



SELF-REVIEW PORTFOLIO 2022

UNIVERSITI TEKNOLOGI MARA





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UNIVERSITI TEKNOLOGI MARA



MOTTO

Endeavour, Religious, Dignity (*Usaha, Taqwa, Mulia*)

PHILOSOPHY

Every individual has the ability to attain excellence through the transfer of knowledge and assimilation of moral values so as to become professional graduates capable of developing knowledge, self, society and nation.

VISION

To establish UiTM as a Globally Renowned University of Science, Technology, Humanities and Entrepreneurship.

MISSION

To lead the development of agile, professional bumiputeras through state-of-the-art curricula and impactful research.

OBJECTIVES

1. To expedite accessibility to higher education
2. To provide world-class education
3. To offer competitive academic programmes that fulfil market needs, spearhead national development and promote global prosperity
4. To produce well-balanced, entrepreneurial graduates who are globally competent
5. To strengthen the internationalisation of values via enhancement programmes
6. To sustain organisational excellence through effective and efficient governance
7. To champion impactful research through stronger research ecosystem
8. To strengthen strategic alliance with alumni and industries
9. To provide cutting edge ecosystem conducive for academic advancements
10. To regulate cost-effective financial practices towards organisational sustainability

Acronyms and Abbreviations

2J	<i>Jana Dan Jimat</i>
3A	Anywhere, Anytime, Anyone
4IR	National Fourth Industrial Revolution
AAU	<i>Anugerah Akademik Universiti</i>
ABM	<i>Anggaran Belanja Mengurus</i>
ACRULeT	Asian Centre For Research On University Learning And Teaching
AIMS	UiTM Curriculum Management System
AKEPT	<i>Akademi Kepimpinan Pendidikan Tinggi</i>
AKNC	<i>Anugerah Kualiti Naib Canselor</i>
AKRAB	<i>Amanah, Komitmen, Rasional, Akhlak Dan Bestari</i>
ANC	Alumni Networking Center
APB	<i>Akademi Pengajian Bahasa</i>
APC	<i>Anugerah Perkhidmatan Cemerlang</i>
APEL	Accreditation Of Prior Experiential Learning
AR-VR	Augmented Reality-Virtual Reality
Awantech	Awanbiru Technology Berhad
BHEA	<i>Bahagian Hal Ehwal Akademik</i>
BKK	<i>Bahagian Kemajuan Kerjaya</i>
BOD	Board Of Directors
BPD	<i>Pejabat Pendaftar</i>
BPPA	Academic Assessment And Evaluation Division / <i>Bahagian Pentaksiran Dan Penilaian Akademik</i>
BTU	<i>Bahagian Transformasi UiTM</i>
CAP	Course Assessment Plan
CBBPTAL	<i>Cuti Belajar Bergaji Penuh Dengan Tajaan Agensi Luar</i>
CBBPTB	<i>Cuti Belajar Bergaji Penuh Tanpa Biasiswa</i>
CBI	Competency Based Interview
CBTGAL	<i>Cuti Belajar Tanpa Gaji Dengan Tajaan Agensi Luar</i>
CDL - CQI	Closing The Loop – Continuous Quality Improvement
CGPA	Cumulative Grade Point Average
CIDL	Centre Of Innovative Delivery And Learning Development
CLO	Courses Learning Outcome
COE	Centres Of Excellent
COPIA	Code Of Practice For Institutional Audit

COPPA	Code Of Practice For Programme Accreditation
COPTPA	Code Of Practice Of Practice For Tvet Progamme Accreditation
CQI	Continual Quality Improvement
CR	Curriculum Review
CSR	Corporate Social Responsibility / Program Khidmat Masyarakat
DIA	Department Of International Affairs
DLSMSA	<i>Dasar Latihan Sumber Manusia Sektor Awam</i>
DLSMSA	<i>Dasar Latihan Sumber Manusia Sektor Awam</i>
DMFK	<i>Dato' Mohd Fadzilah Kamsah</i>
DRP	Disaster Recovery Plan
DTU	<i>Draf Transformasi Universiti</i>
EAC	Engineering Accreditation Council
e-ConDev	International E-Content Development Competition
ER iQMS	External Review - Intergrated Quality Management System
ESI	Excellence, Synergy, Intergrity
ETAC	Engineering Technology Accreditation Standard
EXCEL	Experiential Learning And Competency-Based Education Landscape
FinePortal	UiTM Financial Portal
FKM	<i>Fakulti Kejuruteraan Mekanikal</i>
ForcES	Future Workforce Engagement Series
FSG	<i>Fakulti Sains Gunaan</i>
GOT	Graduate On Time
GRU	Global Reowned University
HEP	Higher Educational Provider
HICoE	Higher Education Center Of Excellence
HIPS	High Impact Educational Practices
HLP	<i>Hadiah Latihan Persekutuan</i>
HR2U	<i>Sistem Pengurusan Sumber Manusia</i>
ICAN	Industry, Community And Alumni Networking
iCEL-STELLAR	International Conference On E-Learning
ICEPS	Institue Of Continuing Education And Professional Studies
ICRESS	UiTM Timetable System
ICT	Information And Communication Technology
iDART	<i>Ilmu, Disiplin, Amanah, Rajin, Tanggungjawab</i>
IDSPA	<i>Manual Indeks Daya Saing Akademik</i>

IJPTL	International Journal Of Practices In Teaching And Learning
IKP	<i>Institut Kepimpinan Pelajar</i>
I-KPKT	<i>Institut Latihan Perumahan Dan Kerajaan Tempatan</i>
ILD	Institute Of Leadership And Management
iLQAM	<i>Institut Kepimpinan Pengurusan Kualiti</i>
iLQAM	Institute Of Leadership And Quality Management
InQKA	Institute Of Quality And Knowledge Advancement
IOT	Internet Of Things
iPMO	Institutional Programme Management Office
IPSIS	<i>Institut Pengajian Siswazah</i>
IR_PTAR	Institutional Repository Perpustakaan Tun Abdul Razak
ISBN	International Standard Book Number
ISM	<i>Institut Sosial Malaysia</i>
IT	Information Technology
JAF	<i>Jawatankuasa Akademik Fakulti</i>
JAN	<i>Jawatankuasa Akademik Negeri</i>
JBPRU	<i>Jawatankuasa Perolehan Sumber Rujukan Universiti</i>
JD	Job Description
JKIKU	<i>Jawatankuasa Induk Kurikulum Universiti</i>
JKPh	<i>Jawatankuasa Pemilih</i>
JKPT	<i>Jawatankuasa Pendidikan Tinggi</i>
JKRTU	<i>Jawatankuasa Rayuan Tataterib Universiti</i>
JKS	<i>Jawatankuasa Saraan</i>
JKSM	<i>Jawatan Kehakiman Syariah Malaysia</i>
JKTU	<i>Jawatankuasa Tataterib Universiti</i>
JPA	<i>Jabatan Perkhidmatan Awam</i>
JPbSM	<i>Jabatan Pembangunan Sumber Manusia</i>
JPBU	<i>Jawatankuasa Pemeriksaan Belanjawan Universiti</i>
JPSM	<i>Jabatan Pengurusan Sumber Manusia</i>
JPU	<i>Jawatankuasa Pelaburan Universiti</i>
JTK	<i>Jawatankuasa Tetap Kewangan</i>
JTSD	<i>Jawatankuasa Teknikal Sumber Digital</i>
JTU	<i>Majlis Transformasi UiTM</i>
JUPEM	<i>Jabatan Ukur Dan Pemetaan Malaysia</i>
JWP	<i>Jadual Waktu Penilaian</i>
KIK	<i>Kumpulan Inovatif Dan Kreatif</i>

KMK	<i>Kumpulan Mutu Kerja</i>
KPI	Key Performance Index
KUK	<i>Ketua Unit Kualiti</i>
KY	<i>Kumpulan Wang Pendapatan UiTM</i>
LMS	Learning Management System
LNPT	<i>Laporan Nilai Prestasi Tahunan</i>
LNTP	<i>Laporan Nilai Prestasi Tahunan</i>
LPU	<i>Lembaga Pengarah Universiti</i>
MAMPU	Malaysia Administrative Modernisation And Management Planning
MAPP	<i>Majlis Pengurusan Pelajar</i>
MAU	<i>Majlis Audit Universiti</i>
MBS	Modified Budgeting System
MCO	Movement Control Order
MDEC	Malaysian Digital Economic Corporation
META	<i>Mesyuarat Timbalan Dekan Akademik</i>
MEU	<i>Mesyuarat Eksekutif Universiti</i>
MIDA	Malaysian Development Investment Authority
MKSP	<i>Mesyuarat Kaji Semula Pengurusan</i>
MoE	Ministry Of Education
MOF	Ministry Of Finance
MOHE	Ministry Of Higher Education
MOOC	Massive Open Online Courses
MP	Malaysia Plan
MPKU	<i>Mesyuarat Pengurusan Kewangan Universiti</i>
MPRSU	<i>Majlis Pengurusan Risiko Strategik Universiti</i>
MQA	Malaysian Qualifying Agency
MQF	Malaysian Qualification Framework
MQR	Malaysian Qualifications Register
MSM	<i>Majlis Sumber Manusia</i>
MSM	<i>Majlis Sumber Manusia</i>
MyATP	<i>Sistem Amanah Tugas Pensyarah</i>
MyRA	Malaysia Research Assessment
NGO	Non-Government Organisation
NP	New Programme
OBB	Outcome Based Budgeting

OBE-iCGPA	Outcome-Based Education – Integrated Cumulative Grade Point Average
ODL	Online Distance Learning
OE	Operational Excellence
OKU	Orang Kurang Upaya
OPAC	Online Public Access Catalog
PBUiTM	<i>Polis Bantuan UiTM</i>
PDAT	<i>Pengkalan Data Atas Talian</i>
PDP	<i>Pengajaran Dan Pembelajaran</i>
PEO	Programme Educational Outcomes
PERKESO	<i>Pertubuhan Keselamatan Sosial</i>
PESTLE	Political, Economic, Social, Technological, Legal And Environmental
PK	<i>Pusat Kesihatan</i>
PKA	<i>Pusat Kepimpinan Akademik</i>
PKI	<i>Pusat Kepimpinan Institusi</i>
PKK	<i>Pusat Kerjaya Dan Kaunseling</i>
PKP	<i>Perintah Kawalan Pergerakan</i>
PKPD	<i>Perintah Kawalan Pergerakan Diperketatkan</i>
PLO	Programme Learning Outcomes
PPBP	<i>Pusat Penilaian Bakat Dan Pembangunan</i>
PPII	<i>Pejabat Pembangunan Infrastruktur Dan Infostruktur</i>
PPK	<i>Pusat Pembangunan Kompetensi</i>
PPP	<i>Pusat Pembangunan Pelajar</i>
PPPM (PT)	Malaysian Education Development Plan (Higher Education)
PPPT	<i>Program Pra Pendidikan Tinggi</i>
PPSM	<i>Panel Pembangunan Sumber Manusia</i>
PPSSM	<i>Pelan Strategik Pengurusan Sumber Manusia</i>
PROPENS	<i>Pemantauan Profesionalisme Pensyarah</i>
PSD	Public Service Department
PSSM	<i>Perancangan Strategik Sumber Manusia</i>
PSTU	<i>Penyelaras Strategik Dan Transformasi Universiti</i>
PTJ	<i>Pusat Tanggungjawab</i>
PU	<i>Pengurus Utama</i>
QAEP	Quality Assurance And Enhancement Policy
QBS	Questions Bank System

QS Ranking	Quacquarelli Symonds Ranking
QS-WUR	Qs-World University Ranking
ReNeU	Research Nexus UiTM
RICS	Royal Institution Of Chartered Surveyors
RMK	<i>Rancangan Malaysia Kesebelas</i>
RMPT	<i>Rayuan Melanjutkan Tempoh Pengajian</i>
SAP	Strategic Action Plan
SCCEM	Speciality Conjoint Committee Of Emergency Medicine
SDG	Sustainable Development Goals
SETARA	Rating System For Malaysian Higher Education
SIMS	Student Information Management System
SIRIM	Standard And Industrial Research Institute Of Malaysia
SKKO	<i>Sistem Kualiti Dan Kecemerlangan Operasi</i>
SKT	<i>Sasaran Kerja Tahunan</i>
SLT	Student Learning Time
SOP	Standard Operating Procedures
SPM	<i>Sijil Pelajaran Malaysia</i>
SSB	State Statutory Bodies
ST	Strategic Themes
STARS V3.0	UiTM Staff Portal
SuFO	Student Feedback Online
SULAM	Service Learning Malaysia-University For Society
SWOT	Strengths, Weakness, Opportunities And Threats
T&L, TLA	Teaching And Learning
TalentCorp	Talent Corporation Malaysia Berhad
TDA	<i>Timbalan Dekan Akademik</i>
TeSA	Teaching Self-Assessment
TEX	Teaching Effectiveness Index
THE	Times Higher Education
TNA	Training Needs Analysis
TNC	<i>Timbalan Naib Canselor</i>
TNC (P)	<i>Timbalan Naib Canselor (Pembangunan)</i>
TNCAA	<i>Timbalan Naib Canselor (Akademik Dan Antarabangsa)</i>
TNCPI	<i>Timbalan Naib Canselor (Penyelidikan Dan Inovasi)</i>
TOR	Terms Of References
ToT	Training Of Trainers

TPM	<i>Tenaga Pengajar Muda</i>
Trans4U	UiTM Transformation Program
TVET	Technical And Vocational Education And Training
UCE	University Community Programs Engagement
UEO	University Educational Objectives
UePMO	University Electronic Programme Management Office
UFUTURE	UiTM Learning Management System
UHEK	<i>Unit Hal Ehwal Kurikulum</i>
UITM SSO	UiTM Single Sign On
UiTMCNS	<i>Universiti Teknologi Mara Cawangan Negeri Sembilan</i>
UKK	<i>Unit Kolej Kediaman</i>
UniTP	University Transformation Programme
UPR	<i>Unit Pengurusan Risiko</i>
VC	Vice-Chancellor
VMEO/VMO	Vision, Mission And Educational Objectives
VMG	Vision, Mission And Institutional Goals
VUCA	Volatility, Uncertainty, Complexity And Ambiguity
WBL	Work-Based Learning
WIFI	Wireless Fidelity
ZBB	Zero Based Budgeting

Preamble

Universiti Teknologi MARA (UiTM) is Malaysia's largest public university based primarily in Shah Alam, Selangor. It has experienced phenomenal growth since its commencement in 1956 where it was known as Dewan Latihan RIDA. In 1965, Dewan Latihan RIDA became Maktab MARA which was then renamed as Institut Teknologi MARA (ITM) in 1967. In August 1999, the then Prime Minister of Malaysia, Dato' Seri Dr Mahathir Mohamad announced the change in name of ITM to Universiti Teknologi MARA (UiTM). To date, UiTM has 34 campuses nationwide comprising 21 faculties and interdisciplinary colleges offering more than 500 academic programmes ranging from undergraduate to the postgraduate level in a conducive and vibrant environment.

In 2017, UiTM was granted the self-accrediting status by the Malaysian Qualifications Agency (MQA). The award of this status has proven that UiTM has a strong internal quality assurance department which constantly reviews its processes and practices leading to continual quality improvements at both programme and institutional levels. As required by the MQA, the self-accrediting status of a university must be renewed every 5 years. As for UiTM, since the 5 years has lapsed, therefore, it has to seek the renewal of the status from the MQA. As part of the requirement set by the MQA for the renewal process, UiTM has to submit a Self-Review Portfolio (SRP) document (MQA-03) guided by the second edition of the Code of Practice for Institutional Audit (COPIA) to the MQA. This will be followed by a physical audit by a team formed by the MQA.

The documentation of the UiTM SRP is led by the Institute of Quality and Knowledge Advancement (InQKA) of UiTM with a team comprising representatives from various faculties and branch campuses of UiTM. The document is supported by an online repository of supporting documents which were numbered accordingly in the text. The document was developed through an open and consultative process, engaging a broad spectrum of internal stakeholders through a number of workshops. The draft was also audited by internal panels who are also the experienced auditors of the MQA.

The SRP presents a concise description of UiTM in reviewing its policies, programmes, practices, and achievements in line with the latest UiTM five-year strategic plan known as Globally Renowned University 2025 (GRU2025). GRU2025 outlines the university's transformation agenda in becoming a leading global university of science, technology, humanities, and entrepreneurship by the year 2025. As indicated in the GRU2025, UiTM will proactively respond to changes, developments, and current needs such as the Industrial Revolution 4.0 (IR 4.0), Sustainable Development Goals (SDGs), the Malaysia Education Blueprint 2015-2025 (Higher Education) and the Shared Prosperity Vision 2030.

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- [4.3.1c](#) Clause 7.5: Maklumat Yang Didokumenkan. Manual Kualiti UiTM Pindaan 3. Berkuatkuasa 7 February 2020. Page 34/55.
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- [4.3.4b](#) Example of Minit Mesyuarat Kajisemula Pengurusan (MKSP) ICAN Bil.1/2019. Agenda B1.0. Objektif Kualiti. Page 3/5. Dated 1 August 2019.
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- [4.3.4j](#) Keputusan Mesyuarat MEU Bil 10/2021. Cadangan Kelulusan Penetapan Sistem pengiraan Pemberat Untuk Skor i-UiTM tahun 2021. Reference Number: 100-UiTM(NC 36/3/12/2). Dated 15 March 2021.
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- [4.3.4k](#) Keputusan MEU Bil 14/2021. Permohonan Mewujudkan JK Ranking Universiti. Reference Number:100-UiTM(NC 36/3/12/2). Dated 4 May 2021.
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AREA 1
INSTITUTIONAL LEADERSHIP AND
GOVERNANCE

AREA 1: INSTITUTIONAL LEADERSHIP AND GOVERNANCE

RESPONSE		
1.1 Review of Vision, Mission and Educational Goals		Self-Review Rating: 5
1.1.1 The HEP must review or revisit its vision, mission and educational goals, in line with national and global developments.	1.1.2 The new/existing vision, mission and educational goals must be approved by a governing board or other appropriate body to be relevant and current.	1.1.3 The HEP must disseminate the vision, mission and educational goals to its internal and external stakeholders.
<p>The approved vision, mission, and educational objectives of UiTM (VMO) have been formulated in consultation with a wider range of stakeholders. Furthermore, the VMO have reflected the institutional responsiveness to current change and future development of the higher education landscape. UiTM disseminates VMO to internal and external stakeholders through various mechanisms, including social media and mass media.</p> <p>Narrative 1.1</p>		

NARRATIVE	
AREA 1: INSTITUTIONAL LEADERSHIP AND GOVERNANCE	
1.1	Review of Vision, Mission and Educational Goals
1.1.1	The HEP must review or revisit its vision, mission and educational goals, in line with national and global developments.
<p>UiTM, since its establishment, has maintained its philosophy and core mission of spearheading Bumiputera human capital development in all professions and fields to support equitable participation in the economy with necessary adaptations by successive university leaders to national plans and industry needs. When revisiting the UiTM Malaysia Plan (MP) from 2001 to 2020 [1.1.1a],</p>	

UiTM 8th MP has focused on developing academic programmes, staff, students and the physical infrastructures. UiTM 9th MP has moved forward to address excellence in teaching and learning, research, knowledge transfer and commercialisation. Emphasising the holistic attributes of graduates that aim to produce well-rounded graduates in terms of academics, personality, and soft skills, UiTM 10th and 11th MP have added two more significant elements related to leadership and entrepreneurship. Following these, UiTM has retained the vision (V), mission (M) and objectives of 10th MP in 11th MP. On the other hand, based on past achievements and SWOT analysis [\[1.1.1b\]](#), some modifications were made to VMO to suit the national and global aspiration in the 12th MP, incorporating Malaysia Education Blueprint 2015-2025, Shared Prosperity 2030, National Policy on Industry 4.0 and Sustainable Development Goals towards achieving global renowned university (GRU) 2025 [\[1.1.1c\]](#). However, despite undergoing several amendments to meet the current scenario, the statement's original goal of UiTM in addressing the needs of Bumiputera in education has never faded. The chronology of the VMO statement based on the three stages of Malaysia Plan is shown in Table 1.1.

Table 1.1 Chronology of the Vision, Mission and Objectives of UiTM based on the 10th, 11th and 12th Malaysia Plan.

VMO	10 th MP (2011-2015)	11 th MP (2016-2020)	12 th MP (2021-2025)	REMARKS
VISION (V)	To establish UiTM as a premier university of outstanding scholarship and academic excellence capable of providing leadership to Bumiputera's dynamic involvement in all professional fields of world-class standards in order to produce globally competitive graduates of sound ethics [1.1.1d] , [1.1.1e] .		To establish UiTM as a globally renowned university of science, technology, humanities and entrepreneurship [1.1.1f] .	The vision in 12 th MP is formulated to emphasise the global renowned university (GRU) with multi-discipline achievement as emphasised in core strategic UiTM, 1. Quality Education, 2. Global Excellence and 3. Value-Driven Performance [1.1.1g] .
MISSION (M)	To enhance the knowledge and expertise of Bumiputera in all fields of study through professional programmes, research work and community service based on moral values and professional ethics [1.1.1d] , [1.1.1e] .		To lead the development of agile, professional Bumiputeras through state-of-the-art curricula and impactful research [1.1.1f] .	The term “enhance” in 10 th and 11 th MP was replaced with the term “lead” in the revised mission in 12 th MP to align with the core strategy of UiTM. After ten years in developing professional programmes, research work and community service, UiTM is moving forward to lead the development of professional Bumiputeras.

