type: none"> • Sample Market Survey Form. Appendix B11 <ul style="list-style-type: none"> • Report of EAC Evaluation Panel. 	Faculties

			<ul style="list-style-type: none"> • Report of External Examiner. • Report of Adjunct/Visiting Professor. 	
2.1.11	What are the co-curricular activities that enrich student learning experience, and foster personal development and responsibility?	Various activities are organized by HEPA, Faculties and PBPI to foster personal development and inculcate responsibility among students.	Appendix B12 <ul style="list-style-type: none"> • List of students' activities. 	HEPA
2.2 CURRICULUM CONTENT AND STRUCTURE				
Benchmarked Standards				
2.2.1	Describe how the academic programmes incorporate the core content of the discipline that are essential for understanding the concepts , principles and methods that support the programme	The academic programmes incorporate the core content of the discipline that are essential for understanding the concepts , principles and methods that support the programme outcomes by abiding to the requirements of professional bodies such as EAC, ACM, MQF and OBE.	Appendix B10 <ul style="list-style-type: none"> • Curriculum Structure for programme. Appendix B5 <ul style="list-style-type: none"> • Mapping of 	Faculties

	outcomes.		Subjects vs. PO.	
2.2.2	Describe how the academic programmes fulfil the requirements of the discipline and take into account discipline standards and international best practices as well as changes in them.	The academic programmes fulfil the requirements of the discipline and take into account discipline standards and international best practices as well as changes by abiding to the requirements of professional bodies such as EAC, ACM, MQF and OBE.	Appendix B5 <ul style="list-style-type: none"> • Mapping of Subjects vs. PO. Appendix B10 <ul style="list-style-type: none"> • Curriculum Structure for programme. Appendix B11 <ul style="list-style-type: none"> • Report of EAC Evaluation Panel. 	Faculties
2.2.3	Specify the processes by which topics of local, national and international importance are incorporated into the curriculum.	Topics of local, national and international importance are incorporated into the curriculum by means of industry-based projects, , industrial training, industrial talks, seminars and workshops. In addition, external examiner, visiting professor and adjunct professor were appointed to incorporate local, national and international importance.	Appendix B6 <ul style="list-style-type: none"> • Sample of Teaching Plan. Appendix B10 <ul style="list-style-type: none"> • Curriculum Structure for 	Faculties

			<p>programme.</p> <p>Appendix B11</p> <ul style="list-style-type: none"> • Report of External Examiner. • Report of Adjunct/Visiting Professor. 	
Enhanced Standards				
2.2.4	Show evidence that the HEP has the mechanisms in place to access the latest development in a field of study.	UTeM utilizes the following mechanisms to access the latest development in a field of study through industrial talks, invited speakers, conferences, library and IT resources.	<p>Appendix B3</p> <ul style="list-style-type: none"> • IT facilities . <p>Appendix B13</p> <ul style="list-style-type: none"> • Proceedings of ICEI 10, • DECON • APACHE 	Faculties/ Library/ Computer Centre

			Appendix B14 • List of Academic activities.	
2.3 MANAGEMENT OF PROGRAMMES				
Benchmarked Standards				
2.3.1	Provide a sample of the Student Study Guide, Student Handbook and Student Project Handbook, where applicable.	Samples are available during the visit.	Appendix B15 • Buku Panduan Akademik Fakulti. • Buku Panduan Penasihat Akademik. • Peraturan Akademik dan Panduan Sistem Peraturan Akademik Bagi Program Ijazah Sarjana Muda dan Program Diploma.	Faculties/ PJKA

			<ul style="list-style-type: none"> • Garis Panduan Latihan Industri. 	
2.3.2	<p>State the designation, responsibility and authority of the main academic officer and committee responsible for a programme.</p> <p>Do they have adequate resources? Show evidence.</p>	<p>The designation and committee are as follows:</p> <ul style="list-style-type: none"> • Senate • Dean • Deputy Dean • Head of Department • Programme Coordinator • Faculty Curriculum Committee <p>The responsibility and authority of the officers are outlined in the TOR.</p> <p>UTeM has adequate resources such as human resource, financial and facilities as illustrated in the appendix.</p>	<p>Appendix B16</p> <ul style="list-style-type: none"> • Organizational structure. • TOR / membership of curriculum committee. • TOR/ membership of Senate. <p>Appendix B3</p> <ul style="list-style-type: none"> • Market Surveys. • Minutes of meeting of Curriculum Panel. 	<p>Faculties/ Secretariat of Senate</p>

			<ul style="list-style-type: none"> • Financial allocation and resources (list of academic staff). • IT facilities (Library, Asset Management). 	
2.3.3	State the terms of reference of the curriculum committees.	The TOR of curriculum committee is attached.	Appendix B15 <ul style="list-style-type: none"> • Buku Panduan Akademik Fakulti • Buku Panduan Penasihat Akademik. • Peraturan Akademik dan Panduan Sistem Peraturan Akademik Bagi Program Ijazah Sarjana Muda 	Faculties

			<p>dan Program Diploma.</p> <ul style="list-style-type: none"> • Garis Panduan Latihan Industri. 	
2.3.4	<p>What authority do the committees have to resolve conflicts of educational principle and to ensure that the goals and the requirements of the specific disciplines are met?</p>	<p>UTeM practices decentralization of authority to resolve conflict of educational principle and to ensure that the goals and the requirements of the specific disciplines are met. Faculties have specific committees to resolve conflicts that may arise.</p> <p>However, Senate oversees the implementations of overall academic matters to ensure that they meet the requirements of the University.</p>	<p>Appendix B17</p> <ul style="list-style-type: none"> • List of committees at faculty. • Committees Chart. 	Faculties
2.3.5	<p>What are the resources given to programme teams to implement teaching-learning activities, and to conduct programme evaluation for quality improvement?</p>	<p>The resources which are provided by the University are in terms of human resource, finance and infrastructure facilities.</p>	<p>Appendix B3</p> <ul style="list-style-type: none"> • Financial allocation and resources (list of academic staff). 	Bursary/ Faculties

2.3.6	Describe the review and evaluation processes of programmes and the utilization of the results.	<p>The curriculum of each programme will have to go through a review process after a complete cycle, for example a four-year cycle for a bachelor degree.</p> <p>Each faculty has a panel of curriculum reviewers that includes external stakeholders for quality control. The recommendations of the review panel will be considered for the curriculum improvement at the faculty and to be endorsed by the Senate.</p> <p>UTeM has an ISO document for this curriculum review process.</p>	<p>Appendix B1</p> <ul style="list-style-type: none"> • UTeM(ISO)/PP/PK01. <p>Appendix B18</p> <ul style="list-style-type: none"> • Graduate Survey. • Exit Survey. • Assessment and evaluation analysis report. • Minutes of meetings of curriculum review panel • New curriculum structure. 	Faculties/ PJKA
2.3.7	Show how the learning environment nurtures scholarly and creative achievements.	UTeM provides an environment that is conducive to scholarly and creative achievements. This includes well equipped campus infrastructure and various student activities. Some activities such as competitions	<p>Appendix B7</p> <ul style="list-style-type: none"> • List of students' activities. • Project Reports. 	Faculties/ HEPA/PBPI/ CRIM

		(ROBOCON), debates, English camps, Co-curricular Day (Hari Mercu), motivation courses, industrial talks, e-Learning to name a few.	Appendix B12 • List of students' activities.	
2.3.8	Describe the structures and processes to ensure that all the criteria and standards of a qualification awarded are fulfilled.	<p>UTeM has established a well organized structure and process to ensure that all the criteria and standards of a qualification awarded are fulfilled.</p> <p>The qualification of an award is managed by a unit called Bahagian Pengurusan Akademik (BPA). UTeM has an effective and efficient computerized system (Sistem Maklumat Pelajar, SMP) for managing the student academic requirements and awarding a relevant degree.</p> <p>The SMP has a comprehensive database of the student academic records. It is also used in the auditing process of awarding relevant degree to students.</p>	Appendix B19 • Manual of Student Information System.	BPA/ Faculties
Enhanced Standards				
2.3.9	Explain the HEP's mechanisms and resources for introducing and evaluating innovations in	UTeM has mechanisms and resources for introducing and evaluating innovations in teaching-learning and evaluation methods that include, among others, video, web based, e-	Appendix B5 • Minutes of meeting of	Faculties/ PBPI/PPP

	<p>teaching-learning and evaluation methods.</p> <p>Indicate the involvement of internal and external principle stakeholders and experts .</p>	<p>Learning, ICT, CBT, PBL and SALL.</p> <p>The involvement of stakeholders and experts are incorporated during the meetings, seminars, surveys, industrial talks and industrial training.</p>	<p>Curriculum Panel with stakeholders.</p> <p>Appendix B7</p> <ul style="list-style-type: none"> • List of students' activities. • Project Reports. <p>Appendix B8</p> <ul style="list-style-type: none"> • Language Lab Manual. • Sample Report on PBL. • e-Learning (SPeL). • Buku Panduan Penasihat Akademik. 	
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2.3.10	Show how the HEP engages external expertise nationally and internationally in the review and evaluation of programmes.	UTeM engages external expertise nationally and internationally in the review and evaluation of programmes via visiting professors, external examiners and adjunct professors.	Appendix B11 <ul style="list-style-type: none"> • Report of EAC Evaluation Panel. • Report of External Examiner. • Report of Adjunct/Visiting Professor. 	Faculties
2.4 LINKAGES WITH EXTERNAL STAKEHOLDERS				
Benchmark Standards				
2.4.1	Describe the links that exist between the HEP and its external stakeholders for the purpose of curriculum improvement.	The links that exist between UTeM and its external stakeholders for the purpose of curriculum improvement include industries, professional bodies, visiting professors, external examiners, adjunct professors, alumni and parents.	Appendix B11 <ul style="list-style-type: none"> • Report of EAC Evaluation Panel. • Report of External Examiner. • Report of Adjunct/Visiting Professor. 	Faculties

			Appendix B14 • List of Academic activities.	
Enhanced Standards				
2.4.2	State the existing mechanisms to obtain and utilize feedback from employers for the improvement of the curriculum, training and workplace exposure.	The existing mechanisms to obtain and utilize feedback from employers for the improvement of the curriculum, training and workplace exposure include surveys, industrial attachment and industrial training	Appendix B11 • Report of EAC Evaluation Panel. • Report of External Examiner. • Report of Adjunct/Visiting Professor. Appendix B14 • List of Academic activities.	Faculties
2.4.3	What opportunities are available to students to have linkages with external stakeholders?	Several opportunities are available to students to have linkages with external stakeholders such as industrial training, collaboration with industries in final year	Appendix B20 • List of companies for Industrial	Faculties/ HEPA

		projects, site visit and career/industry talks.	training. Appendix B21 • Sample of final year project with industry. Appendix B7 • List of students' activities.	
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