VMO	10 th MP (2011-2015)	11 th MP (2016-2020)	12 th MP (2021-2025)	REMARKS
OBJECTIVE (O)	<p>1. To provide maximum opportunities for Bumiputera to pursue professionally recognised programmes of study in science, technology, industry, business, arts and humanities [1.1.1e].</p> <p>2. To provide quality and innovative programmes of study relevant to current market needs and customer demands, and in line with policies of national development.</p> <p>3. To establish a human resource development programme as a tool for the assimilation of a value system within the university community.</p> <p>4. To ensure that UiTM graduates are adequately prepared to join the local as well as the global workforce.</p> <p>5. To establish UiTM as a centre of excellence that is accountable for the effective and efficient management of its human resources, finances</p>		<p>1. To expedite accessibility to higher education. [1.1.1f].</p> <p>2. To provide world-class education.</p> <p>3. To offer competitive academic programmes that fulfil market needs, spearhead national development and promote global prosperity.</p> <p>4. To produce well-balanced, entrepreneurial graduates who are globally competent.</p> <p>5. To strengthen the internationalisation of values via enhancement programmes.</p> <p>6. To sustain organisational excellence through effective and efficient governance.</p>	<p>Five (5) objectives in 10th and 11th MP were increased to ten (10) objectives in 12th MP to promote organisational shared values (ESI), i.e., excellence, synergy and integrity in the university ecosystem. These applied values are the main essence in decision making and action.</p> <p>UiTM is confident and believes that these values are fundamental to productivity and continuous improvement efforts, which contribute to the sustainability of life.</p> <p>The three shared values of this organisation will ensure that UiTM continues to play its role in highlighting the potential of talent born towards shaping the future to</p>

VMO	10 th MP (2011-2015)	11 th MP (2016-2020)	12 th MP (2021-2025)	REMARKS
	and assets in order to achieve its educational objectives, while playing its role as a catalyst in community development.		<p>7. To champion impactful research through a stronger research ecosystem.</p> <p>8. To strengthen the strategic alliance with alumni and industries.</p> <p>9. To provide a cutting-edge ecosystem conducive for academic advancements.</p> <p>10. To regulate cost-effective financial practices towards organisational sustainability</p>	become a world-leading university by 2025.

The University Educational Objectives (UEO) were recently endorsed in the Senate Meeting on the 7th September 2021 [\[1.1.1h\]](#). The UEOs are:

1. Talent with competencies including knowledge, practical skills and attitude to meet the needs of the changing world of work.
2. Social capital in the form of citizens with shared norms, values and understandings that facilitates cooperation in community and industry for nation building and development.
3. Talent that will catalyse social mobility in elevating the quality of life.

The UEOs are mapped to Programme Educational Outcomes (PEO) [\[1.1.1h\(i\)\]](#), Programme Learning Outcomes (PLO) [\[1.1.1h\(ii\)\]](#) and UiTM Objective number 4, to produce well-balanced, entrepreneurial graduates who are globally competent [\[1.1.1h\(iii\)\]](#).

1.1.2 The new/existing vision, mission and educational goals must be approved by a governing board or other appropriate body to be relevant and current.

The vision, mission and educational objectives were endorsed by the governing body i.e. *Lembaga Pengarah Universiti* (LPU) [\[1.1.2a\]](#) during the formulation of the university's strategic plan. The organisation chart of LPU is shown in [\[1.1.2b\]](#), and the LPU members with their affiliations reflect the wide range of stakeholders' involvement [\[1.1.2c\]](#) in the endorsement process [\[1.1.2d\(i\)\]](#), [\[1.1.2d\(ii\)\]](#). Before endorsement from LPU, the VMO was approved by *Majlis Eksekutif Universiti* (MEU) [\[1.1.2e\]](#). The organisation chart of MEU is shown in [\[1.1.2f\]](#) and the members involved in the approval process are stated in the list of attendance [\[1.1.2g\]](#). Hence, these two bodies looked into and approved the relevancy of VMO to the current changes in the education landscape of the university. The establishment of vision, mission and educational objectives of the university is shown in a flowchart [\[1.1.2h\]](#). The process started with the formation of a working group at *Bahagian Transformasi Universiti* (BTU). Initially, a working paper was prepared by the working group at BTU and submitted for approval by the Vice-Chancellor (VC). Following the approval by VC, the first draft of University Transformation, also known as DTU 1 was formulated and submitted for approval to MEU. Once approved, a workshop with UiTM leaders was set up [\[1.1.2i\]](#). Subsequently, the second draft (DTU 2) was debated, refined and presented. Following this, the third draft (DTU 3), was further improved and the fourth draft (DTU 4) was produced. Then, an application for writing the UiTM Strategic Planning Book was submitted to gain approval from MEU.

Once approved, a workshop was conducted to discuss the content of the book, which is termed as the fifth draft (DTU 5). The sixth draft (DTU 6) is the draft after the approval by MEU, and the seventh draft (DTU 7) is the draft endorsed by the LPU. Lastly, the eighth draft (DTU 8) is the refined and printed version of the Strategic Planning Book. For each stage, careful consideration and deliberation ensure the process was checked and validated to meet the expected outcomes.

1.1.3 The HEP must disseminate the vision, mission and educational goals to its internal and external stakeholders.

Disseminations of the vision, mission and educational objectives to internal stakeholders by BTU are continuously performed through road tours as shown in the list [\[1.1.3a\]](#), [\[1.1.3b\]](#) and engagement with the faculty, campus and Centre of Excellence [\[1.1.3c\]](#). BTU continuously communicates the VMO to the UiTM community (staff and students) and external stakeholders, namely the government (MoE) industry, community, alumni & entrepreneurship fraternity via:

1. UiTM2025 Pelan Strategik [\[1.1.3d\]](#)
2. UiTM2025 Pocket Book [\[1.1.3e\]](#)
3. UiTM2025 Poster [\[1.1.3f\]](#)
4. Surat Edaran Bahan Promosi Pelan Strategik UiTM2025 [\[1.1.3g\]](#)
5. Statement of VMO in UiTM website [\[1.1.3h\]](#)
6. Video Rujukan Fakulti, Kampus dan COE (Libat Urus) 2021 [\[1.1.3i\]](#)
7. Facebook Rasmi UiTM [\[1.1.3j\]](#)
8. Amanat Tahun Baru Naib Canselor Tahun 2020 [\[1.1.3k\(i\)\]](#), Tahun 2021 [\[1.1.3k\(ii\)\]](#), Tahun 2022 [\[1.1.3k\(iii\)\]](#)
9. Berita Harian Online, February 10, 2020 (Pelan Strategik UiTM2025 Pacu Universiti Taraf Global) [\[1.1.3l\]](#)

EVIDENCES

1.1.1a	UiTM Malaysia Plan (2001-2020)
1.1.1b	Rumusan Hasil Kumpulan Bengkel Perancangan Strategik UiTM2025
1.1.1c	Formulation of Vision and Mission UiTM

<u>1.1.1d</u>	UiTM 10th Malaysia Plan (2011-2015)
<u>1.1.1e</u>	UiTM 11th Malaysia Plan (2016-2020)
<u>1.1.1f</u>	Vision, Mission and Objectives UiTM for 12th MP
<u>1.1.1g</u>	Three Strategic Cores UiTM2025
<u>1.1.1h</u>	Pekeliling Bilangan 20, Tahun 2021 (Pemakluman Pelaksanaan University Educational Objectives, UEO, UiTM)
<u>1.1.1h(i)</u>	Lampiran 1 Pekeliling Bilangan 20, Tahun 2021: Mapping UEO to PEO
<u>1.1.1h(ii)</u>	Lampiran 2 Pekeliling Bilangan 20, Tahun 2021: Mapping UEO to PLO
<u>1.1.1h(iii)</u>	Lampiran 3 Pekeliling Bilangan 20, Tahun 2021: Mapping UEO to UiTM Objectives
<u>1.1.2a</u>	Surat kelulusan LPU UiTM, 29 Jun 2020
<u>1.1.2b</u>	Carta Organisasi LPU UiTM
<u>1.1.2c</u>	LPU Affiliations_ Wide Range of Stakeholders
<u>1.1.2d(i)</u>	Minit Mesyuarat Lembaga Pengarah Universiti Khas 2019 (Blueprint UiTM 2020-2025)
<u>1.1.2d(ii)</u>	Minit Mesyuarat Lembaga Pengarah Universiti Ke-173 (Blueprint UiTM 2020-2025)
<u>1.1.2e</u>	Surat kelulusan MEU UiTM, 19 November 2019
<u>1.1.2f</u>	Carta Organisasi Pengurusan Eksekutif Universiti (MEU) 2020
<u>1.1.2g</u>	Senarai Kehadiran Ahli MEU Bil. 262019
<u>1.1.2h</u>	Flowchart: Formation of UiTM Strategic Planning which include the vision, mission and objectives of UiTM
<u>1.1.2i</u>	Jemputan Menghadiri Bengkel Perancangan Strategik 2019 (email UiTM)
<u>1.1.3a</u>	Roadtour Schedule 2020
<u>1.1.3b</u>	Roadtour 2020 Slides
<u>1.1.3c</u>	Engagement Session with PTJ Top Management 2021 Schedule

<u>1.1.3d</u>	Buku Perancangan Strategik UiTM2025
<u>1.1.3e</u>	UiTM2025 Pocket Book
<u>1.1.3f</u>	UiTM2025 Poster
<u>1.1.3g</u>	Edaran Bahan Promosi Pelan Strategik UiTM2025
<u>1.1.3h</u>	Statement of VMO in UiTM website
<u>1.1.3i</u>	Video Rujukan Fakulti, Kampus dan COE (Libat Urus) 2021
<u>1.1.3j</u>	Facebook Rasmi UiTM
<u>1.1.3k(i)</u>	Amanat Naib Canselor 2020
<u>1.1.3k(ii)</u>	Amanat Naib Canselor 2021
<u>1.1.3k(iii)</u>	Amanat Naib Canselor 2022
<u>1.1.3l</u>	Berita Harian Online, Februari 10, 2020 (Pelan Strategik UiTM 2025 Pacu Universiti Taraf Global)

RESPONSE		
1.2 Formulation and Deployment of Strategic Plans		Self-Review Rating: 4
<p>1.2.1 The vision, mission and institutional goals, including the educational goals, must be translated into the HEP's strategic plans, in consultation with the relevant stakeholders.</p>	<p>1.2.2 The strategic plans must be disseminated and deployed to designated parties for implementation.</p>	<p>1.2.3 The implementation of the strategic plans, including the associated action plans, must be monitored and reviewed in accordance to the institutional goals.</p>
<p>UiTM aims at becoming a Globally Renowned University by 2025. The vision, mission and institutional goals, including the educational goals translated into the strategic planning through debate, discussion and endorsement by MEU and LPU. LPU members include alumni, industrial players, government representatives to be directly involved in the refinement of the VMG. Dissemination of the university strategic plan is conducted by the University Transformation Division. Strategic plan deployment is based on the university's Three Strategic Trust (quality education, global excellence and value driven performance). The strategic plans were disseminated through a cascading process and monitored KPIs setting targets by Fiscal Quarters via an online performance live dashboard to accelerate the performance.</p> <p>Narrative 1.2</p>		

NARRATIVE	
AREA 1: INSTITUTIONAL LEADERSHIP AND GOVERNANCE	
1.2	Formulation and Deployment of Strategic Plans
1.2.1	<p>The evidence provides a mapping indicating the alignment between the vision, mission and institutional goals (VMG) and strategic plans;</p> <p>The evidence describes stakeholders' participation in the above mapping it includes an analysis of a survey (internal and stakeholder) in response to a new vision, mission and institutional goals and strategic plans of UiTM2025;</p> <p>The evidence provides the alignment of strategic themes and initiative setting based on previous achievements;</p> <p>The evidence describes stakeholders' participation in responding to translate new vision, mission and institutional goals onto the strategic plans of UiTM2025.</p>
<p>Although UiTM maintains its status as set out in Article 153 of the Federal Constitution; an institution specifically for the Bumiputera, the University VMG is brought to the attention of becoming a Globally Renowned University by 2025, and this VMG is pillared by three (3) strategic thrusts 1.2.1a (Page 31). The vision statement describes the university's aspiration to be established as a Globally Renowned University and this vision is mapped into the strategic direction to achieve 3 Strategic Thrusts 1.2.1a (Page 36). The mission statement outlines university goals towards the most recent stage in the development of human development, incorporating the newest technology, ideas, and features. The strategic plan was designed based on 9 Strategic Themes in order to produce agile professional bumiputeras which are valuable as individuals, to the industries and the society 1.2.1a (Page 37). To achieve the VMG, a knowledge of the organisation's strategic goals has taken part in the department's conversation which translates into each strategic thrust being aligned with identified strategic themes (ST). The mapping of vision and mission with the strategic directions is typically discussed and debated in working groups comprising senior management at university who then propose the rationale. This is presented in the Senate and Executive Committee (MEU) meetings before eventually being tabled to the Board of Directors (BOD) for final consideration and decision 1.2.1b(i). The BOD comprises members who represent a wide cross-section of stakeholders representing the ministries, alumni and businesses 1.2.1b(ii). To set out on a future direction aligned with VMG, UiTM has also involved feedback from the senior management, employees and shareholders to identify the university's strengths, weaknesses, opportunities, and threats. Top priority has been given to employees feedback as the future of UiTM ultimately depends</p>	

on their ability to serve the organisation better. This in-depth analysis of UiTM from various perspectives is essential for charting the right course in a fast-changing world [1.2.1b\(iii\)](#)

To uplift the aspiration of the nation as outlined in each of the UiTM MP, the strategic projections of UiTM 12th Malaysia Plan (2021-2025) emphasises additional elements including leadership and entrepreneurship. The VMO was established based on the strategic framework which considers and integrates policies and planning at the university and national levels as well as global trends. The current performance of the university was captured through the review of the UiTM 11th Malaysia Plan and 2016-2020 UiTM's performance report [1.2.1c](#). The achievements of UiTM strategic plan achievements are assessed and monitored using a set of Key Performance Indicators (KPIs) and the performances are tabulated [1.2.1c](#). UiTM performance is further examined with the SWOT analysis through a series of senior management workshops [1.2.1d](#). This (SWOT analysis) includes SETARA, Times Higher Education (THE), Sustainable Development Goals (SDGs), Quacquarelli Symonds (QS) World University Rankings past achievement.

UiTM successfully being listed with other world's top universities in the latest Times Higher Education (THE) Impact Rankings released in 2021 [1.2.1e](#). Soaring from last year's band 401-600, UiTM has succeeded in placing itself in the 101-200 band with two Sustainable Development Goals (SDGs) in the top 50, namely SDG 5 (ranked 42, previously 74) and SDG 17 (ranked 48, last year at 601+). Two more SDGs are now ranked in the top 100 SDG 1 (ranked 54, formerly band 101-200) and SDG 4 (ranked 95, previously band 101-200) [1.2.1f](#). Valuing university capability towards Global Excellence is measured through the QS Ranking and MyRA score. UiTM began using the QS World Ranking since 2012 as an indicator to measure university Global Excellence. To date, UiTM ranked 651-700 out of 1,002 universities worldwide listed under the QS-WUR 2021 rating. The QS-WUR 2021 rating evaluates the university based on six key indicators, namely Academic Reputation, Employer Reputation, Elimination of each Faculty, Faculty Students, International Faculty and International Students, while Academic Reputation rose 27 places, to 366th place [1.2.1g\(i\)](#). UiTM has improved its position progressively especially on QS Ranking By Subject [1.2.1g\(ii\)](#) which later becomes the setting goal toward the next 5 years strategic plan. In the execution of these plans, the university faced various inevitable issues and challenges that affected its outlined performance but were duly confronted. The university sees that insufficient funding will compromise the productivity of visibility activities such as branding, mobility advertisement and promotion, networking and collaboration. In addition, it will also limit the provision of state-of-the-art facilities. The critical lessons are synthesised and analysed to form a basis for formulating the mapping of UiTM 2025 Strategic Plan [1.2.1h](#).

1.2.2 The evidence explain the establishment of communication platform in strategizing all university KPIs to all Lead Directors, Lead Projects, and Heads of Project;
The Evidence explain the process of disseminating strategic plans to designated parties for implementation;
The evidence explains the process of strategic distribution plans for deployment and monitoring performance index achievements.

The implementation of the strategic plan is led by deputies vice chancellor. The following groups have been identified as UiTM Strategic Plan project stakeholders and designated as implementers with a hierarchical strategic approach as follow:

- The Office of Deputy Vice-Chancellor, Registrar, Finance as **Lead Director**.
- College's Assistant Vice-Chancellor, Faculty's Dean, UiTM Branch Campus Rectors, COE's Director as **Project Leader**.
- College's Dean, Faculty's Deputy Dean, UiTM Branch Campus Deputy Rectors as **Head of Project**.
- Professional associations/members serving any of the communities listed above.

BTU is actively engaged with PTJs by disseminating-tour programmes to build relationship with project leaders and heads of projects. The objective of the tour programmes is to increase visibility, risk management and share best practices. These programmes allow project leaders as well as heads of projects to present findings on points of view from different departments and share materials [1.2.2a](#).

Project of the strategic plan are distributed by BTU in identifies stakeholding (PTJs) which have a crucial stake in performing activities following the university Strategic Trust. Each PTJ was identified and assessed on its communication needs (contributions and uses). The information and materials/resources necessary to maximise its use of and/or contribution to KPI/PI activities which strategically aligned with UiTM2025 Strategic Direction Dissemination planning provides an opportunity for dissemination of goals, strategies, and activities to be conceptualised and carefully considered [1.2.2b](#). BTU as the hosting secretariat is responsible for disseminating all strategic initiatives once the PTJs are identified. University has published a policy brief [1.2.2c](#). On the other hand, the Office of Vice Chancellor appointed Penyelaras Strategik dan Transformasi Universiti (PSTU) to strengthening the coordination and monitoring at operational level (College Assistant Vice-Chancellors, Faculty Deans UiTM Branch Campus Rectors, COE Directors) [1.2.2d](#).

The process of disseminating strategic plans to designated parties for deployment was done through the cascading process and continuously conduct road tours with lead directors, campuses

and faculties to disseminate the strategic planning [1.2.2e](#). UiTM applies effective dissemination outreach efforts to equally reach all designated PTJs through Quarterly Performance Review Presentation & Discussion [1.2.2f](#). The dissemination of information via the BTU Website and UePMO becomes the primary source for each potential user group tied into in most respects as an information source. [1.2.2g](#) University Electronic Programme Management Office (UePMO) **[requires a user ID and Password]** is the primary tool that helps PTJs reach dissemination goals with certain target audiences (Achievement update by PSTU with evidence from Head of Project, Endorsed by Project Leader and verification by Lead Directors). Additional initiative through regular communication with PTJs PSTU facilitates the designated PTJs to update achievement. To reduce the potential barriers that may interfere with the PTJs' access to the university overall performance index and develop actions to reduce these barriers, BTU has developed a dashboard that uses the [Microsoft Power BI](#) **[requires a user ID and Password]** platform [1.2.2h](#) as the display medium. Besides reports and messages delivered to designated parties, the dashboard provides resources and access content of the university overall performance index. Later, key performance indicator, performance index and university strategic plan are consolidated as the final achievement report from BTU and presented at Strategic Meeting with Lead Directors.

1.2.3 Describe the monitoring and reviewing process of the deployment of the strategic plan.

The implementation of the monitoring and reviewing the strategic plan deployment objectives is identified in the strategic plan by the assigned goals and responsibilities with budgets and deadlines to responsible owners (department heads) [1.2.3a](#). Monitoring the progress of the implementation plan and reviewing the strategic plan against implementation will be an ongoing process [1.2.3b](#). The fit between implementation and strategy may not be perfect from the outset and the implications of implementing the strategy [1.2.3c](#), a typically short-term (yearly KPI/PI) reviewing process [1.2.3d](#) of the deployment of the strategic plan is performed through Monthly Performance Update by PTJ and Quarterly Performance review presentation by lead directors [1.2.3e](#). Monitoring implementation through key performance indicators (KPIs) and setting targets and deadlines by Fiscal Quarters [1.2.3f](#). All achievements can be accessed online via a dedicated University performance dashboard which the update on Strategic Action Plan (SAP) Completion status by PTJ's University Strategic & Transformation Coordinator [1.2.3g](#).

EVIDENCES	
1.2.1a	Buku Pelan Strategik UiTM2025 (Page 31,36&37)
1.2.1b(i)	Surat Kelulusan LUP Strategik Plan Mapping UiTM2025
1.2.1b(ii)	Wide Range of Stakeholder Involvement as LPU Member
1.2.1b(iii)	Survey Report analysed by University Transformation Division (BTU) for UiTM2025
1.2.1c	Buku Pelan Strategik UiTM2025 (Page8&9).
1.2.1d	Surat Lawatan Benchmarking ke Pemegang Taruh & Bengkel Strategik UiTM2025.
1.2.1e	Website link - UiTM Listed in THE (live dashboard)
1.2.1f	UiTM Ranking Performance – UiTM Global Website
1.2.1g(i)	Website link - UiTM Listed in QS World University Ranking (live dashboard)
1.2.1g(ii)	UiTM QS Ranking Performance and Report Achievement
1.2.1h	UiTM Strategic Map – UiTM Research: Future Direction towards GRU 2025
1.2.2a	Minute of Discussion with PTJs (TNCPI, ASASI, JK Ranking)
1.2.2b	UiTM Strategic Map – UiTM Research: Future Direction towards GRU 2025
1.2.2c	Official Information Management Policy of The University
1.2.2d	Pekeliling Naib Canselor Bil 16/2020 berkaitan Penyelaras Strategik dan Transformasi Universiti
1.2.2e	Flow chart of Performance Index Reporting Process
1.2.2f	Letter of Cascading Invitation for Performance Index (Discussion & Distribution) 2020 & 2021
1.2.2g	University Electronic Programme Management Office [UePMO]
1.2.2h	BTU-UiTM Live Performance Index Report - Microsoft Power BI
1.2.3a	MEU Minutes on revised target by lead directors (TNCPI)

EVIDENCES	
<u>1.2.3b</u>	Performance Index Monthly report by PTJ
<u>1.2.3c</u>	Strategic Plan Revised Target Endorsed by MEU
<u>1.2.3d</u>	KPI-PI Progress Report - Video Presentation
<u>1.2.3e</u>	SAP Q1&Q2 Quarterly Report
<u>1.2.3f</u>	Letter of Invitation for Performance Index Quarterly Report 2020 & 2021
<u>1.2.3g</u>	Slide on Power BI Dashboard Report (Sample of Achievement Performance Index Report 2021)

RESPONSE			
1.3 Institutional and Academic Leadership		Self-Review Rating: 3	
1.3.1 The selection criteria, including job description, qualifications and experience, and mechanisms for selection of institutional leaders and academic leaders at the department and programme levels must be established, documented and disseminated.	1.3.2 The selection process for the appointment of institutional and academic leaders must ensure that the right candidate with appropriate qualifications and experience is appointed for a particular position.	1.3.3 The HEP must plan and develop leadership training and development programmes to continuously improve and enhance capabilities of current and future/potential institutional and academic leaders.	1.3.4 The institutional and academic leaders must be evaluated at defined intervals for their performance as stipulated by the job description and in relation to the achievement of the mission and institutional goals of the HEP.
<p>UiTM has a unit which incharge of training and development of staff. Institute of leadership and management (ILD) develops mechanisms for selection of institutional leaders and academic leaders. The selection criteria including job descriptions, qualifications and experience for institutional and academic leaders are established, documented and disseminated. The right candidates are appointed and in line with the job description. UiTM has also reviewed the mechanism for the selection process.</p> <p>UiTM has planned and developed leadership training for future/potential institutional leaders and academic leaders. Performance of the leaders is evaluated based on its KPIs and terms of reference which are aligned with the vision and mission of the University.</p> <p>Narrative 1.3</p>			

NARRATIVE	
AREA 1: INSTITUTIONAL LEADERSHIP AND GOVERNANCE	
1.3	Institutional and Academic Leadership
1.3.1	The selection criteria, including job description, qualifications and experience, and mechanisms for selection of institutional leaders and academic leaders at the department and programme levels must be established, documented and disseminated.
<p>Institutional executive management teams comprise of the Board of Directors (Lembaga Pengarah Universiti), Executive Management UiTM comprise of Vice Chancellor, Deputy Vice Chancellors, Registrar, Bursor and Legal Advisor, and supported by Top Management teams which include Deans, Deputy Deans, Rectors, Deputy Rectors, Heads of Centres and coordinators.</p> <p>The appointment of institutional executive management positions must fulfill specific selection criteria which are set by the Ministry and UiTM's relevant committees to ensure the right candidates are appointed to fill the respective positions.</p> <p>The selection criteria for the positions are established and documented [1.3.1a], [1.3.1b], [1.3.1c], [1.3.1d] for the Vice Chancellor and Deputy Vice Chancellor. The Vice Chancellor candidate must be a person who has extensive administrative experience in the University, respectable academician and in the opinion of the selection committee is fit to lead the University. Specifically, the selection criteria for the Vice Chancellor positions are : (i) academic excellence; (ii) international recognition; (iii) ability to lead and manage; (iv) good reputation; (v) good personality; (vi) visionary leadership; (vii) high integrity; (viii) capable in generating income; and (x) focusing in implementing national agenda [1.3.1c].</p> <p>The general selection criteria for the Deputy Vice Chancellors are: (i) academic excellence, (ii) international recognition, (iii) leadership aptitude, (iv) reputable, (iv) good disposition, (v) other suitable criteria in the niche area of the University. These guidelines are also consistent with the Ministry of Higher Education selection guidelines [1.3.1b]. In addition to the guidelines, there are other mechanisms such as psychological profiling and KPIs of the Board and the Deputy Vice Chancellors which are also to be considered during the selection process. There is also a requirement to advertise these selection criteria for the appointment of these positions [1.3.1e]. Various platforms including digital newspapers such as The Edge, main newspapers like Berita Harian, The Star, New Straits Times and other online mediums of communication are established as the medium of the advertisements [1.3.1c], [1.3.1d], [1.3.1e], [1.3.1f].</p>	

1.3.2 The selection process for the appointment of institutional and academic leaders must ensure that the right candidate with appropriate qualifications and experience is appointed for a particular position.

Universiti Teknologi MARA Act 176 (Act 173) governs the appointment, authorities and duties of the institutional executive management team. By virtue of Section 20(1) of Act 176 (Act 173), the Minister of Higher Education shall appoint the Vice Chancellor of universities [\[1.3.2 a\]](#) . The Vice Chancellor is appointed by the Minister following the recommendation of the selection committee that is chaired by the Minister. The process of appointment of the Vice Chancellor is as follows.

The selection process begins in twenty weeks before the tenure of the current VC ends. The first three weeks is the process of advertisements for the vacancy [\[1.3.2a\(i\)\]](#). Akept will forward the successful candidates' names to the Ministry of Higher Education. Interviews will be conducted by the ministry to appoint the Vice Chancellor of the University.

Section 20 (7) also states that the Minister shall appoint the Deputy Vice Chancellors and Rectors upon the recommendation of a selection committee (*Jawatankuasa Pemilihan, JKPh*) [\[1.3.2b\]](#). Before the Minister appoints the DVCs and Rectors of UiTM, the candidates must go through the selection process. The secretariat of the selection process is the Vice Chancellor's Office. The process of selection begins at the selection committees. The selection committee (*Jawatankuasa Pemilihan, JKPh*) was established at the strategic level on 24 May 2016. The committee is chaired by the Chairman of the Board and the members are the Vice Chancellor and three (3) senior academicians of the University. In UiTM, there two types of selection committees which are (i) Deputy Vice Chancellor selection committee (*Jawatan Kuasa Pemilihan, JKPh Timbalan Naib Canselor*) and (ii) Rector selection committee (*Jawatan Kuasa Pemilihan, JKPh Rektor*). The roles and responsibilities of these committees include to interview, recommend for appointment [\[1.3.1b\]](#) and evaluate the DVCs and Rectors.

The selection of academic leadership is explicitly described in Pekeliling Akademik Bilangan 15 Tahun 2021 [\[1.3.2g\]](#). Faculties, colleges and campuses must ensure that the appointment of academic leaders is competent enough and the process of selection is transparent and efficient. The following is the minimum requirement for academic leaders selection following Pekeliling Akademik Bilangan 15.

No	Nomenclature	Minimum requirement
1	Ketua Pengajian	At least 4 years' experience in academic roles such as Ketua Pusat Pengajian
2	Ketua Jabatan	At least 4 years' experience in academic roles such as Ketua Pusat Pengajian
3	Ketua Pusat Pengajian (Fakulti/Pusat Akademik)	At least 2 years' experience in academic roles such as coordinator OR At least 4 years' experience in other roles such as P&I, HEP and ICAN
4	Ketua Pusat Pengajian UiTM campuses	At least 2 years' experience in academic roles such as coordinator OR At least 4 years' experience in other roles such as P&I, HEP and ICAN
5	Ketua Pusat Pengajian Pasca Siswazah (Kolej Pengajian)	At least 2 years' experience in academic roles such as coordinator OR At least 4 years' experience in other roles such as P&I, HEP and ICAN
6	Ketua Pusat Pengajian Siswazah (Fakulti/Pusat Akademik/UiTM)	At least 2 years' experience in academic roles such as coordinator OR At least 4 years' experience in other roles such as P&I, HEP and ICAN
7	Koordinator bidang (Kolej Pengajian) Koordinator Program (Fakulti/Pusat Akademik/UiTM cawangan)	At least 1 year experience in academic roles such as coordinator (penyelaras) OR At least 4 years' experience in other roles such as P&I, HEP and ICAN

A job description (JD) system has been established to facilitate the Selection Committee in relation to the appointment of institutional leaders and academic leaders. [\[1.3.2c\]](#), [\[1.3.2d\]](#), [\[1.3.2e\]](#), [\[1.3.2f\]](#). A series of training and workshops were organised, as a platform to disseminate information about the JD system to all Heads of PTJs. Since 2019, all the completed JDs have been uploaded onto the MyPortfolio system. To date, a total of 10,492 individual JDs have been uploaded on the MyPortfolio system (as at 2020). In 2020, the Registrar's Office took the initiative to integrate the MyPortfolio system with HR2U system due to limitations of the MyPortfolio system. With the integration, issuance of warrants will be efficiently processed. The integration is expected

to be completed soon (2021/2022). To date, 414 JDs were developed and uploaded on the HR2U system.

1.3.3	The HEP must plan and develop leadership training and development programmes to continuously improve and enhance capabilities of current and future/potential institutional and academic leaders.							
<p>In the past, <i>Jabatan Pembangunan Sumber Manusia</i>, the Registrar's Office was responsible for managing administrative staff training and development, while, the <i>Institut Kepimpinan Pengurusan Kualiti (iLQAM)</i> provided academic staff development and training courses. In 2006, the Board of Directors UiTM (LPU) endorsed the approval of combining the two departments to form the Institute of Leadership and Development (ILD) with a role in managing staff development (including administrative and academic staff) and training in UiTM.</p>								
<p>ILD is responsible for planning and development of talents (UiTM staff in general) and succession planning in order to produce high performing employees and enhance talent excellence. ILD is led by the Assistant Vice Chancellor. There are four main centres formed under the ILD structure. These centres are: (i) <i>Pusat Kepimpinan Institusi (PKI)</i>, (ii) <i>Pusat Kepimpinan Akademik (PKA)</i>, (iii) <i>Pusat Penilaian Bakat dan Pembangunan (PPBP)</i> dan (iii) <i>Pusat Pembangunan Kompetensi (PPK)</i> [1.3.3r]. Each of these centres plays its roles such as organising training and development programmes for institutional and academic leaders [1.3.3w]. The functions are as follows:</p>								
<table border="1"> <thead> <tr> <th data-bbox="193 1339 611 1435">Centre</th> <th data-bbox="611 1339 1102 1435">Functions</th> <th data-bbox="1102 1339 1468 1435">Targeted Participants</th> </tr> </thead> <tbody> <tr> <td data-bbox="193 1435 611 1870"> Institutional Leadership [1.3.3 s] </td> <td data-bbox="611 1435 1102 1870"> To conduct strategic and leadership programmes for academic and professional administrators. To organise effective leadership programmes for potential leaders To implement coaching and mentoring programmes for talent pools. </td> <td data-bbox="1102 1435 1468 1870"> Institutional leaders (Deans, Deputy Deans, Rectors, Deputy Rectors, Directors, Deputy Directors, Head of Centres, and Coordinators) </td> </tr> </tbody> </table>	Centre	Functions	Targeted Participants	Institutional Leadership [1.3.3 s]	To conduct strategic and leadership programmes for academic and professional administrators. To organise effective leadership programmes for potential leaders To implement coaching and mentoring programmes for talent pools.	Institutional leaders (Deans, Deputy Deans, Rectors, Deputy Rectors, Directors, Deputy Directors, Head of Centres, and Coordinators)		
Centre	Functions	Targeted Participants						
Institutional Leadership [1.3.3 s]	To conduct strategic and leadership programmes for academic and professional administrators. To organise effective leadership programmes for potential leaders To implement coaching and mentoring programmes for talent pools.	Institutional leaders (Deans, Deputy Deans, Rectors, Deputy Rectors, Directors, Deputy Directors, Head of Centres, and Coordinators)						

		Academic staff according to grades (DM45 and above)
Centre for Academic Leadership [1.3.3t]	<p>To provide leadership and professional development training programmes for academics.</p> <p>To develop, enhance and implement academic competency programmes.</p> <p>To collaborate with internal and external stakeholders in training provision and consultation.</p>	Academic staff according to grades (DM45 and above)
Centre for Profiling and Assessment [1.3.3u]	<p>To provide training or courses focused on leadership, competency and skills development to administrative staff in particular.</p> <p>To prepare training plans, calendar and training needs analysis.</p> <p>To deliver reports related to training management.</p> <p>To collaborate with internal and external stakeholders in training provision.</p>	UiTM's top management such as the VC, Deputy VCs, Assistant Vice Chancellors, Deans, Deputy Deans, Rectors, Deputy Rectors, Directors, Deputy Directors, Heads of Centres, and Coordinators
Centre for competency Development [1.3.3v]	<p>To conduct talent assessments and profiling.</p> <p>To execute UiTM's strategic leadership succession planning.</p> <p>To manage staff training needs.</p> <p>To develop and conduct verification of training and course effectiveness evaluation.</p>	Institutional leaders (Deans, Deputy Deans, Rectors, Deputy Rectors, Directors, Deputy Directors, Head of Centres, and Coordinators)

		Academic staff according to grades (DM45 and above)
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In general, ILD plans and organises the training and development programmes [\[1.3.3b\]](#) for institutional and academic leaders according to the centres mentioned above. ILD develops training based on four competencies modules which are values, leadership, functional and generic [\[1.3.3x\]](#). A variety of compulsory courses are organised such as higher education teaching and learning, PhD on time, education 5.0 champion, effective post graduates supervision, pioneering research leaders, certificate in education.

ILD designed/developed different competency levels for the institutional leadership (academic administrators) [\[1.3.3x\]](#). The levels are shown below:

Level 5	Leading whole organization	Executive management - VC, DVCs, AVCs (VK7, VK6, VK5)
Level 4	Integrating diverse functions	Senior management - Rectors, Deans, Directors (VK7, VK6, VK5)
Level 3	Managing Functions	Middle Management - Deputy Deans, Deputy Rectors, Deputy Directors (DM/DU/DG 54)
Level 2	Executing Functions	Operational Management - Head of Centres, Head of Programs, Coordinators and Fellows (Senior lecturer - DM/DU/DG 52) (Lecturer - DM/DU/DG 45)

Among the niche programmes organised by ILD are mentoring [\[1.3.3c\]](#), [\[1.3.3d\]](#), [\[1.3.3e\]](#) and succession planning [\[1.3.3f\]](#), [\[1.3.3g\]](#), [\[1.3.3h\]](#), [\[1.3.3i\]](#). Training needs analysis [\[1.3.3j\]](#), [\[1.3.3k\]](#), [\[1.3.3l\]](#), [\[1.3.3m\]](#), [\[1.3.3n\]](#), [\[1.3.3o\]](#) and effectiveness of the training programmes [\[1.3.3p\]](#), [\[1.3.3q\]](#) are also conducted to ensure the success of the programmes.

1.3.4	<p>The institutional and academic leaders must be evaluated at defined intervals for their performance as stipulated by the job description and in relation to the achievement of the mission and institutional goals of the HEP.</p>
<p>Bahagian Transformasi Universiti (BTU) in UiTM is responsible for monitoring the implementation of faculties', departments' and units' key performance indicators (KPIs) [1.3.4a]. These KPIs are formulated to be aligned with UiTM's strategic planning 2020-2025. The achievement of KPIs by the faculties, departments and units will indicate the achievement of the UiTM's overall goals which are evaluated at the end of every year. Based on this, performance of the institutional and academic leaders of the faculties, departments and units will also be evaluated according to the achievement of their KPIs.</p> <p>In addition to the above, performance of the institutional and academic leaders are evaluated based on Amanah Tugas Pensyarah (ATP). MyATP is an instrument of performance. This mechanism is used as a basis for yearly work planning, annual performance appraisal and promotion basis [1.3.4c].</p> <p>There are four main tracks of performance appraisal which are: i) institutional leadership track, ii) research track, iii) teaching and learning track, and iv) practitioner track [1.3.4f]. The performance of academic leaders such as Deans, Deputy Deans, Heads of Programme, and Coordinators at the faculty and department in UiTM will be evaluated based on institutional leadership track [1.3.4d], [1.3.4e], while academic staff are evaluated based on their grades as well as their chosen track.</p> <p>For example, one of the BTU KPIs is students' graduating on time (GOT) rate. The GOT rate is assigned to the Academic Affairs Unit at the faculty level [1.3.4b]. Apparently, this will become one of the KPIs for the Academic Affair Unit, and the person in charge is the project director who is the Deputy Dean (Academic) (Timbalan Dekan Akademik, TDA). Based on this, the Deputy Dean of Academic performance will also be evaluated on the achievement of this KPI. Not only the dean, the heads of centres and coordinators will also be accountable to the achievement of the KPIs. Their performance will also be evaluated based on this as well. This practice will also apply to other units in the faculty for example, Students Affairs and Research and Industry Linkages.</p>	

EVIDENCES	
<p>1.3.1a</p> <p>1.3.1b</p> <p>1.3.1c</p> <p>1.3.1d</p> <p>1.3.1e</p> <p>1.3.1f</p>	<p>Borang Permohonan Jawatan TNC</p> <p>Letter of invitation for Deputy Vice Chancellor</p> <p>Iklan jawatan Naib Canselor UiTM</p> <p>Surat pemakluman proses pengiklanan jawatan Naib Canselor</p> <p>Arahan jawatan iklan Naib Canselor UiTM</p> <p>Proses Jawatan Naib Canselor Universiti Awam</p>
<p>1.3.2a</p> <p>1.3.2a(i)</p> <p>1.3.2b</p> <p>1.3.2c</p> <p>1.3.2d</p> <p>1.3.2e</p> <p>1.3.2f</p> <p>1.3.2g</p> <p>1.3.2h</p>	<p>Universiti Teknologi MARA Act 1976 (Act 1973)</p> <p>Surat pemakluman proses pengiklanan jawatan Naib Canselor</p> <p>Manual tadbir Urus 1 UiTM_Multisistem</p> <p>Scene Setting JD Akademik</p> <p>Myportfolio Screen_JD</p> <p>slides tata cara penyediaan deskripsi tugas</p> <p>Garis panduan dan tanggungjawab pentadbir akademik UiTM</p> <p>pekeliling akademik Bil 15 tahun 2021 - T&T Pengurusan Akademik</p> <p>Petikan senat 120 - Kriteria Pentadbir Akademik</p>
<p>1.3.3a</p> <p>1.3.3b</p> <p>1.3.3c</p> <p>1.3.3d</p> <p>1.3.3e</p> <p>1.3.3f</p> <p>1.3.3g</p> <p>1.3.3h</p> <p>1.3.3i</p> <p>1.3.3j</p> <p>1.3.3k</p> <p>1.3.3l</p> <p>1.3.3m</p> <p>1.3.3n</p> <p>1.3.3o</p> <p>1.3.3p</p> <p>1.3.3q</p> <p>1.3.3r</p>	<p>Manual tadbir Urus 1 UiTM_Multisistem</p> <p>Senarai Latihan Pembangunan</p> <p>Senarai Mentor</p> <p>Senarai Mentor dan Mentee</p> <p>Buku Panduan Program Mentoring</p> <p>Pembentangan Jawatankuasa Carian Bakat</p> <p>Minit Mesyuarat JK Carian Bakat.</p> <p>Pembentangan Jawatankuasa Carian Bakat</p> <p>Lantikan JKCB 2021</p> <p>TNA 2018</p> <p>TNA 2019</p> <p>TNA 2020</p> <p>Perbincangan Penawaran Kursus 2022</p> <p>Sample emel survey keperluan latihan PTJ</p> <p>Sample emel survey keperluan latihan Staf UiTM</p> <p>Keberkesanan Latihan PKA 2021</p> <p>Laporan keberkesanan Latihan Mei PKA 2021</p> <p>Carta organisasi ILD</p>

EVIDENCES	
<u>1.3.3s</u>	Function of centre for institutional leadership
<u>1.3.3t</u>	Function of centre for academic leadership
<u>1.3.3u</u>	Function of centre for profiling and assessment
<u>1.3.3v</u>	Function of centre for competency development
<u>1.3.3w</u>	Strategic Planning and Action Plan 2021
<u>1.3.3x</u>	Slide academic and institutional leadership (ILD)
<u>1.3.4a</u>	Bahagian Transformasi Unit_BTU_UiTM
<u>1.3.4b</u>	contoh_Laporan Q3 HEA December 2021
<u>1.3.4c</u>	Garis Panduan Amanah Tugas Pensyarah 3.0 2017
<u>1.3.4d</u>	Pekeliling Akademik - 2017 - 05 - Pelaksanaan Amanah Tugas Pensyarah (ATP)
<u>1.3.4e</u>	3.0 UiTM
<u>1.3.4f</u>	Manual MyATP 2018
	Slides academic and institutional leadership

RESPONSE		
1.4 Governance Function and Mechanism		Self-Review Rating: 5
1.4.1 The HEP must clarify and publish its governance structures and functions with complementary relationships between the governing board and the senate as active policy-making bodies.	1.4.2 The governing board and senate must operate based on principles of non-conflict, transparency, accountability and authority with adequate degree of autonomy.	1.4.3 Mechanisms to ensure functional integration and comparability of educational quality must be established in HEPs which have geographically separated campuses.
<p>The present governance structure of UiTM is known as 1 UiTM: Multi-system was developed based on the Malaysia Education Development Plan (Higher Education) and adapted to the Main Agenda of 11th Malaysia Plan UiTM (as published in Manual Tadbir Urus 1UiTM:Multisistem 2019). UiTM Governance is among the Priority Projects in the UiTM Transformation Programme (Trans4U) which involves organisational restructuring and the formation of governance structures at the strategic, executive and operational levels. The development of the size and composition of the university, stakeholder expectations as well as the IR 4.0 revolution are factors that influenced the university to make improvements to the existing system by incorporating agile management elements, which is known as Tadbir Urus Tangkas UiTM (2020 - 2025).</p> <p>Mohon Dr. Ruslaina tambah statement mengenai review of the system - refer dpocket pejabat pendaftar panduan pelaksanaan tadbir urus tangkas. https://pendaftar.uitm.edu.my/dpocket</p> <p>Narrative 1.4</p>		

NARRATIVE	
AREA 1: INSTITUTIONAL LEADERSHIP AND GOVERNANCE	
1.4	Governance Function and Mechanism
1.4.1	The HEP must clarify and publish its governance structures and functions with complementary relationships between the governing board and the senate as active policy-making bodies.
<p>1 UiTM: Multisystem</p> <p>The present governance structure of UiTM is known as 1 UiTM: Multisystem was developed based on the Malaysia Education Development Plan (Higher Education) and adapted to the Main Agenda of 11th Malaysia Plan UiTM. UiTM Governance is among the Priority Projects in the UiTM Transformation Programme (Trans4U) which involves organisational restructuring and the formation of governance structures at the strategic, executive and operational levels.</p> <p>1 UiTM focus on:</p> <ul style="list-style-type: none"> • 1 Act; • 1 Board of Directors; • 1 Senate; • 1 Philosophy • 1 Mission; and • 1 Vision <p>Multi-system refers to UiTM Governance consisting of:</p> <ul style="list-style-type: none"> • The Vice Chancellor's office • UiTM Campuses focus on Teaching & Learning or servicing or community engagement or sustainability • UiTM Campuses focus on research, innovation and commercialisation. <p>The organisation of chart [1.4.1a], [1.4.1b] of UiTM describes the three-tier system that determines policies and practices. The highest tier is Strategic, consisting of the Board of Directors (BOD) and its committees [1.4.1c]. This is the body which exercises all the powers conferred upon it by Act 173 of the Universiti Teknologi MARA Act 1976 [1.4.1d] except in matters within the powers of the Senate or any power that has been conferred to any authorities, body and officers of the University by the Constitution or the Statutes, rules, and regulations. The highest tier of the</p>	

governance system formulates policies, goals, and performance monitoring as well as important decision making.

Second tier is **Executive**, consisting of the Executive Level Committee which uses the Jawatankuasa Induk nomenclature (JKI). This level of governance is responsible for the general planning, monitoring, implementation of decisions and instructions as well as decisions of the University Board of Directors and achievement of organisational goals.

Third tier is **Operation**, the committee in this level using the other nomenclature Jawatankuasa except which has been conferred by government and UiTM Act. This tier comprises the faculties, academic centres, departments, and campuses, and it is the level where the core and designated activities are executed. The Committee is chaired by the Heads of Departments, Deans, and Rectors; responsible for the implementation of policies endorsed at the higher levels as well as the fundamental and selected activities.

The Governance Model as depicted in Figure 1 below was launched during the UiTM Transformation Programme by the Vice Chancellor on March 19, 2015, which explains the new paradigm in the context of transformation UiTM demands that the workforce be more flexible in delivering service to customers.

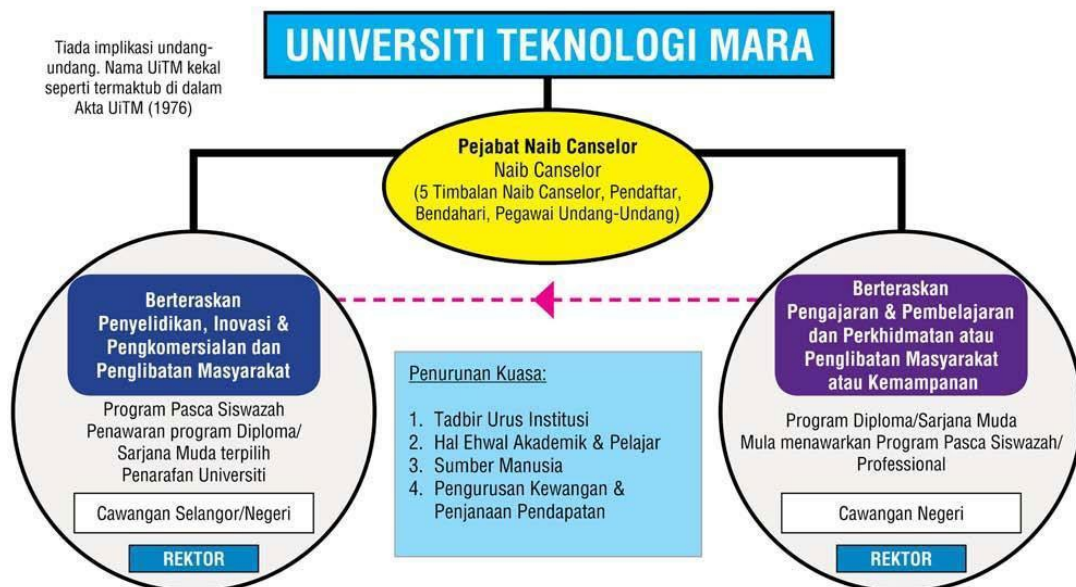


Figure 1: Model Tadbir Urus 1UiTM: Multisistem

(source: Manual Tadbir Urus 1UiTM: Multisistem - <https://pendaftar.uitm.edu.my/dpocket>)

Under *1UiTM: Multisistem*, the decision-making stage and setting of the decision-making process are made based on the complexity of the decision and the scope of a committee's functions. This is to ensure integrity as well as good internal controls can be implemented in addition to the robustness of risk management. Decisions made by stage aims to ensure results involving processes under management in question are made with good governance. Decision making is usually made through meetings based on transparent and clear governance such as declaration of interest by members, discussions and decisions based on the function and scope of the task set.

The decision-making stage consists of three (3) stages, namely at the stage strategic, executive, and operational as prescribed in the Manual Tadbir Urus 1UiTM: Multisistem. Committees in the strategic tier consist of:

1. Lembaga Pengarah Universiti
2. Majlis Eksekutif Universiti (MEU)
3. Majlis Sumber Manusia (MSM)
4. Majlis Pengurusan Risiko Strategik Universiti (MPRSU)
5. Majlis Audit Universiti (MAU)
6. Senat
7. Jawatankuasa Tatatertib Universiti (JKTU)
8. Jawatankuasa Rayuan Tatatertib Universiti (JKRTU)
9. Jawatankuasa Tetap Kewangan (JTK)
10. Jawatankuasa Pelaburan Universiti (JPU)
11. Majlis Pengurusan Pelajar (MAPP)
12. Majlis Transformasi UiTM (JTU)
13. Jawatankuasa Pemilihan (JKPh)
14. Jawatankuasa Saraan (JKS)

(source: Manual Tadbir Urus 1UiTM: Multisistem - <https://pendaftar.uitm.edu.my/dpocket>)

Tadbir Urus Tangkas UiTM

Agile governance refers to the ability of UiTM citizens to understand, adapt and respond quickly and effectively to changes in the environment through agile and lean applications to improve the quality of services to be better, more efficient and cost effective. This governance is also closely related to the policy preparation and formulation process to enable a more efficient and effective

decision making process. Key components in the implementation of UiTM agile governance include: (1) decision-making process and (2) service delivery process.



7

The main goal of agile governance is to make UiTM an agile organization especially in the decision-making process and service delivery that focuses on quality, expediency and cost effectiveness. The diagram below explains about the chain of agile applications in the decision-making process. Key elements as well as proposed actions need to be emphasized to produce more agile and effective results.

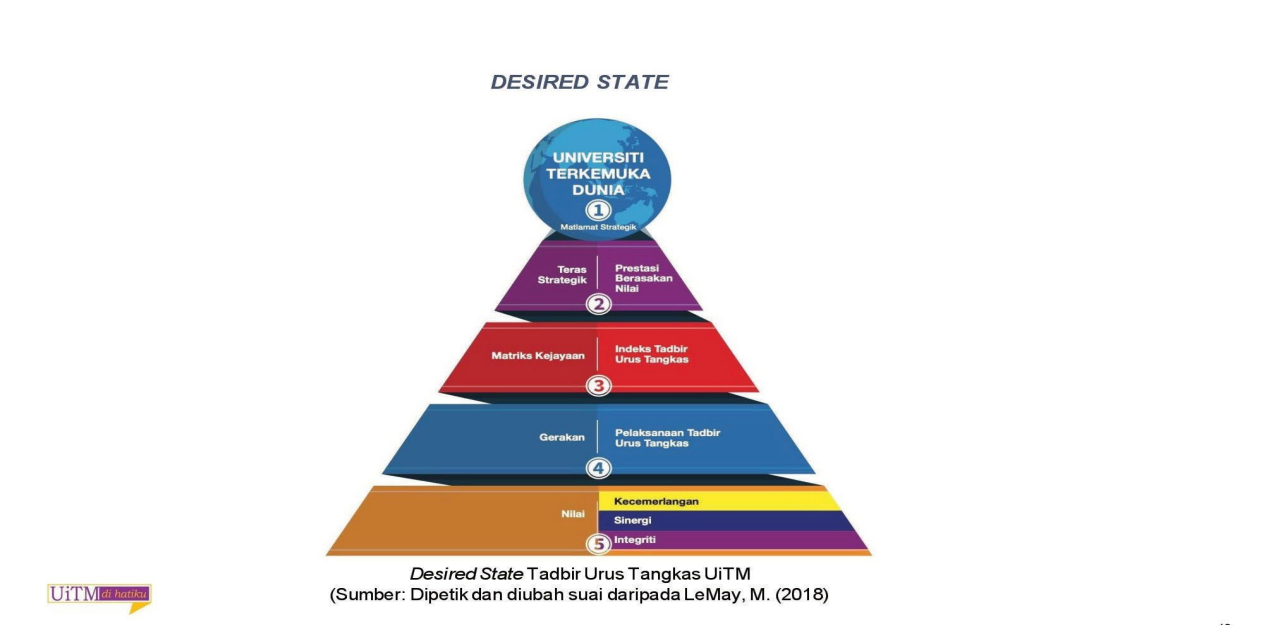


8

The characteristics of agile governance are as follows:



The diagram below explains the direction of uitm's agile governance in supporting UiTM's aspiration to become the world's leading university by 2025.



Source: Manual Tadbir Urus Tangkas UiTM - <https://pendaftar.uitm.edu.my/flipbook/tadbir-urus-tangkas/>

1.4.2

The governing board and senate must operate based on principles of non-conflict, transparency, accountability and authority with adequate degree of autonomy.

The major permanent decision-making bodies [\[1.4.2a\]](#) of UiTM are the Board of Directors [\[1.4.2b\]](#) The Executive Committee [\[1.4.2c\]](#) and the Senate [\[1.4.2d\]](#). They are described according to their functions, structure, leadership, membership and the reporting protocol [\[1.4.2e\]](#).

The Board of Directors (BOD)

The Act 173 of the Universiti Teknologi MARA Act 1976 Section 14(1) clearly stipulates the power and function of the Board of Directors (BOD) of the university. As the governing, policy-making and monitoring body of the university, the Board is responsible for providing input and clarifying the university's overall strategic directions and aspirations. The membership of the Board reflects a balanced mix of experience and expertise, which are appointed by the Ministry of Higher Education Malaysia. The members appointed are among those who possess the experience and capabilities to effectively contribute toward the University.

According to Section 13 (2) of Act 1973, the membership of the Board [\[1.4.2f\]](#) consists of:

- a. Chairman
- b. the Vice-Chancellor
- c. two persons to represent the Government
- d. five persons who because of their knowledge and experience would, in the opinion of the Minister, shall be of assistance to the Board, and the three of whom shall be from the private sector.

The Registrar acts as the Secretary of the Board. Five members of the Board form a quorum at any meeting of the Board [\(1.4.2g\)](#). Subject to this Act, the Board may determine its own procedure. Decisions of the Board on matters related to all the conduct of the University are informed to the related parties for subsequent actions via extracted minutes of meetings.

The Executive Committee

The Executive Committee functions as the advisor to the Vice Chancellor on administrative and management matters of the University. The membership of the committee consists of the Vice Chancellor, all Deputy Vice Chancellors, the Registrar, the Bursar, and the Legal Advisor. The Senior Assistant Registrar (Chancellery) acts as the Secretary.

The Vice Chancellor – is appointed by the Minister of Education upon the recommendation of the selection committee that is chaired by the Minister of Education. The candidate for the Vice Chancellor is a person who has extensive administrative experience in the university and is a respected academia and in the opinion of the selection committee is fit to lead the university.

Deputy Vice Chancellors - is appointed by the Minister of Education upon the recommendation of the selection committee headed by a representative from the Ministry of Education, with the consent of the Vice Chancellor, the Registrar, the Bursar, and the Chief Librarian. Deputy Vice Chancellors report to the Vice Chancellor. Among the criteria for selection of a Deputy Vice Chancellor are academic excellence, international recognition, leadership aptitude, reputable and other suitable criteria.

The Registrar – is the principal officer of the University. Part IV Section 21 (1), (2) and (3) of Act 173 stipulates the appointment of a Registrar who is under the direction and control of the Vice Chancellor. The Registrar is assisted by Heads of Departments, Divisions and Units in the operations of the university.

The Bursar - Part IV Section 22 (1) and (2) of Act 173 provides the appointment of a Bursar who is the principal financial officer of the University under the direction and control of the Vice Chancellor.

The Senate

The Senate establishes policies, procedures, and guidelines on academic matters in accordance with Section 16 of Act 1973. Any proposals affecting policy and procedures must be submitted to the Senate for decisions to be made on the suitability of the direction pursued.

Section 16 (A) of Act 1973 stipulate the membership of the Senate as follows:

- a. Vice Chancellor – Chairman
- b. Deputy Vice Chancellors
- c. Deans and Heads of Schools/Centres/Academies/Institutes
- d. Three (3) representatives among the Campus Rectors - appointed by the Vice Chancellor
- e. Three (3) Professors among the academic staff – appointed by the BOD
- f. The Registrar – the Secretary

The functions of the Senate as stipulated in the Act 1973:

Make recommendations to the BOD in matters pertaining to:

- a. Content and arrangement of the University's academic programmes
- b. Method of teaching, learning and training conducted at the University
- c. Standard of teaching, learning, and training at the University
- d. Academic curriculum and programmes conducted at the University suggestions related to any current or future academic curriculum or programmes
- e. Suggestions related to any current or future academic curriculum or programmes.
- f. Criteria on entry requirements to any academic programmes of the University
- g. Suggestions on implementation or discontinuation of academic programmes
- h. Conferment of Honorary degree, fellowship, Bachelor degree, Diploma, Certificate, scholarship, academic honours and awards, and others.
- i. Endorse students' academic evaluation and confer Doctorate, Master, Bachelor, Diploma degrees and Certificates
- j. Authorise and appoint committees or sub-committees comprised of members as well as co-opt members, with co-opt members not having the right to vote
- k. Empower or appoint representatives from its committees or sub-committees to carry out Senates' obligations, duties and responsibilities
- l. Set own procedures in line with Act 1973

(Source of information: https://pendaftar.uitm.edu.my/images/Dpocket/bahagian_0_-_tadbir_urus_1uitm_multisistem_2019_f.pdf)

1.4.3	Mechanisms to ensure functional integration and comparability of educational quality must be established in HEPs which have geographically separated campuses.
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Internal quality assurance is an integral part of the systems in place in the University. Despite having many campuses from different geographical areas, all aspects of the university mission and objectives [\[1.4.3a\]](#) are subject to IQA systems to review, ensure and assure that all requirements are met by all campuses and faculties. If any failures are noted, these are addressed appropriately.

To ensure quality and uniformity of practices, all faculties/campuses carry out the teaching and learning (TLA) processes subject to the same requirements, expectations, and standards. There

are a number of departments/units that take part in the role of ensuring common and comparability quality of TLA throughout the university systems.

Bahagian Hal Ehwal Akademik (BHEA)

Bahagian Hal Ehwal Akademik (BHEA) [\[1.4.3b\]](#) is the central department that develops policies, guidelines, standards, and procedures to ensure high quality TLA experience in all its programmes [\[1.4.3c\]](#). It also oversees operations in all faculties and campuses through a variety of mechanisms and takes or requests corrective actions where deviations or variations are noted. BHEA coordinates the TLA processes throughout the university through the mechanisms as Senate and all its sub committees and META (Mesyuarat Timbalan Dekan Akademik) to ensure common standards are observed in the processes and educational outcomes. META is a meeting where Senate decisions are deliberated into detailed actions plans/guidelines/procedures/initiatives which are then brought back to Senate for review and approval [\[1.4.3d\]](#), [\[1.4.3e\]](#) The meeting is chaired by the Deputy Vice Chancellor (Academic & International) and attended by Deputy Deans/Deputy Rectors/assistant Registrars in charge of academic matters.

Jawatankuasa Induk Kurikulum Universiti (JKIKU)

The University Curriculum Committee (*Jawatankuasa Induk Kurikulum Universiti* (JKIKU) [\[1.4.3f\]](#) is a committee placed directly under the University Senate in accordance with Section 16A subsections (8) and (9) of the UiTM Act 1976 (Act 173). The main role of the University Curriculum Committee is to evaluate new academic programme development proposals and existing curriculum reviews to ensure that they meet the employment needs of the country, industry, and stakeholders. JKIKU is also responsible for various other curriculum related processes with the objective of ensuring the curriculum offered by the university is always relevant and competitive.

Functions of JKIKU

The University Curriculum Committee is responsible for:

- managing academic curriculum matters (curriculum review, new programmes and student assessment) for all academic programmes offered at UiTM nationwide;
- reviewing and approving documentation related to curriculum review, new programmes and student / programme academic assessment development;

- ensuring that the quality of UiTM's academic curriculum meets the standards set by the Ministry of Higher Education (MoHE), Malaysian Qualification Agency (MQA) and Professional Bodies;
- reviewing and approving proposals for programme termination;
- reviewing and approving use of assessment / evaluation mechanisms for summative assessment; and
- developing academic concepts, structure and systems of assessment.

Institute of Quality and Knowledge Advancement (InQKA)

In monitoring and sustaining the quality of education at different campuses and faculties, External Reviews are also carried out by the Institute of Quality and Knowledge Advancement (InQKA) [\[1.4.3g\]](#) to ensure that all processes, procedures, standards, as well as policies specified by the Malaysian Qualifications Agency (MQA) in COPIA, COPPA and programme standard are adhered to. InQKA develops policies and structure through which the TLA experiences are reviewed regularly, and deviations are noted for remedial action. InQKA conducts audits for all faculties [\[1.4.3h\]](#), institutes, campuses [\[1.4.3i\]](#) and academies to ensure the IQA systems are robust and improving [\[1.4.3j\]](#), [\[1.4.3k\]](#), [\[1.4.3l\]](#), [\[1.4.3m\]](#). To further strengthen the quality assurance practices in all faculties/campuses and departments, UiTM Senate has approved the UiTM Quality Assurance and Enhancement Policy [\[1.4.3n\]](#) as guidelines to all faculties/campuses/departments.

Apart from that, faculties play a vital role in coordinating and monitoring their programmes at the campuses. Meetings and discussions between the faculties (resource person) and campuses are conducted to ensure information related to any courses are disseminated to all respective campuses [\[1.4.3o\]](#), [\[1.4.3p\]](#) Accreditation reviews and external examiners are also mechanisms conducted to ensure the comparability quality in different campuses.

EVIDENCES

Area	Detail Evidences
1.4.1a	Struktur Organisasi UiTM
1.4.1b	Manual Tadbirurus 1 UiTM: Multisistem
1.4.1c	Struktur Tadbir Urus 1 UiTM: Multisistem
1.4.1d	Universiti Teknologi MARA Act 1976
1.4.2a	Carta Organisasi UiTM

<u>1.4.2b</u>	Manual Tadbir Urus Lembaga Pengarah Universiti
<u>1.4.2c</u>	Manual Tadbir Urus Eksekutif Universiti
<u>1.4.2d</u>	Senate
<u>1.4.2e</u>	Perisytiharan Kepentingan
<u>1.4.2f</u>	Carta Lembaga Pengarah
<u>1.4.2g</u>	Senarai LPU
<u>1.4.3a</u>	Dasar Kualiti dan Objektif Kualiti UiTM
<u>1.4.3b</u>	BHEA Organisational Chart
<u>1.4.3c</u>	Pekeliling Akademik Bil 2 2019 - Pemilikan dan Pengurusan Program Akademik UiTM
<u>1.4.3d</u>	Pelaporan META
<u>1.4.3e</u>	Resolusi META
<u>1.4.3f</u>	JKIKU Membership
<u>1.4.3g</u>	InQKA Organisational chart
<u>1.4.3h</u>	Sample Organisational chart of Quality unit (Faculty)
<u>1.4.3i</u>	Sample Organisational chart of Quality unit (Campus)
<u>1.4.3j</u>	Sample of External Review Report.
<u>1.4.3k</u>	Pelan Audit Dalam Korporat
<u>1.4.3l</u>	Sample of Corporate Audit Report
<u>1.4.3m</u>	Minit Mesyuarat MKSP – bil 1/20
<u>1.4.3n</u>	Quality Assurance and Enhancement Policy (QAEP)
<u>1.4.3o</u>	Sample of Sijil PU FSSR
<u>1.4.3p</u>	Sample of PU UiTM Penang

RESPONSE	
1.5 Information Management	Self-Review Rating: 5
1.5.1 The HEP must have information management policies concerning the accessibility, privacy, confidentiality and security on student and academic staff records pertaining to human resource, finance and academic activities.	1.5.2 The HEP must regularly review information management policies to ensure they are up to date.
<p>The UiTM information management policies concerning the data integrity (accessibility, privacy, confidentiality), data security and data recovery facilities on student and academic staff records pertaining to human resource, finance, and academic activities have been established, abided, practised, stipulated, and distributed to all data owners and stakeholders. These information management policies have been reviewed to ensure they are current and up to date.</p> <p>Narrative 1.5</p>	

NARRATIVE	
AREA 1: INSTITUTIONAL LEADERSHIP AND GOVERNANCE	
1.5 Information Management	
1.5.1 The HEP must have information management policies concerning the accessibility, privacy, confidentiality and security on student and academic staff records pertaining to human resource, finance, and academic activities.	
<p>The UiTM information management policies concerning the data integrity (accessibility, privacy, confidentiality), data security and data recovery facilities on student and academic staff records pertaining to human resource, finance, and academic activities have been established [1.5.1a], abided [1.5.1b], practiced [1.5.1c], [1.5.1d], [1.5.1e], stipulated [1.5.1f], [1.5.1g] and distributed to all data owners and stakeholders [1.5.1h], [1.5.1i].</p> <p>For record, UiTM has a Single Sign On portal (UiTM SSO) [1.5.1j(i)] that is able to access all landing pages within multiple UiTM applications in this SSO portal. All application access rights are controlled by UiTM System Administrator. Additional to that, these systems can also be accessed individually such as Student Information Management System (SIMS) [1.5.1j(ii)] where all information on students can be retrieved in this system and the accessibility is set accordingly, where academic staff with academic management position has wider access in SIMS. They need</p>	

to fill up SIMS accessibility form and *Borang Perakuan Menyimpan Akta Rahsia Rasmi* to allow them wider accessibility on their students' information [\[1.5.1j\(ii.i\)\]](#). For academic staff records pertaining to human resources, the system used in UiTM is called STARS v3.0 [\[1.5.1j\(iii\)\]](#) and Human Resources Management System (HR2U) [\[1.5.1j\(iv\)\]](#). For UiTM staffs' finance record, all information can be accessed through FinePortal [\[1.5.1j\(v\)\]](#) and all academic activities can be accessed through *Amanah Tugas Pensyarah* system (MyATP) [\[1.5.1j\(vi\)\]](#).

As to safeguard the confidentiality of the academic information, all staff are required to take the following actions at every beginning of the semester [\[1.5.1k\]](#), which are to fill out the declaration form about family members who are UiTM students and to fill out a declaration form about themselves who is a UiTM student [\[1.5.1l\]](#). Adding to that, all applications for academic data must only be through, submitted and requested to the University Transformation Division (BTU) [\[1.5.1a\(i\)\]](#).

In managing and ensuring the information that is recorded in the UiTM intranet information system is accessed only by designated persons [\[1.5.1m\]](#), therefore, ICT Policy [\[1.5.1e\]](#) and ICT Security Policy [\[1.5.1d\]](#) have been established for these purposes.

UiTM has established a risk register that contains (14) risks related to information management and ICT. These risks have been followed up periodically with the latest date being 30 August 2021 [\[1.5.1n\]](#). These risks can be retrieved and monitored through a dashboard in University Transformation Division (BTU)'s website [\[1.5.1o\]](#). They also discuss and record the ongoing and action to be taken regarding information management in their MKSP meetings [\[1.5.1p\]](#), [\[1.5.1p\(i\)\]](#), [\[1.5.1n\]](#).

1.5.2 The HEP must regularly review information management policies to ensure it is up to date.

UiTM information management policy has been established in 2020 and it has been abided till now [\[1.5.1a\]](#). UiTM ICT policy has been approved by MEU [\[1.5.2a\]](#) and LPU [\[1.5.2b\]](#) in 2018, this policy has been reviewed in 2020 and UiTM ICT Policy v2.0 has been approved by MEU on 23 December 2020 [\[1.5.2c\]](#). This ICT Policy v2.0 [\[1.5.2d\]](#) has been disseminated as to be abided by Surat Pekeliling TNC (P) [\[1.5.2e\]](#).

Dasar Keselamatan ICT UiTM was endorsed by MEU in 2016 [\[1.5.2f\]](#), it was then reviewed in 2018 [\[1.5.2g\]](#). This Dasar Keselamatan ICT UiTM v2.0 has been approved by MEU on 31 October 2018 [\[1.5.2h\]](#). This policy was then reviewed again in 2020 but then, it is being postponed due to the existence of the Polisi Keselamatan Siber [\[1.5.2i\]](#) by MAMPU. The review process was planned to be conducted in 2021 as was supposed to be aligned with MAMPU and KPTs' direction.

This shows that the information management policies in UiTM are up to date, it has been informed to all stakeholders through email [\[1.5.2j\]](#) and uploaded on the policy owners' website [\[1.5.2k\]](#) for dissemination purposes.

EVIDENCES

1.5.1a.	Dasar Pengurusan Maklumat Rasmi UiTM (BTU) endorsed on 1 July 2020.
1.5.1a(i)	Dasar Pengurusan Maklumat Rasmi UiTM: Clause 4.0 page 3 - 4.
1.5.1b	Dasar Pengurusan Rekod Elektronik, Arkib Negara Malaysia.
1.5.1c	Prosedur Disaster Recovery Plan (DRP) UiTM, 22 September 2016.
1.5.1d	Dasar Keselamatan ICT UiTM versi 2.0, 31 October 2018
1.5.1e	Dasar ICT UiTM Version 2.0, 1 April 2021
1.5.1f	Akta Perlindungan Data Peribadi (Akta 709) 2010
1.5.1g	Akta Rahsia Rasmi (Akta 88) 1972
1.5.1h	Distributions of email regarding ICT policy, year 2021
1.5.1i	PPII website to downloads all information management policy
1.5.1j(i)	Web SSO - contoh skrin
1.5.1j(ii)	SIMS - contoh skrin
1.5.1j(ii.i)	Borang Permohonan Akses SIMS_Akta Rahsia Rasmi_2021
1.5.1j (iii)	STARS v3 version 3.0 - contoh skrin
1.5.1j(iv)	HR2U - contoh skrin
1.5.1j(v)	Fine Portal - contoh skrin
1.5.1j(vi)	MyATP - contoh skrin
1.5.1k	Pekeliling Garis Panduan Pengurusan Hal Keluarga Staf dan Staf Yang Belajar Di Universiti Teknologi MARA
1.5.1l	Sample of Declaration Form about staff with family in UiTM
1.5.1m	Pekeliling TNC (Pembangunan) Pelaksanaan (DICT) Versi 2.0 UiTM dated 1 April 2021.
1.5.1n	Daftar Risiko Jabatan Infostruktur UiTM
1.5.1o	Dashboard BI_accessability BTU
1.5.1p	Minit Mesyuarat Kaji Semula Pengurusan (MKSP) PPII bil.1/2020 dated 24.12.2020.
1.5.1p(i)	Slide MKSP PPII dated bil.1/2020 dated 24.12.2020.

1.5.2a	Surat Kelulusan MEU Bil. 08/2018, Dasar ICT UiTM 2018 bertarikh 19 Mac 2018 (100-UiTM (NC 36/3/12/2).
1.5.2b	Surat Kelulusan LPU ke-165 pada 2 Julai 2018, Dasar ICT UiTM 2018 bertarikh 19 September 2018 (100-BPD (BGSU/LPU.36/3/1/1) (S)
1.5.2c	Surat Kelulusan MEU Bil. 43/2020, Dasar ICT UiTM v2.0 bertarikh 24 Disember 2020 (100-UiTM (NC 36/3/12/2)
1.5.2d	Dasar ICT UiTM versi 2.0 dated 23 November 2020.
1.5.2e	Surat Pekeliling TNCP Bil.2 tahun 2021, DICT v2,0 dated 15.3.2017
1.5.2f	Dasar Keselamatan ICT UiTM V1.0
1.5.2g	Surat kelulusan MEU Bil. 27/2018, Dasar Keselamatan ICT UiTM V2.0 bertarikh 7 November 2018 (100-UiTM (NC 36/3/12/2)
1.5.2h	Dasar Keselamatan ICT UiTM versi 2.0 bertarikh 31 Oktober 2018.
1.5.2i	Polisi Keselamatan Siber MAMPU, Arahan Pentadbiran Ketua Pengarah MAMPU Bil. 4 tahun 2020.
1.5.2j	Dissemination of ICT policy throughout the year 2021.
1.5.2k	List of the website link of Infor. Management and ICT policy.

AREA 2
ACADEMIC DEVELOPMENT AND
MANAGEMENT

RESPONSE	
2.1 Formulation of Learning Outcomes	Self-Review Rating: 5
2.1.1 The HEP must conduct needs analysis which considers market and societal demand through engagement with stakeholders.	2.1.2 The HEP must align the learning outcomes of its programmes and courses with the Malaysian Qualifications Framework (MQF)
<p>In formulating the learning outcomes of programmes and courses that align with the requirements of Malaysian Qualifications Framework (MQF), UiTM conducted needs analysis which considers market and societal demand through engagement with stakeholders. The formulated learning outcomes ensure the achievement of the programme educational objectives.</p> <p>Narrative 2.1</p>	

NARRATIVE	
AREA 2 : ACADEMIC DEVELOPMENT AND MANAGEMENT	
2.1	Formulation of Learning Outcomes
2.1.1	The HEP must conduct needs analysis which considers market and societal demand through engagement with stakeholders.
<p>The office of the Deputy Vice Chancellor (Academic and International) for Academic and International Affairs is responsible for managing all academic matters of 2 colleges, 17 faculties, 5 academic centres offering more than 530 programmes (Clusters: Science & Technology, Social Science & Humanities, Business & Management) at 35 campuses nationwide. It monitors and aligns all faculties and campuses to the Ministry of Higher Education (MOHE) and Malaysian Qualifications Agency (MQA) directives and circulars on curriculum design, implementation and evaluation which considers market and societal demand through engagement with stakeholders. Curriculum development involves both development of new programmes and curriculum review exercises.</p> <p>Curriculum Affairs Unit (UHEK-Unit Hal Ehwal Kurikulum), UiTM monitors and provides guidelines for the needs analysis for the development of new programmes and also the review of the existing programmes conducted by faculties and campuses [2.1.1a(i), 2.1.1a(ii)]. UiTM, through the faculties</p>	

and campuses observe the feasibility of a new and existing programme by adhering to requirement to conduct needs analysis in:

- *Garis Panduan Pembangunan Program Akademik Universiti Awam Edisi Kedua* (for new programme (NP) refer to *Lampiran 2.1 Bil.17 on Justifikasi Mengadakan Program Akademik page 62*) [[2.1.1b](#)] and;
- *Garis Panduan Pembangunan Program Akademik Universiti Awam Edisi Kedua* (for curriculum review (CR): refer to *Lampiran 3.2 Bil.17 on Justifikasi Mengadakan Program Akademik page 102*) [[2.1.1bi](#)].



Figure 2.1 (1) Reference for Programme Development and Management

The emerging job markets for graduates of the new programmes are examined in order to profile the skills and competencies needed and ensure that these skills are included in the new academic curriculum. Market surveys are also conducted to update on the current requirement of the industry. Market surveys are sometimes replaced by focus group or stakeholders' representative meetings or roundtable discussions. Engagement with stakeholders from academic and industry panels and appointed panels from related industries are conducted to get feedback through studies, reports, and roundtable discussions discussing employment opportunities, industry needs, career market needs and graduate opportunities.

Among documents referred in our needs analyses conducted by faculties and campuses for new programmes are:

- *Keperluan Guna Tenaga Negara*
- Labour Force Survey [2.1.1bii]
- Graduate employability
- Change in market and technology

(Refer Bil.17 of the working paper)

Cluster Science & Technology: Diploma [2.1.1c(i)], Degree [2.1.1c(ii)], Post graduate [2.1.1c(iii)]

Cluster Social Science & Humanities: Diploma [2.1.1c(iv)], Post graduate [2.1.1c(v)]

Cluster Business & Management: Degree [2.1.1c(vi)], Post graduate [2.1.1c(vii)]

KERTAS CADANGAN PERMOHONAN PROGRAM AKADEMIK BAHARU
UNTUK MESYUARAT SARINGAN AWAL (MSA)

Bil.	Perkara	Keterangan
1.	UNIVERSITI AWAM	Nyatakan nama universiti.
2.	TUJUAN	Nyatakan dengan ringkas tujuan kertas cadangan.
3.	VISI, MISI & MATLAMAT PENDIDIKAN UNIVERSITI	Nyatakan visi, misi dan matlamat pendidikan universiti.
4.	BIDANG TUJAHAN UNIVERSITI	Nyatakan bidang tujuhan universiti.
5.	ENTITI AKADEMIK YANG MEMOHON	5.1 Nyatakan nama penuh entiti akademik yang memohon program akademik baharu. 5.2 Nyatakan program akademik sedia ada di entiti akademik yang memohon program akademik baharu. 5.3 Nyatakan secara ringkas sejarah penubuhan dari segi tarikh penubuhan, bilangan program akademik dan bilangan pelajar terkini yang berdaftar.
6.	LOKASI PENAWARAN	Nyatakan lokasi program akademik akan dijalankan.
7.	PROGRAM AKADEMIK YANG DIPHON	Nyatakan nama program akademik dalam Bahasa Melayu dan Bahasa Inggeris. Contoh: <i>Sarjana Muda Undang-Undang Bachelor of Law</i>
8.	TAHAP KERANGKA KELAYAKAN MALAYSIA (MQF)	Nyatakan tahap Kerangka Kelayakan Malaysia (MQF) program akademik baharu yang dipohon. Contoh: Sarjana Muda: Tahap 6
9.	NATIONAL EDUCATION CODE (NEC)	Nyatakan kod bidang program akademik tersebut berdasarkan manual NEC.

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Bil.	Perkara	Keterangan
		ii. Pembelajaran Terbuka dan Jarak Jauh (<i>Open and Distance Learning, ODL</i>)
		16.2 Nyatakan Pembelajaran dan Pengajaran (PdP) Yang Transformatif berasaskan penyampaian abad ke-21 menerusi ruang pembelajaran yang futuristik serta penggunaan teknologi digital terkini bagi mewujudkan pembelajaran imersif berdasarkan pengalaman.
17.	JUSTIFIKASI MENGADAKAN PROGRAM AKADEMIK	Nyatakan justifikasi yang merangkumi berikut. 17.1 Unjuran statistik keperluan pekerjaan di sektor awam dan swasta bagi tempoh lima (5) tahun. 17.2 Jenis pekerjaan yang berkaitan dan jumlah keperluan industri. Hasil dapatan <i>Labour Force Survey (LFS)</i> boleh digunakan sebagai sumber rujukan. 17.3 Peratus Kebolehpasaran Graduan (<i>Graduate Employability</i>) bagi entiti akademik dan universiti yang ingin menawarkan program akademik baharu. 17.4 Faktor perkembangan dan perubahan teknologi. 17.5 Lain-lain justifikasi yang berkaitan.
18.	KELESTARIAN PROGRAM	Nyatakan kelestarian program dengan memfokuskan kepada isu sejauh manakah program dijangka bertahan di pasaran.
19.	OBJEKTIF PENDIDIKAN PROGRAM	Nyatakan Objektif Pendidikan Program (PEO).

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Figure 2.1 (2) Working Paper for New Programme Development

Among the needs analysis conducted by faculties and campuses for curriculum review exercise of programmes are:

- *Keperluan Guna Tenaga Negara*
- Labour Force Survey
- Graduate employability
- Change in Programme Standard
- Market Survey
- Feedback from industry linkages, Industrial Advisory panel, alumni and other stakeholders

- Continual Quality Improvement (CQI)
- Stakeholders analysis

(Refer Bil.17 of the working paper)

Cluster Science & Technology: Diploma [\[2.1.1d\(i\)\]](#), Degree [\[2.1.1d\(ii\)\]](#), Post graduate [\[2.1.1d\(iii\)\]](#)

Cluster Social Science & Humanities: Diploma [\[2.1.1d\(iv\)\]](#), Degree [\[2.1.1d\(v\)\]](#), Post graduate [\[2.1.1d\(vi\)\]](#)

Cluster Business & Management: Diploma [\[2.1.1d\(vii\)\]](#), Degree [\[2.1.1d\(viii\)\]](#), Post graduate [\[2.1.1d\(ix\)\]](#)

KERTAS CADANGAN PERMOHONAN SEMAKAN KURIKULUM UNTUK MESYUARAT JAWATANKUASA PENDIDIKAN TINGGI (JKPT)		
Bil.	Perkara	Keterangan
1.	UNIVERSITI AWAM	Nyatakan nama universiti.
2.	TUJUAN	Nyatakan dengan ringkas tujuan kertas cadangan.
3.	VISI, MISI & MATLAMAT PENDIDIKAN UNIVERSITI	Nyatakan visi, misi dan Matlamat Pendidikan universiti.
4.	BIDANG TUJAHAN UNIVERSITI	Nyatakan bidang tuhan universiti.
5.	ENTITI AKADEMIK YANG MEMOHON	5.1 Nyatakan program akademik sedia ada di entiti akademik yang memohon semakan kurikulum. 5.2 Nyatakan secara ringkas sejarah perubahan dari segi tarikh perubahan, bilangan program akademik dan bilangan pelajar terkini yang berdaftar.
6.	LOKASI PENAWARAN	6.1 Nyatakan lokasi program akademik dijalankan 6.2 Nyatakan lokasi baharu yang dicadangkan (jika berkaitan). 6.3 Nyatakan kelulusan Audit Lokasi (jika berkaitan).
7.	PROGRAM AKADEMIK YANG DISEMAK	Nyatakan nama program akademik dalam Bahasa Melayu dan Bahasa Inggeris. Contoh: <i>Sarjana Muda Undang-Undang Bachelor of Law</i>
8.	TAHAP KERANGKA KELAYAKAN MALAYSIA (MQF)	Nyatakan tahap MQF program yang disemak. Contoh: Sarjana Muda Tahap 6
9.	NATIONAL EDUCATION CODE (NEC)	Nyatakan kod bidang program akademik tersebut berdasarkan manual NEC.

Bil.	Perkara	Keterangan
16.	KAEDAH PENYAMPAIAN PROGRAM	16.1 Nyatakan kaedah penyampaian sama ada: i. Konvensional ii. Pembelajaran Terbuka dan Jarak Jauh (Open and Distance Learning, ODL) 16.2 Nyatakan Pembelajaran dan Pengajaran (PdP) Yang Transformatif berasaskan penyampaian abad ke-21 menerusi ruang pembelajaran yang futuristik serta penggunaan teknologi digital terkini bagi mewujudkan pembelajaran inovatif berdasarkan pengalaman.
17.	JUSTIFIKASI SEMAKAN KURIKULUM	Nyatakan justifikasi yang merangkumi rationale berikut (mana yang berkaitan): 17.1 Unjuran statistik keperluan pekerjaan di sektor awam dan swasta bagi tempoh 5 tahun. 17.2 Jenis pekerjaan yang berkaitan dan jumlah keperluan industri. Hasil dapatan Labour Force Survey (LFS) boleh digunakan sebagai sumber rujukan. 17.3 Peratus Kebolehpasaran Graduan (Graduate Employability) bagi program sedia ada. 17.4 Faktor perkembangan dan perubahan teknologi. 17.5 Perubahan standard program 17.6 Kajian Pasaran 17.7 Laporan Penilai/Pemeriksa Luar 17.8 Laporan Penambahbaikan Kualiti Berterusan (Continual Quality Improvement, CGI) 17.9 Analisis Dapatan Pemegang Taruh 17.10 Penandaarasan

Figure 2.1 (3) Working Paper for Programme Curriculum Review

In conducting needs analysis, the faculties and campuses also refer to the following documents:

- Malaysia Education Development Plan 2015-2025 [\[2.1.1e\]](#),
- Human Resource Strategic Plan 2016-2020 [\[2.1.1f\]](#),
- UiTM 2025 Strategic Planning [\[2.1.1g\]](#),
- *Manual Indeks Daya Saing Akademik (IDSPA)* [\[2.1.1h\]](#),
- *Analisa IDSPA 2018-2021* (page 5) [\[2.1.1i\]](#),
- *Maklumat Keperluan Guna Tenaga Negara* from MDEC (Malaysian Digital Economy Corporation) [\[2.1.1j\]](#),
- *PERKESO (Pertubuhan Keselamatan Sosial)* [\[2.1.1k\]](#),
- MIDA (Malaysian Development Investment Authority) [\[2.1.1l\]](#),
- TalentCorp (Talent Corporation Malaysia Berhad) [\[2.1.1m\]](#),
- EXCEL (Experiential Learning and Competency-Based Education Landscape) [\[2.1.1n\]](#).



EVIDENCES	
2.1.1a(i)	UHEK website - new programme
2.1.1a(ii)	UHEK website - curriculum review
2.1.1b(i)	<i>Garis Panduan Pembangunan Program Akademik Universiti Awam Edisi Kedua</i>
2.1.1b(ii)	<i>Taklimat 4_TalentCorp</i>
2.1.1c(i)	<i>Kertas Kerja Diploma in Geospatial Technology</i>
2.1.1c(ii)	<i>Kertas Kerja Bachelor of Electrical and Electronics Engineering Technology with Honours</i>

EVIDENCES	
2.1.1c(iii)	<i>Kertas Kerja</i> Master of Emergency Medicine
2.1.1c(iv)	<i>Kertas Kerja</i> Diploma in Digital Audio Production
2.1.1c(v)	<i>Kertas Kerja</i> Master of Islamic Contemporary Studies by coursework
2.1.1c(vi)	<i>Kertas Kerja</i> Bachelor of Digital Marketing (HONS) (refer Bil.10 page 19-28 : previous format working paper)
2.1.1c(vii)	<i>Kertas Kerja</i> Masters of Human Resource Management (refer 1.1.2 and 1.2 from page 25-30 : previous format working paper)
2.1.1d(i)	<i>Kertas Kerja</i> Diploma in Geomatic Science
2.1.1d(ii)	<i>Kertas Kerja</i> Bachelor of Engineering (Hons.) Electrical Engineering
2.1.1d(iii)	<i>Kertas Kerja</i> Master of Science in Geographical Information Science
2.1.1d(iv)	<i>Kertas Kerja</i> Diploma in Muamalat
2.1.1d(v)	<i>Kertas Kerja</i> Bachelor of Law (Hons)
2.1.1d(vi)	<i>Kertas Kerja</i> Master of Corporate Administration
2.1.1d(vii)	<i>Kertas Kerja</i> Diploma In Library Informatics
2.1.1d(viii)	<i>Kertas Kerja</i> Bachelor of Business Administration (Honours) Entrepreneurship
2.1.1d(ix)	<i>Kertas Kerja</i> Master in Gastronomy
2.1.1e	Malaysia Education Development Plan 2015-2025
2.1.1f	Human Resource Strategic Plan 2016-2020
2.1.1g	UiTM 2025 Strategic Planning
2.1.1h	<i>Manual Indeks Daya Saing Akademik (IDSPA)</i>
2.1.1i	<i>Analisa IDSPA 2018-2021</i> (page 5)
2.1.1j	<i>Maklumat Keperluan Guna Tenaga Negara</i> from MDEC(Malaysian Digital Economy Corporation)
2.1.1k	PERKESO (<i>Pertubuhan Keselamatan Sosial</i>)
2.1.1l	MIDA (Malaysian Development Investment Authority)
2.1.1m	TalentCorp (Talent Corporation Malaysia Berhad)
2.1.1n	EXCEL (Experiential Learning and Competency-Based Education Landscape)

2.1.2 The HEP must align the learning outcomes of its programmes and courses with the Malaysian Qualifications Framework (MQF)

In aligning the learning outcomes of its programmes and courses, UiTM complies with the instructions of MQA Circular No. 2 2018. Application of the Malaysia Qualification Framework (MQF) Second Edition. [2.1.2a].

MQA
Agensi Kelayakan Malaysia
Malaysian Qualifications Agency
Tel : +603-7968 7044 | Faks : +603-7954 7125
Flexible Education. Beyond Borders. Creating The Future

KETUA PEGAWAI EKSEKUTIF
(Chief Executive Officer)
AGENSI KELAYAKAN MALAYSIA
(Malaysian Qualifications Agency)
www.mqa.gov.my
OFFICIAL : Agensi Kelayakan Malaysia (MQA)
MQA Malaysia (@MQAMalaysia)
MQA_Malaysia

NO GIFT POLICY

Ruj. Kami : MQA.100-1/7/1 Jilid. 2 (4)
Tarikh : 30 Mac 2018

KEPADA SEMUA PEMBERI PENDIDIKAN TINGGI (PPT)

Tuan/Puan,

PEKELILING MQA BIL. 2/2018

PEMAKAIAN KERANGKA KELAYAKAN MALAYSIA (MALAYSIAN QUALIFICATIONS FRAMEWORK, MQF) EDISI KEDUA

Dengan hormatnya saya merujuk kepada perkara di atas.

2. Seperti yang tuan/puan sedia maklum, Agensi Kelayakan Malaysia (Malaysian Qualifications Agency, MQA) telah menerbitkan Kerangka Kelayakan Malaysia (Malaysian Qualifications Framework, MQF) Edisi Pertama pada tahun 2007. MQF Edisi Pertama ini telah dikuatkuasakan sepenuhnya pada 1 Januari 2011. MQF telah menjadi rujukan utama negara kepada semua pihak yang mempunyai kepentingan dalam pendidikan tinggi negara.

3. Bagi memastikan MQF kekal relevan, unggul dan berkesan di peringkat kebangsaan dan antarabangsa, MQA telah melaksanakan kajian semula terhadap MQF Edisi Pertama. Penambahbaikan ini telah mengambil kira ASEAN Qualifications Reference Framework (AQR) agar sejajar dengan kerangka tersebut. Di samping itu, selaras dengan faktor perkembangan nasional dan global dalam pendidikan tinggi serta input daripada pihak berkepentingan, MQA telah membuat penambahbaikan terhadap MQF Edisi Pertama. MQF Edisi Kedua dihasratkan menjadi instrumen yang berupaya menghasilkan graduan yang holistik, memperkasakan program Akademik dan Pendidikan dan Latihan Teknikal dan Vokasional (TVET) serta terus menyokong pengukuhan budaya pembelajaran sepanjang hayat.

4. Hasil utama kajian semula adalah seperti berikut:

- mengekalkan ciri-ciri utama kerangka;
- mengurangkan tiga sektor (pendidikan tinggi, kemahiran dan teknikal dan vokasional) kepada dua sektor (Akademik dan TVET);
- menambah baik dan menyusun semula lapan domain hasil pembelajaran ke dalam lima cluster hasil pembelajaran;
- menambah baik dan memperincikan huraian hasil pembelajaran bagi setiap tahap; dan
- memperluaskan peluang pembelajaran sepanjang hayat.

5. MQF Edisi Kedua akan menjadi kerangka rujukan utama kepada Pemberi Pendidikan Tinggi (PPT) dalam jaminan kualiti untuk membangun dan menawarkan program pengajian tinggi negara. Justeru, penggunaan dan pematuhan adalah terpakai kepada semua PPT seperti butiran berikut:


Bil.	TARIKH	PERKARA
1.	01 April 2019	• Bagi program baharu yang memohon akreditasi sementara perlu menggunakan MQF Edisi Kedua sepenuhnya.
2.	01 April 2020	• Bagi program yang memohon akreditasi atau melalui audit pematuhan perlu menggunakan MQF Edisi Kedua sepenuhnya.

6. Untuk makluman juga, dokumen MQF Edisi Kedua boleh dirujuk dan dimuat turun melalui laman web MQA: www.mqa.gov.my.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Yang Ikhlas,



(DATO' DR. RAHMAH BINTI MOHAMED)
E-mel: rahmah@mqa.gov.my

SOARING UPWARDS

Figure 2.2 (1) Surat MQA Pemakaian Kerangka Kelayakan Malaysia (MQF) Edisi Kedua

The announcement to implement the Malaysia Qualifications Framework (MQF 2.0) has been informed by a letter dated 21 September 2020 (Ref: 100-HEA (UHEK 36/3/8) to all faculties. which came into force on April 1, 2019 and for programmes that are in the process of Accreditation and Compliance Accreditation came into force on April 1, 2020 [2.1.2b].

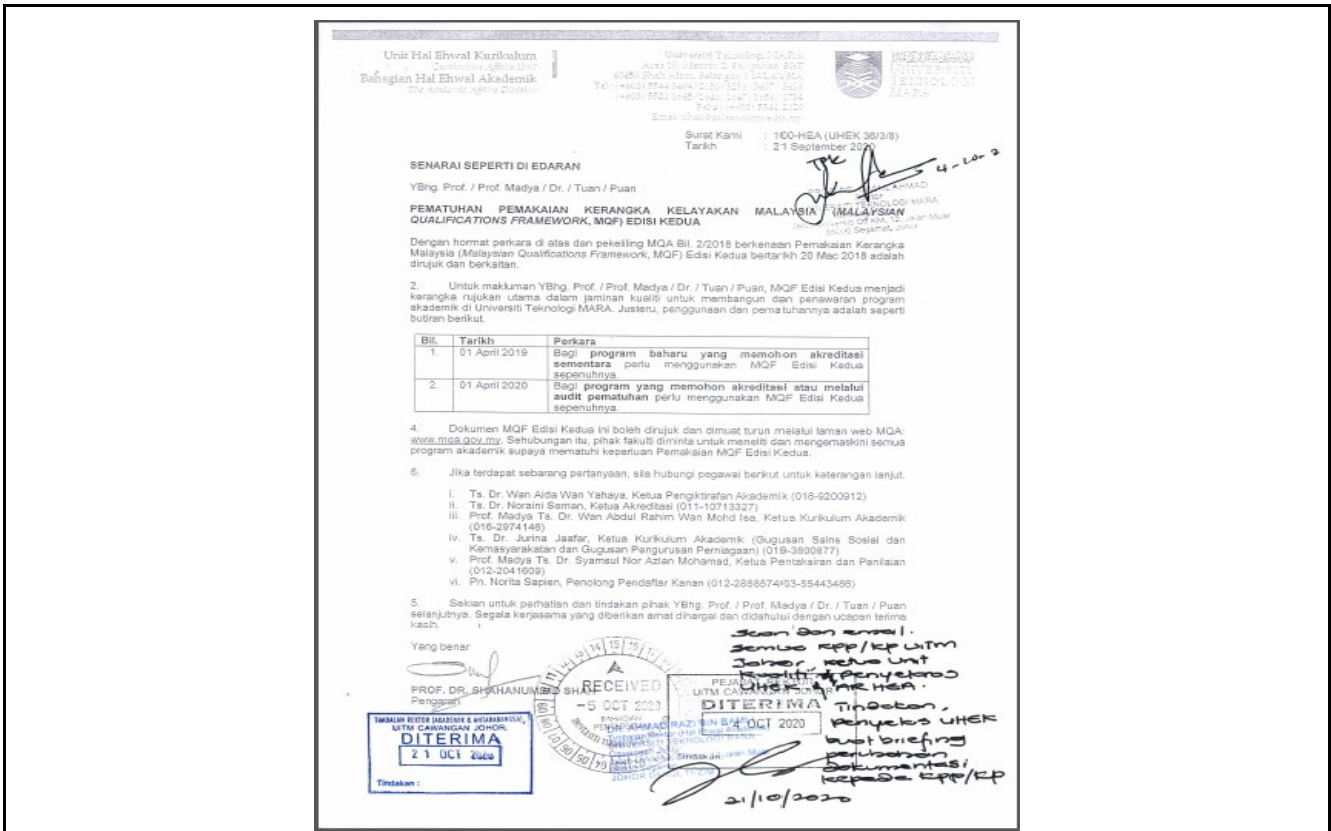


Figure 2.2 (2) Surat MQA Pemakaian Kerangka Kelayakan Malaysia (MQF) Edisi Kedua

UiTM has a Curriculum Management System (AIMS) [2.1.2c] for the formulation of the Programme Learning Outcome (PLO), Course Learning Outcomes (CLO) and programme educational objectives (PEO) of all courses and programmes [2.1.2d] after considering the needs analysis of the stakeholders, market and societal demand. The programme and course learning outcomes have been formulated and reviewed as required in line with the Malaysian Qualifications Framework (MQF) (2.0) and the achievement of the Educational Objectives of the programme during the roundtable discussion with the stakeholder. The programme and course learning outcomes of each course of programmes can be viewed in AIMS [2.1.2e]. It provides access to all of the UiTM's approved courses.

New programme PEO & PLO: (Refer to to Bil.19 and Bil.20 of the working paper)

Cluster Science & Technology: Diploma: [2.1.2f(i), 2.1.2f(ii), 2.1.2f(iii)]

Cluster Social Science & Humanities: [2.1.2f(iv), 2.1.2f(v)]

Cluster Business & Management: [2.1.2f(vi), 2.1.2f(vii)]

Curriculum review PEO & PLO: (Refer to B. Mapping of PEO to PLO and MQF2.0 LOD of the working paper)

Cluster Science & Technology: Diploma: [2.1.2g(i), 2.1.2g(ii), 2.1.2g(iii)]

Cluster Social Science & Humanities: [[2.1.2g\(iv\)](#), [2.1.2g\(v\)](#), [2.1.2g\(vi\)](#)]

Cluster Business & Management: [[2.1.2g\(vii\)](#), [2.1.2g\(viii\)](#), [2.1.2g\(ix\)](#)]

EVIDENCES

2.1.2a	<i>Surat MQA Pemakaian Kerangka Kelayakan Malaysia (MQF) Edisi Kedua</i>
2.1.2b	<i>Surat UiTM Pemakaian Kerangka Kelayakan Malaysia (MQF) Edisi Kedua</i>
2.1.2c	AIMS Manual
2.1.2d	PLO Attainment Manual
2.1.2e	UiTM Curriculum Management Website
2.1.2f(i)	<i>Kertas Kerja</i> Diploma in Geospatial Technology
2.1.2f(ii)	<i>Kertas Kerja</i> Bachelor of Electrical and Electronics Engineering Technology with Honours
2.1.2f(iii)	<i>Kertas Kerja</i> Master of Emergency Medicine
2.1.2f(iv)	<i>Kertas Kerja</i> Diploma in Digital Audio Production
2.1.2f(v)	<i>Kertas Kerja</i> Master of Islamic Contemporary Studies by coursework
2.1.2f(vi)	<i>Kertas Kerja</i> Bachelor of Digital Marketing (HONS)- (refer Bil.10 page 34 and Bil.11 page 35 - previous format working paper)
2.1.2f(vii)	<i>Kertas Kerja</i> Masters of Human Resource Management (refer 1.1.2 and 1.2 from page 25-30 : previous format working paper)
2.1.2g(i)	<i>Kertas Kerja Pentaksiran</i> Diploma in Geomatic Science
2.1.2g(ii)	<i>Kertas Kerja Pentaksiran</i> Bachelor of Engineering (Hons.) Electrical Engineering
2.1.2g(iii)	<i>Kertas Kerja Pentaksiran</i> Master of Science in Geographical Information Science
2.1.2g(iv)	<i>Kertas Kerja Pentaksiran</i> Diploma in Muamalat
2.1.2g(v)	<i>Kertas Kerja Pentaksiran</i> Bachelor of Law (Hons)
2.1.2g(vi)	<i>Kertas Kerja Pentaksiran</i> Master of Corporate Administration
2.1.2g(vii)	<i>Kertas Kerja Pentaksiran</i> Diploma In Library Informatics
2.1.2g(viii)	<i>Kertas Kerja Pentaksiran</i> Bachelor of Business Administration (Honours) Entrepreneurship
2.1.2g(ix)	<i>Kertas Kerja Pentaksiran</i> Master in Gastronomy

RESPONSE	
2.2 Curriculum Design, Delivery and Assessment	Self-Review Rating: 4
a) Curriculum Structure and Content	
2.2.1 The HEP must have a policy on curriculum design and delivery which must be regularly reviewed and improved.	2.2.2 The curriculum structure and content must address topics of national and international importance, taking into account the institutional goals, MQF qualification descriptors, appropriate programme standards, professional and industry requirements as well as good practices in the field.
<p>UiTM adheres to the MOHE and MQA policies and guidelines in designing structure and determining contents. In 2021, a customised teaching and learning policy was drawn taking into account a set of policies, guidelines, academic regulations and academic circulars on curriculum design and delivery which are regularly reviewed and improved.</p> <p>UiTM has a standard process and assures all programmes are developed and reviewed in response to the topics of national and international importance, aligning towards the institutional goals, MQF qualification descriptors, appropriate programme standards, professional and industry requirements as well as good practices in the field. Review of records of new and revised programmes show UiTM has constantly promoted a variety of delivery modes that incorporate the latest pedagogical advancement and teaching and learning technologies to fit with the needs of the current and future skills sets.</p> <p>Narrative 2.2.1 and 2.2.2</p>	

NARRATIVE																										
AREA 2 : ACADEMIC DEVELOPMENT AND MANAGEMENT																										
2.2	Curriculum Design, Delivery and Assessment																									
	a) Curriculum Structure and Content																									
2.2.1	The HEP must have a policy on curriculum design and delivery which must be regularly reviewed and improved.																									
<p>Policy on curriculum design and delivery;</p> <p>UiTM is governed by the Guidelines of Academic Development for Public University 2018. The document is the main reference for curriculum design and delivery as outlined by MOHE [2.2.1a]. In accordance with the compulsory requirements stated by the MQA, UiTM has developed and customised, regularly reviewed and improved her policies, guidelines, academic circulars, academic rules and regulations related to areas in the curriculum design and delivery such as teaching, learning and assessment.</p> <p>Some of the examples of policies developed to provide understanding and uniformity among faculties and campuses, have been regularly reviewed as shown in Table 2.2.(1). The list categorises the reviewed and improved documents by years and scope. It shows the output of regular exercise in assuring the quality of the curriculum design and delivery process and practices. The link to the UiTM Academic Affairs Unit website [2.2.1b] provides lists of academic circulars, academic regulations, guidelines and manuals.</p> <p style="text-align: center;">Table 2.2 (1): List of UiTM Policies related to Curriculum Design and Delivery</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Policy/Manual/Guidelines</th> <th style="width: 20%;">First Edition</th> <th style="width: 30%;">Revised Edition / Academic Circulars</th> </tr> </thead> <tbody> <tr> <td>Dasar Pembelajaran dan Pengajaran</td> <td style="text-align: center;">2021</td> <td></td> </tr> <tr> <td>HETVET@UiTM Handbook</td> <td style="text-align: center;">2020</td> <td></td> </tr> <tr> <td>Polisi Pemilikan dan Pengurusan Program Akademik UiTM</td> <td style="text-align: center;">2019</td> <td></td> </tr> <tr> <td>Manual Indeks Daya Saing Program Akademik</td> <td style="text-align: center;">2019</td> <td></td> </tr> <tr> <td>Garis Panduan Parameter Kursus Baru</td> <td style="text-align: center;">201?</td> <td></td> </tr> <tr> <td>Garis Panduan Pembangunan Dwi Ijazah</td> <td style="text-align: center;">2018</td> <td></td> </tr> <tr> <td>Garis Panduan Pelaksanaan English Exit</td> <td style="text-align: center;">2016</td> <td style="text-align: center;">2019</td> </tr> </tbody> </table>			Policy/Manual/Guidelines	First Edition	Revised Edition / Academic Circulars	Dasar Pembelajaran dan Pengajaran	2021		HETVET@UiTM Handbook	2020		Polisi Pemilikan dan Pengurusan Program Akademik UiTM	2019		Manual Indeks Daya Saing Program Akademik	2019		Garis Panduan Parameter Kursus Baru	201?		Garis Panduan Pembangunan Dwi Ijazah	2018		Garis Panduan Pelaksanaan English Exit	2016	2019
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Garis Panduan Parameter Kursus Baru	201?																									
Garis Panduan Pembangunan Dwi Ijazah	2018																									
Garis Panduan Pelaksanaan English Exit	2016	2019																								

Test		
Garis Panduan Pembangunan Kurikulum Fleksibel UiTM	2016	
Manual Closing the Loop CDL & CQI	2012	2015
Prosedur Pengurusan Pelaksanaan Kurikulum	2012	2016

Policy Outlining the Review and Improvement Made;

In 2021, a remarkable improvement was made to integrate and align policies, guidelines, academic circulars and regulations into a comprehensive policy; **Dasar Pengajaran dan Pembelajaran (PdP) UiTM 2021**. The policy is meant to develop an understanding and standardisation of curriculum development, implementation and management that are aligned with the principles of higher learning providers [2.2.1c]. The policy was prepared with reference to and supported by related documents as listed in Figure 2.2 (1). The document spells out the critical areas of implementation as in Figure 2.2.(2). Figure 2.2 (3) shows the announcement on execution of the policy. With regard to any specific policies, guidelines and academic circulars are regularly issued by the Deputy Vice-Chancellor of the Academic Affairs Division or TNCAA, to reflect the needs in the changing internal and external environment; such as the case of ODL during the Covid-19 pandemic.

Dasar PdP disokong dan dibaca bersama

A	Peraturan Akademik Universiti (semua peringkat)	K	Garis Panduan ATP 2017
B	Prinsip Etika Pensyarah/ Ethical Statements	L	Surat Pekeliling TNCAA 2017
C	Dasar Plagiarisma UiTM	M	Garis Panduan Pembangunan dan Pelaksanaan Open Educational Resources (OER)
D	Polisi Pengajian OKU	N	Garis Panduan Pembangunan dan Pelaksanaan Koswer
E	Polisi Pengajaran Atlet	O	Garis Panduan Pembangunan dan Pelaksanaan Pembelajaran Teradun
F	Polisi Penyampaian Fleksibel	P	Garis Panduan Pembangunan dan Pelaksanaan MOOC
G	Polisi Pentaksiran dan Penilaian	Q	Penglibatan Pelajar dalam Pembelajaran Terbuka dan Secara Jarak Jauh (ODL)
H	Dasar, Arahan dan Garis Panduan MQA	R	Garis Panduan Pelaksanaan Penyampaian dan Pembelajaran ODL
I	Dasar, Arahan dan Garis Panduan IQA	S	Garis Panduan Pengajaran Kolaboratif
J	Education 5.0@UiTM	T	Polisi Pengajian Dan Garis Panduan Akademik Terkini / Semasa Yang Berkaitan

Dasar Pengajaran dan Pembelajaran UiTM 2021 | 7

Figure 2.2.(1) UiTM T&L Policy Related Documents 2021

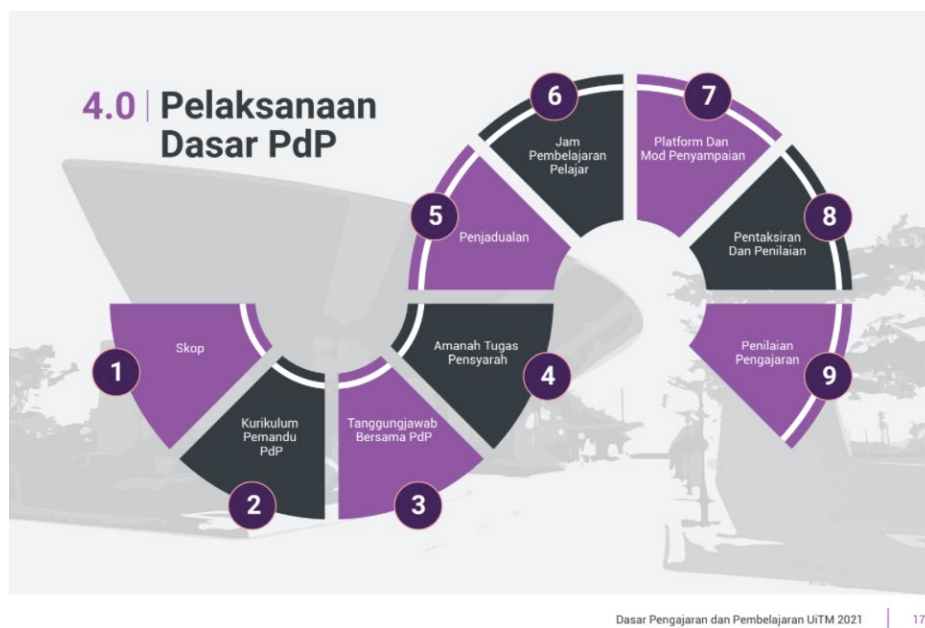


Figure 2.2 (2) Implementation Areas of T&L Policy

PEKELILING AKADEMIK UNIVERSITI TEKNOLOGI MARA

Bilangan 02 Tahun 2021

PELAKSANAAN DASAR PENGAJARAN DAN PEMBELAJARAN UNIVERSITI TEKNOLOGI MARA

TUJUAN

1. Pekeliling ini bertujuan memaklumkan kepada semua warga UiTM dan pihak yang berkepentingan mengenai Dasar Pengajaran dan Pembelajaran (PdP) Universiti Teknologi MARA (UiTM).

LATAR BELAKANG

2. Dasar PdP UiTM telah diluluskan oleh Mesyuarat Majlis Eksekutif Universiti (MEU) bil. 34 / 2020 pada 21 Oktober 2020, dipraktikkan dalam Mesyuarat Senat ke-264 dan dimaklumkan dan disahkan bagi pemakluman oleh Lembaga Pengarah Universiti (LPU) melalui mesyuarat khas pada 15 Disember 2020.

PELAKSANAAN DASAR

3. Dasar PdP ialah pernyataan prinsip dan ketetapan yang menjadi asas kepada pengajaran dan pembelajaran di UiTM.
4. Dasar PdP bertujuan memandu pembangunan, pelaksanaan dan pengurusan PdP di UiTM bagi memastikan kesepaduan dan keselarasan proses serta amalan akademik yang berkualiti.
5. Dasar ini diharap dapat memperingkatkan keseragaman pemahaman berkaitan PdP serta memastikan para akademik bersama-sama dalam mengusahakan pembelajaran yang optimum dan pembentukan insan bertimpu dengan sifat-sifat terpuji dalam kalangan pelajar UiTM.
6. Dasar ini juga memperincikan elemen-elemen penting yang diperlukan bagi peningkatan kualiti PdP di UiTM melalui penyampaian kurikulum yang konsisten dan saksama.
7. Buku Dasar Pengajaran dan Pembelajaran UiTM boleh dicapai di laman sesawang Pejabat Timbalan Naib Canselor (Akademik dan Antarabangsa) (<http://hea.utim.edu.my/v4>) di menu Download.
8. Kerjasama ketua jabatan adalah dipohon untuk memanjangkan maklumat ini kepada semua pihak berkepentingan di Fakulti / Pusat Akademik / UiTM Kampus Cawangan / PTJ masing-masing.

TARIKH DIKELUARKAN

9. Pekeliling dikeluarkan pada 02 Januari 2021.

TARIKH KUAT KUASA

10. Pekeliling ini berkuat kuasa mulai 02 Januari 2021.

PROF. DR. HALIM KOZIAH MOHD JANOR
Timbalan Naib Canselor (Akademik dan Antarabangsa)

Dikelilingkan Kepada:

- Semua Dekan Fakulti / Akademi / Institut
- Semua Rektor UiTM Cawangan
- Semua Pengarah Pusat
- Semua Ketua Bahagian / Jabatan / Pusat / Unit

Bil. Fail : 100-HEA (6/4)
Tarikh : 02 Januari 2021
Kategori Pekeliling : Dasar

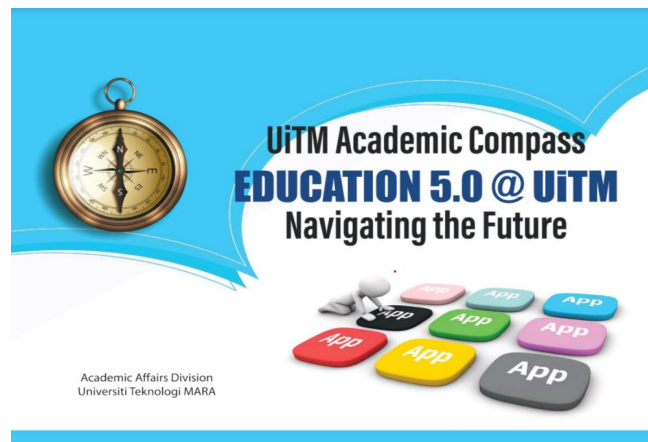
1|Pekeliling Akademik Bil. 02 / 2021

2|Pekeliling Akademik Bil. 02 / 2021

Figure 2.2 (3) Academic Circular on the Implementation of Dasar PdP 2/2021 2 January 2021

In terms of curriculum design, **Education 5.0@UiTM 2019** [2.2.1d] embraces Education 4.0 with an emphasis on values and thinking ahead. The document provides a framework for future education that integrates technology into inspired and personalisation learning. Some selected pages provide the guidelines for coherent and relevant curriculum and innovative delivery and

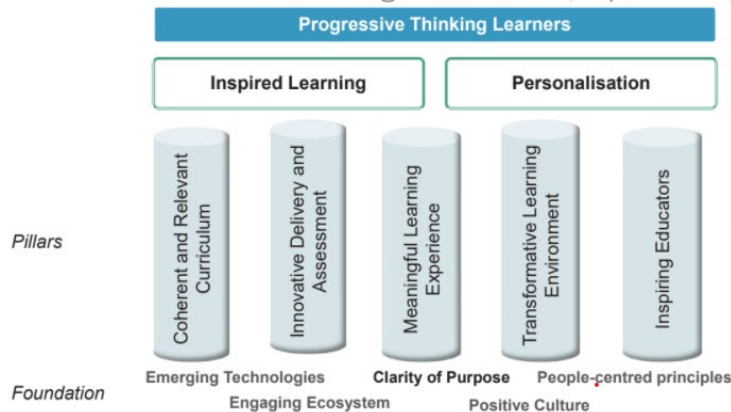
assessment as in Figure 2.2.(4). Evidently, UiTM takes into account the changes in the higher education landscape and features the needs of the future into its curriculum design and delivery.



Chapter 2: Concept and Framework of Education 5.0@UiTM

Framing Education 5.0@UiTM

The elements of Education 5.0@UiTM: the foundation, the pillars and the goal



Chapter 2: Concept and Framework of Education 5.0@UiTM

Pillar 1: Coherent and Relevant Curriculum



An intuitive approach is required for designing and developing a fluid, dynamic and organic curriculum. Students are prepared to face the changing world, to be able to use their existing skills and quickly learn new ones in order to be a participating member of the society. Other than the 21st century competencies, students must be socially competent, adaptive competent, digital competent and to have a high level of personal competence. To have these, the curriculum must be built upon the premises below.

Industry and Community Relevant

Future proof content

Shared and Distributed Content

Expert Faculties

Multidisciplinary Electives and Programmes

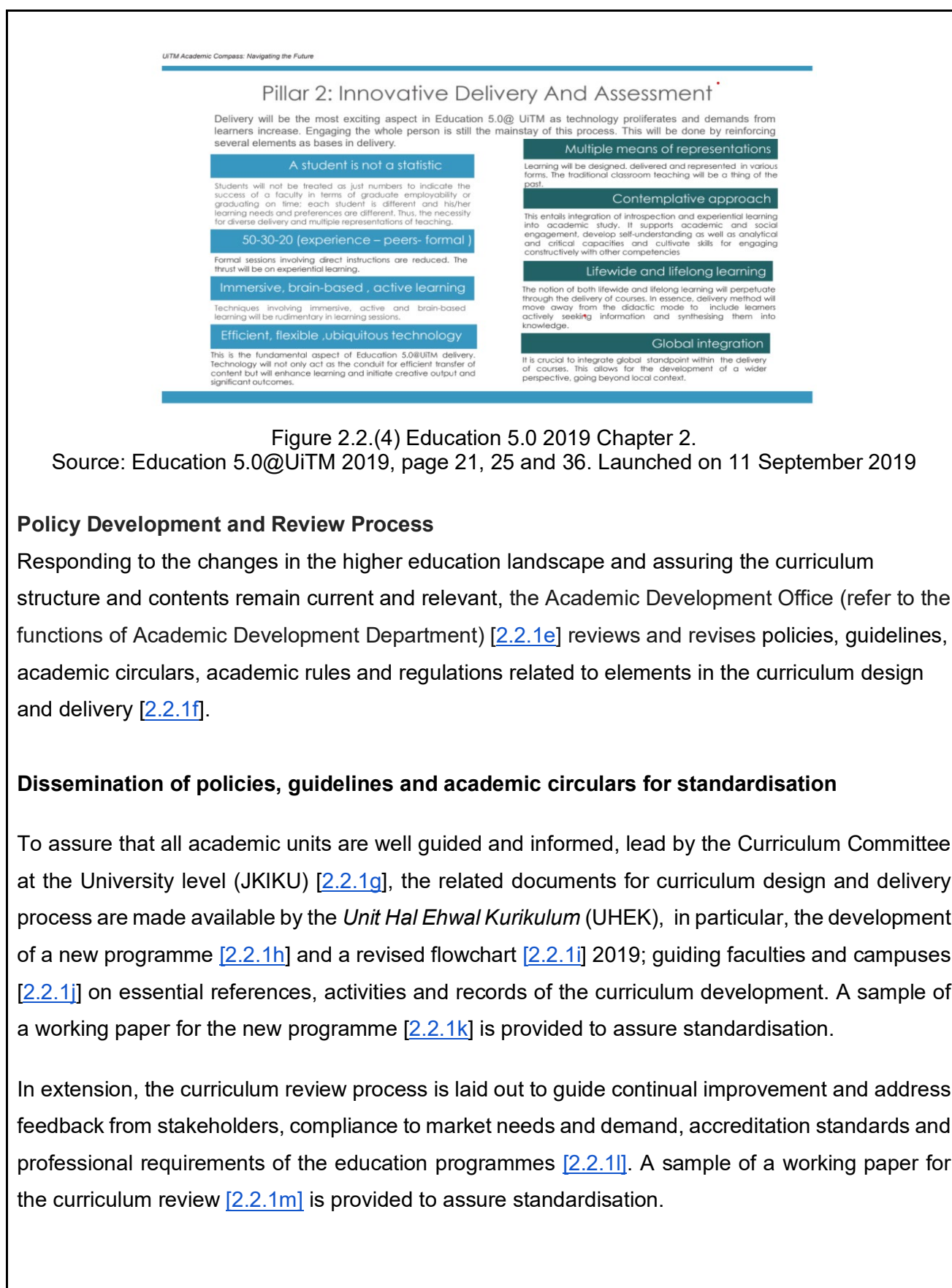


Figure 2.2.(4) Education 5.0 2019 Chapter 2.

Source: Education 5.0@UiTM 2019, page 21, 25 and 36. Launched on 11 September 2019

Policy Development and Review Process

Responding to the changes in the higher education landscape and assuring the curriculum structure and contents remain current and relevant, the Academic Development Office (refer to the functions of Academic Development Department) [2.2.1e] reviews and revises policies, guidelines, academic circulars, academic rules and regulations related to elements in the curriculum design and delivery [2.2.1f].

Dissemination of policies, guidelines and academic circulars for standardisation

To assure that all academic units are well guided and informed, lead by the Curriculum Committee at the University level (JKIKU) [2.2.1g], the related documents for curriculum design and delivery process are made available by the *Unit Hal Ehwal Kurikulum* (UHEK), in particular, the development of a new programme [2.2.1h] and a revised flowchart [2.2.1i] 2019; guiding faculties and campuses [2.2.1j] on essential references, activities and records of the curriculum development. A sample of a working paper for the new programme [2.2.1k] is provided to assure standardisation.

In extension, the curriculum review process is laid out to guide continual improvement and address feedback from stakeholders, compliance to market needs and demand, accreditation standards and professional requirements of the education programmes [2.2.1l]. A sample of a working paper for the curriculum review [2.2.1m] is provided to assure standardisation.

EVIDENCES	
2.2.1a	<i>Garis Panduan Pembangunan Program Akademik Awam 2018</i>
2.2.1b	Academic Circulars 2017-2021 Website
2.2.1c	<i>Dasar Pengajaran dan Pembelajaran 2021 - Kurikulum Pemandu pp 19</i>
2.2.1d	UiTM Academic Compass Education 5.0@UiTM 2019 (Chapter 2: pp 21, 25 & 36)
2.2.1e	Organizational Chart of Academic and International Office
2.2.1f	Functions of the Academic and International Office
2.2.1g	Tadbir Urus Jawatankuasa Induk kurikulum Universiti (JKIKU)
2.2.1h	HEA Related Document for New Academic Program Development Website
2.2.1i	Carta Alir Penubuhan Program Akademik Baharu 2019
2.2.1j	Tadbir Urus Jawatankuasa Kecil Kurikulum Fakulti (JKKF)
2.2.1k	LPU Kertas Kerja - Contoh Program Baharu
2.2.1l	HEA Curriculum Review Process website
2.2.1m	JKIKU Kertas Kerja - Contoh Kurikulum Baharu

2.2.2 The curriculum structure and content must address topics of national and international importance, taking into account the institutional goals, MQF qualification descriptors, appropriate programme standards, professional and industry requirements as well as good practices in the field.

Topics Addressed

UiTM incorporates the development of current and future skill sets in accordance with the national importance such as *Rancangan Malaysia Ke 12* [2.2.2a], *Dasar Digital Kebangsaan* [2.2.2b], National Industrial Revolution (4IR) Policy [2.2.2c] and Malaysia Education Development Plan 2015-2025 (Higher Education) [2.2.2d]. The curriculum structure and content also address the arising concerns at the international level, particularly, Global Talent Survey [2.2.2e] and Sustainable Development Goals (SDGs) [2.2.2f].

The alignment of curriculum development and delivery takes into account the institutional goals as projected in the Vision, Mission and Objectives [2.2.2g], Strategic Plan for UiTM 2025 [2.2.2h], Education 5.0@UiTM 2019 [2.2.2i], and *Dasar PDP 2021* [2.2.j]. UiTM fulfils the academic development requirements by adhering to programme standards of specific disciplines at all MQF levels [2.2.1e]. The requirements in complying with standards as well as guidelines published by MQA (MQF 2.0, COPPA, COPTPA, COPIA), are used to guide programme development and implementation [2.2.2k] and professional bodies requirements [2.2.1]. UiTM continuously works to assure the development and implementation are in line with the good practices in monitoring and reviewing curriculum design and delivery of all its programmes [2.2.2m].

The Mechanism In Addressing

UiTM has the mechanism in capturing the latest development and changes in demand of the future workforce through active participation of the key academic leaders in various events such as Future Workforce Engagement Series (ForcES) 2018, 2019, 2020 and 2021 [2.2.2n]. Inputs from the events are shared as guidance to the overall development of curriculum across disciplines.



Further, programme needs and demand evaluation are conducted with multi-stakeholders at faculties and campuses; industry panel, alumni, academic advisor, scientific advisor, external examiner, students and academic staff and/or potential employers. UiTM engages external academic experts through formal appointments [2.2.2o] to consistently ascertain the currency and relevance of the programmes.

Examples of New and Reviewed Programmes

As of 28 February 2022, there are 635 accredited programmes listed in the MQR. The programmes were developed and reviewed to integrate the identified focus and needs of the national and international importance [2.2.2p]. Table 2.2 provides samples of new programmes and details of the structure and content addressing the changes as mentioned above, needs and demands. Table 2.3 lists the reviewed curriculum and the details of improvement made concerning the changing requirements.

Cluster	New Programme 2020	Details of Structure and Content
Science and Technology	Diploma in Geospatial Technology	The new programme addresses the national importance and supports the National Geospatial Master Plan 2018, adopts 81% of credit hours TVET based content. Market Analysis [2.2.2q(i)] , Study Plan Structure [2.2.2q(ii)] and Details of the Programme [2.2.2q(iii)] are as provided.
	Bachelor of Electrical and Electronic Technology with Honours	The new programme addresses the national and international importance, supports the IR4.0, meets the expectation of Engineering Technology Accreditation Standards (ETAC) 2019 and adopts TVET (WBL) based content. Market Analysis [2.2.2r(i)] , Study Plan Structure [2.2.2r(ii)] and Details of the Programme [2.2.2r(iii)] are as provided.
	Master of Emergency Medicine	The new programme addresses the national importance and needs of the Ministry of Health for the specialist, meets the expectation of the Speciality Conjoint Committee of Emergency Medicine (SCCEM) and adopts simulation-based learning. Supporting documents [2.2.2s(i)] and details of the Programme [2.2.2s(ii)] are as

		provided.
Social Science & Humanities	Master of Islamic Contemporary Studies	The new programme addresses the national importance, supports the Pelan Strategik Jabatan Kehakiman Syariah Malaysia 2016-2020 (pindaan) and JKSM 2021-2025 for experts in the area of study and adopts technology-based content. Market Analysis [2.2.2t(i)] , Study Plan Structure [2.2.2t(ii)] and Details of the Programme [2.2.2t(iii)] are as provided.

Table 2.3 List of Selected Revised Programmes and Details of Changes Made

Cluster	Revised Programme 2020	Details of Structure and Content
Science and Technology	Diploma in Geomatic Science	The revised programme addresses the national importance, supports the IR4.0, meets the expectation of the Department of Survey and Mapping Malaysia (JUPEM) [2.2.2u(i)] , responded to stakeholders feedback and introduces 8 new technology-based courses (Interactive Digital Mapping [2.2.2u(ii)] , Linear Measurements Adjustment [2.2.2u(iii)] , Underground Utility Surveying [2.2.2u(iv)] etc), excluding 5 inadequate courses and adopts blended learning (MOOC) content. Market Analysis [2.2.2u(v)] , External Examiner Report [2.2.2u(vi)] , Employer and Alumni Report [2.2.2u(vii)] , Industry Panel Report [2.2.2u(viii)] , Study Plan Structure [2.2.2u(ix)] and Details of the Programme [2.2.2u(x)] are as provided.

	Bachelor of Engineering (Hons) Electrical Engineering	The revised programme addresses the national and international importance, supports the IR4.0, meets the expectation of the Engineering Accreditation Council (EAC) [2.2.2v(i)], responds to stakeholders feedback and adopts new technology-based courses (Introduction to IOT [2.2.2v(ii)] and Data Analytics in Engineering [2.2.2v(iii)] and blended learning (MOOC) content. Market Analysis [2.2.2v(iv)], External Examiner Report [2.2.2v(v)], Round Table Dialogue with Industry Panels [2.2.2v(vi)], Study Plan Structure [2.2.2v(vii)] and Details of the Programme [2.2.2v(viii)] are as provided.
	Master of Science in Geographical Information Science	The revised programme addresses the national and international importance, supports the IR4.0, meets the expectation of the Royal Institution of Chartered Surveyors (RICS), responded to stakeholders feedback, improved technology-based courses (Geovisualization [2.2.2w(i)], Geospatial Database and Management [2.2.2w(ii)] and blended learning (MOOC) content. Study Plan Structure [2.2.2w(iii)], Market Analysis [2.2.2w(iv)], External Examiner Report [2.2.2w(v)], Alumni & Industry Panels Feedback [2.2.2w(vi)] and Details of the Programme are as provided.

In summary, UiTM upholds best practices in assuring new curricula are developed and the current ones are reviewed appropriately. The curriculum must meet all the relevant standards and fulfil the expectations of future workforces.

EVIDENCES	
2.2.2a	<i>Rancangan Malaysia ke 12</i>
2.2.2b	<i>Dasar Digital Kebangsaan</i>
2.2.2c	National Industrial Revolution (4IR) Policy.
2.2.2d	<i>Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi)</i>
2.2.2e	Global Talent Survey
2.2.2f	Sustainable Development Goals Webpage
2.2.2g	UiTM Vision, Mission & Objective Webpage
2.2.2h	UiTM Strategic Plan 2025 and Institutional Goals
2.2.2i	UiTM Academic Compass Education 5.0@UiTM
2.2.2j	<i>Dasar Pengajaran dan Pembelajaran 2021</i>
2.2.2k	Professional Bodies Requirements, Programme Standards and MQA Guidelines (MQF 2.0, COPPA, COPTPA, COPIA).
2.2.2l	InQKA Professional Body Webpage
2.2.2m	InQKA Guidelines to Good Practices Webpage
2.2.2n	Future Workforce Engagement Series (ForcES) 2018-2021
2.2.2o	External Academic Appointment Webpage
2.2.2p	<i>Program yang telah mendapat akreditasi</i>
2.2.2q(i)	Diploma in Geospatial Technology - Market Analysis
2.2.2q(ii)	Diploma in Geospatial Technology - Study Plan Structure
2.2.2q(iii)	Diploma in Geospatial Technology - Details of the Programme
2.2.2r(i)	Bachelor of Electrical and Electronic Technology with Honours - Market Analysis
2.2.2r(ii)	Bachelor of Electrical and Electronic Technology with Honours - Study Plan Structure
2.2.2r(iii)	Bachelor of Electrical and Electronic Technology with Honours - Details of the Programme
2.2.2s(i)	Master of Emergency Medicine - Supporting Documents
2.2.2s(ii)	Master of Emergency Medicine - Details of the Programme
2.2.2t(i)	Master of Islamic Contemporary Studies - Market Analysis
2.2.2t(ii)	Master of Islamic Contemporary Studies - Study Plan Structure
2.2.2t(iii)	Master of Islamic Contemporary Studies - Details of the Programme

EVIDENCES	
2.2.2u(i)	Diploma in Geomatic Science - <i>Laporan Audit LJT Akreditasi Penuh AP220</i>
2.2.2u(ii)	Diploma in Geomatic Science - Interactive Digital Mapping
2.2.2u(iii)	Diploma in Geomatic Science - Linear Measurements Adjustment
2.2.2u(iv)	Diploma in Geomatic Science - Underground Utility Surveying
2.2.2u(v)	Diploma in Geomatic Science - Market Analysis
2.2.2u(vi)	Diploma in Geomatic Science - External Examiner Report
2.2.2u(vii)	Diploma in Geomatic Science - Employer and Alumni Report
2.2.2u(viii)	Diploma in Geomatic Science - Industry Panel Report
2.2.2u(ix)	Diploma in Geomatic Science - Study Plan Structure
2.2.2u(x)	Diploma in Geomatic Science - Details of the Programme
2.2.2v(i)	Bachelor of Engineering (Hons) Electrical Engineering - Engineering Accreditation Council (EAC)
2.2.2v(ii)	Bachelor of Engineering (Hons) Electrical Engineering - Introduction to IOT
2.2.2v(iii)	Bachelor of Engineering (Hons) Electrical Engineering - Data Analytics in Engineering
2.2.2v(iv)	Bachelor of Engineering (Hons) Electrical Engineering - Market Analysis
2.2.2v(v)	Bachelor of Engineering (Hons) Electrical Engineering - External Examiner Report
2.2.2v(vi)	Bachelor of Engineering (Hons) Electrical Engineering - Round Table Dialogue with Industry Panels
2.2.2v(vii)	Bachelor of Engineering (Hons) Electrical Engineering - Study Plan Structure
2.2.2v(viii)	Bachelor of Engineering (Hons) Electrical Engineering - Details of the Programme
2.2.2w(i)	Master of Science in Geographical Information Science - Geovisualization
2.2.2w(ii)	Master of Science in Geographical Information Science - Geospatial Database and Management
2.2.2w(iii)	Master of Science in Geographical Information Science - Study Plan Structure
2.2.2w(iv)	Master of Science in Geographical Information Science - Market Analysis
2.2.2w(v)	Master of Science in Geographical Information Science - External Examiner Report
2.2.2w(vi)	Master of Science in Geographical Information Science - Alumni & Industry Panels Feedback

RESPONSE	
2.2 Curriculum Design, Delivery and Assessment b) Instructional Method	Self-Review Rating: 4
2.2.3 The HEP must use appropriate instructional methods in a conducive learning environment to improve student learning experience.	
UiTM uses appropriate instructional methods in teaching and learning. Improvements in curriculum delivery at different programme levels and areas of studies provide effective student learning experience. Continuous efforts were made in teaching. Learning methods are relevant and adequate in a conducive learning environment; infostructure and infrastructure. In measuring the effectiveness of the student learning experience, a holistic measuring mechanism was adopted. Learning attainment is consistently monitored. UiTM aggressively promotes innovation in teaching and learning at various levels and events.	
Narrative 2.2.3	

NARRATIVE	
AREA 2 : ACADEMIC DEVELOPMENT AND MANAGEMENT	
2.2	Curriculum Design, Delivery and Assessment b) Instructional Method
2.2.3	The HEP must use appropriate instructional methods in a conducive learning environment to improve student learning experience.
Appropriate Instructional Methods UiTM uses appropriate instructional methods in teaching and learning (lectures, project-based learning, problem-based learning, industrial training, academic visit, blended learning, ODL etc) that suit the curriculum at different program levels and areas of study [2.2.3a] . UiTM promotes a variety of delivery modes that incorporate the latest pedagogical advancement and teaching and learning technologies into its new and revised curriculum. With Education 4.0 (MOHE,2018), UiTM is determined to adopt a more advanced approach and pursue Education 5.0@UiTM in 2019, to break away from the traditional, content-based teaching practices to a new way of educating	

individuals which values the personalisation of learning. In Education 5.0@UiTM, flexible and adaptive learning paths, focus on imparting life/transversal skills, student-centric learning methods and incessant **use of technology are deeply embedded with values and principles.**

The Centre of Innovative Delivery and Learning Development (CIDL) was established in 2019 to spearhead innovation in delivery and learning in line with the latest technological advances and ensure the successful and sustainable adoption of creative and innovative technologies in delivery and learning [\[2.2.3b\]](#). These include various types of instructional methods developed by the 18 collaborative groups in the CIDL web-based application. Innovative instructional methods under the collaborative group menu, listing training schedules and projects [\[2.2.3c\]](#) were shared in a series of training webinars since 2020 [\[2.2.3d\]](#)[\[2.2.3e\]](#). The centre was visited by Universiti Sains Islam Malaysia for benchmarking on 12 April 2021. Figure 2.3 shows the illustration of 18 Collaborative groups available at CIDL as of January 2022.

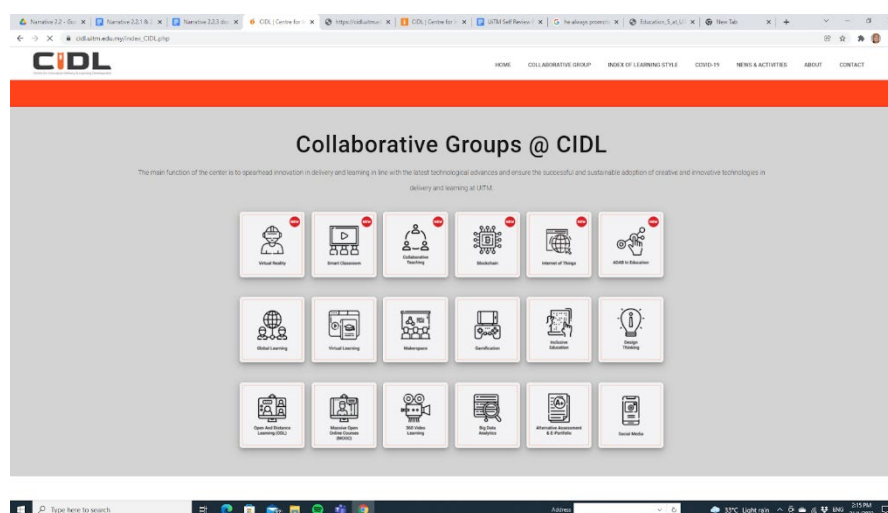


Figure 2.3: 18 Collaborative Groups @ CIDL

Conducive Learning Environment

In terms of a conducive learning environment, UiTM continuously upgrades the **e-learning management system**; iCLASS [\[2.2.3f\]](#), iLearn [\[2.2.3g\]](#) and MOOC [\[2.2.3h\]](#) platforms. Part-time students who enrolled in the ICEPS program can access their learning through the iCLASS portal while the full-time program engaged in iLearn and open learning mode log into the UiTM Massive Open Online Courses MOOC. All information about courses, lectures and notes are provided on this portal. In 2019, an integrated and more powerful UFuture replaces all three platforms to offer a more user-friendly and intelligent system. While all courses are conducted conventionally for all programs, information on course content, weekly plan, and notes are provided digitally. In 2020,

the UFUTURE's capacity and accessibility were strengthened to accommodate the needs of ODL during Covid 19. All records of online meetings (notes, discussions, assignment, performance & feedback) are conducted on the UFUTURE [\[2.2.3i\]](#). Moving forward, UFUTURE will become the main LMS to facilitate students and lecturers in obtaining information about classes that will be conducted or that have already been conducted. UFUTURE will be improved to enable live lecture features, proctoring for student validation during the assessment, live monitoring dashboard; assessment of particular questions and analytic and Integration with original and question bank system with the accessibility of 20,000 concurrent students online at one point of time and a total capacity of 200,000 students. Figure 2.4 shows the UFUTURE platform offering UiTM courses, MOOC, Micro-Credentials, Online Degree, Short Course and APEL.

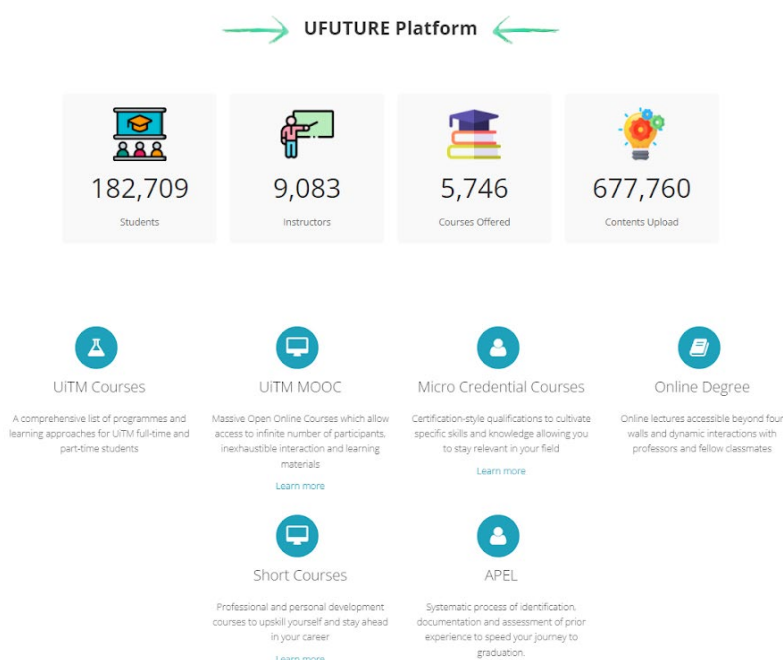


Figure 2.4 UFUTURE Platform

Second, UiTM assures the **physical learning environment** is conducive for face to face and hybrid classes. With the aim to fulfil the UiTM's Agenda 2025 (Smart Campus & Education 5.0@UiTM) since 2018, 21 Smart Classroom offers greater security, increased access to students, more interactivity, and better learning and provide an expansion of unique and creative learning through the provision of learning spaces and adaptive immersive technology. Similarly, the 9 Big Data Lab at faculties and campuses complements the available facilities to further equip the students with various instructional methods to enhance the student learning experience [\[2.2.3j\]](#). 2 MAKERLAB were established at the library in Shah Alam and Puncak Alam for 3D Design and Printing [\[2.2.3k\]](#).

On this note, CIDL also offers special equipment to facilitate experiential learning. Various special equipment with advanced technology, namely 3D cameras, Virtual and augmented reality cameras, GoPro 360, Oculus Quest 2 Virtual Reality headsets, Lego Mindstorms EV3, and Ipad Pro are made available for [\[2.2.3l\]](#).

Third, to provide and improve student learning experience with improved instructional methods in a conducive learning environment, besides global learning and mobility, UiTM has started organising the Week Without Walls@UiTM program in 2018. Students learn through an online platform. The effort and implementation of this method are intended to provide an experience for students to online learning beyond the classroom, with industry, alumni and community. This program is to change the way of learning and teaching digitally so that it is open and most importantly learning outcomes can be achieved [\[2.2.3m\]](#). Next, Wisdom Wednesday was introduced in 2018 to allow students to attend lectures and co-curricular activities not from the program they are registered for. This aims to foster creativity, curiosity and they will be able to create critical thinking. Indirectly students are able to adapt and have high resilience by taking elective courses from different faculties or from different UiTM campuses in attaining the intended learning outcomes [\[2.2.3n\]](#). In 2019, in line with Education 5.0@UiTM, an academic circular 4/2019 stated the adoption of flexible delivery which include planning for the flexibility of time, location, mode, content, online blended learning and week without walls [\[2.2.3o\]](#).

The **effectiveness of the instructional methods is evaluated**, reported and shared regularly for continual improvement. There are two types of measurement conducted. First, in 2021, a holistic measurement of TEX was introduced; Students' Feedback Online (SuFO) [\[2.2.3p\]](#), peer evaluation PROPENS [\[2.2.3q\(i\)\]](#) and Teaching Self-Assessment (TeSA) [\[2.2.3q\(ii\)\]](#). The TEX indicator reports on the progress and performance of lecturers, courses for each program as well as program management and administration. It provides feedback to improve the quality of teaching and learning. Second, student performance and learning outcome attainment are measured at the faculty level. Report generated by UFuture will be evaluated by the NOBLE committee for Continual Quality Improvement (CQI). Noble committee reports to JAN or JAF at the faculty and campuses level. Then, the Academic Assessment and Evaluation Division (BPPA) collects the CDL& CQI (UFuture) and presents to the JKIKU for continual improvement at the university level. At the end of each semester, lecturers can obtain reports that have been generated from the assessment process to improve the delivery of teaching and courses [\[2.2.3r\]](#), [\[2.2.3ra\]](#). *Indeks Daya Saing Program Akademik* (IDSPA) is one of the efforts taken in identifying the competitiveness, relevancy and currency of the programme pertaining to its effective delivery [\[2.2.3s\]](#).

Student Learning Experience

At the same time, academic staff progressively seek knowledge and develop skills in **enriching student learning experience**. Innovation in teaching and learning is determined as one of the criteria for T&L track job promotion [2.2.3t]. Institute of Learning and Development (ILD) takes the lead in providing training and upskilling program while ICEPS provide on-demand training to champion Education 5.0. International E-Content Development Competition 2021 (e-ConDev) [2.2.3u] and International Conference on e-Learning (iCEL-STELLAR) provide opportunities for academicians and professionals from various educational fields with interdisciplinary interests to bridge the knowledge gap, promote scholarship and the evolution of pedagogy [2.2.3v]. The [Asian Journal of University Education](#) is published by the Asian Centre for Research on University Learning and Teaching (ACRULeT), Faculty of Education, Universiti Teknologi MARA, Malaysia and [International Journal of Practices in Teaching and Learning](#) (IJPTL) is a biannual journal (February and August) published by Universiti Teknologi MARA Cawangan Pulau Pinang, to supports research in innovative T&L. Having said that, UiTM also recognized outstanding achievements in innovative teaching and learning through *Anugerah Akademik UiTM* [2.2.3w]. Teaching Portfolio is compulsory for every academic staff [2.2.3x, 2.2.3y].

EVIDENCES	
2.2.3a	Dasar PDP UiTM 2021
2.2.3b	Centre of Innovative Delivery and Learning Development (CIDL).
2.2.3c	Collaborative Group@CIDL
2.2.3d	Training Schedule for Innovative T&L
2.2.3e	Teaching and Learning Initiatives
2.2.3f	iCLASS Learning Management System
2.2.3g	iLEARN Learning Management System
2.2.3h	Open Learning & MOOC
2.2.3i	UFUTURE
2.2.3j	CIDL Data Lab & Smart Classroom
2.2.3k	CIDL Makerspace
2.2.3l	CIDL Equipment in Smart Classroom

EVIDENCES	
2.2.3m	Week Without Walls 2018
2.2.3n	Wisdom Wednesday Guidelines
2.2.3o	<i>Pekeliling Akademik 2019 - Pelaksanaan Penyampaian Fleksibel</i>
2.2.3p	UiTM SUFO Analysis Application
2.2.3q(i)	<i>Pekeliling Akademik 2021 - Penambahbaikan PROPENS</i>
2.2.3q(ii)	<i>Pekeliling Akademik 2021 - Pelaksanaan TEX</i>
2.2.3r	Statistical Report on Student Performance Analysis by CIDL
2.2.3ra	Performance Analysis Report for Students Participated in GLocal Learning
2.2.3s	<i>Laporan Indeks Daya Saing Program Akademik (IDSPA)</i>
2.2.3t	<i>Garis panduan Kenaikan Pangkat UiTM 2018 - Kaedah Pengajaran & Pembelajaran</i>
2.2.3u	E-Content Development 2021
2.2.3v	ICEL STELLAR 2021
2.2.3w	<i>Anugerah Akademik Universiti UiTM</i>
2.2.3x	UiTM Teaching Portfolio
2.2.3y	Sample of Teaching Portfolio

RESPONSE		
2.2 Curriculum Design, Delivery and Assessment		Self-Review Rating: 5
c) Assessment		
2.2.4 The HEP must have clear policies and procedures regarding management and security of assessment related documents from the preparatory stage to the award of qualification results, including the appeal process which must be regularly reviewed and improved.	2.2.5 The HEP must provide sufficient autonomy to the relevant departments to develop and review assessment criteria and methods, comprising formative and summative components.	2.2.6 The methods of student assessment, policy on plagiarism, grading criteria and results must be documented, communicated to students at appropriate schedules.
<p>The UiTM assessment system and methodologies evaluation takes into account current global advances and best practices in the discipline, resulting in improved student learning and course delivery.</p> <p>From the planning stage until the granting of qualification results, UiTM also offers clear policies and procedures for the administration and protection of assessment-related documents, including the appeal process, which must be evaluated and updated on a regular basis.</p> <p>Narrative 2.2.4</p> <p>Furthermore, UiTM gives Faculties/Campuses/Academic Centres enough autonomy to establish and revise regularly evaluation criteria and techniques, which include both formative and summative components in improving the assessment criteria that map the learning outcomes.</p> <p>Narrative 2.2.5</p> <p>Student assessment techniques, plagiarism policies, grading criteria, and outcomes also are documented and disseminated to students on a regular basis.</p> <p>Narrative 2.2.6</p>		

NARRATIVE																						
AREA 2 : ACADEMIC DEVELOPMENT AND MANAGEMENT																						
2.2	Curriculum Design, Delivery and Assessment c) Assessment																					
2.2.4	The HEP must have clear policies and procedures regarding management and security of assessment related documents from the preparatory stage to the award of qualification results, including the appeal process which must be regularly reviewed and improved.																					
<p>UiTM has clear policies and procedures regarding management and security of assessment. Some of the examples of policies developed and procedures to provide understanding and uniformity among faculties and campuses are as shown in Table 2.2.(2). The link to the UiTM Academic Affairs Unit website [2.2.4a] provides lists of academic circulars, academic regulations, guidelines and manuals.</p> <p style="text-align: center;">Table 2.2 (2): List of UiTM Policies and Procedures related to Assessment and Evaluation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Policy/Manual/Guidelines</th> <th style="text-align: center;">First Edition</th> <th style="text-align: center;">Revised Edition / Academic Circulars</th> </tr> </thead> <tbody> <tr> <td><i>Polisi Pentaksiran & Penilaian Akademik Pindaan 2021</i></td> <td style="text-align: center;">2021</td> <td></td> </tr> <tr> <td><i>Pelan Tindakan Persediaan Menghadapi Kecemasan Semasa Peperiksaan</i></td> <td style="text-align: center;">2016</td> <td></td> </tr> <tr> <td><i>Garis Panduan Pengemaskinian Markah Peperiksaan Khas UiTM</i></td> <td style="text-align: center;">2015</td> <td></td> </tr> <tr> <td><i>Proses Penilaian Akademik Pelajar</i></td> <td style="text-align: center;">2014</td> <td style="text-align: center;">2015</td> </tr> <tr> <td><i>Manual Pengurusan Peperiksaan UiTM</i></td> <td style="text-align: center;">2012</td> <td></td> </tr> <tr> <td><i>Garis Panduan Kesetaraan Kualiti Penilaian Pelajar UiTM Edisi 2</i></td> <td style="text-align: center;">2012</td> <td></td> </tr> </tbody> </table> <p>The <i>Polisi Pentaksiran & Penilaian Akademik Pindaan 2021</i> is an important points of reference to the management of assessment. The Academic Assessment and Evaluation Division's (BPPA) proposal on the newly revised Academic Assessment and Evaluation Policy of Universiti Teknologi MARA was approved at the 268th Senate Meeting on March 11, 2021, Reference 100-HEA (36/3/3) Jid.18 (110) [2.2.4a(vii)], and by the The <i>Lembaga Pengarah Universiti</i> (LPU) on May 28, 2021, Reference 100-BPD (BGSU/LPU36/3/1/1) (S) [2.2.4a(viii)].</p>		Policy/Manual/Guidelines	First Edition	Revised Edition / Academic Circulars	<i>Polisi Pentaksiran & Penilaian Akademik Pindaan 2021</i>	2021		<i>Pelan Tindakan Persediaan Menghadapi Kecemasan Semasa Peperiksaan</i>	2016		<i>Garis Panduan Pengemaskinian Markah Peperiksaan Khas UiTM</i>	2015		<i>Proses Penilaian Akademik Pelajar</i>	2014	2015	<i>Manual Pengurusan Peperiksaan UiTM</i>	2012		<i>Garis Panduan Kesetaraan Kualiti Penilaian Pelajar UiTM Edisi 2</i>	2012	
Policy/Manual/Guidelines	First Edition	Revised Edition / Academic Circulars																				
<i>Polisi Pentaksiran & Penilaian Akademik Pindaan 2021</i>	2021																					
<i>Pelan Tindakan Persediaan Menghadapi Kecemasan Semasa Peperiksaan</i>	2016																					
<i>Garis Panduan Pengemaskinian Markah Peperiksaan Khas UiTM</i>	2015																					
<i>Proses Penilaian Akademik Pelajar</i>	2014	2015																				
<i>Manual Pengurusan Peperiksaan UiTM</i>	2012																					
<i>Garis Panduan Kesetaraan Kualiti Penilaian Pelajar UiTM Edisi 2</i>	2012																					

The policy comprehensively outlines the development of assessment plan, management of the assessment activities, administration of marks and grades, and the award of qualification results. It includes guidance on types of assessment, constructive alignment, course assessment plan, moderation, grading process, [2.2.4a(i)]. The review of the assessment system and methods also incorporates current global developments and best practices in the discipline that leads to enhancement of student learning and course delivery in Chapter 5 pg 25-26. [2.2.4a(v), 2.2.4a(vi)].

In terms of **security of assessment related documents**, the policy succinctly appeals on the handling procedures of the assessment materials, integrity of the staff involved in the assessment process and issues related to non-compliance. Staff needs to self-declare in case of having any close contact with any students in the programme, as to avoid any misconduct. The new policy also remarks the roles of students and academic staff in the execution of the assessment, in line with plagiarism policy. UiTM has a clear policy on managing security of assessment related documents as stated in Page 27 of the policy [2.2.4a(iv)].

The Frequently Asked Questions (FAQ) [2.2.4a(ii)] covers essential points related to the policy. Some of the highlighted questions are the duties of Resource Person, the role of the NOBLE Committee, the list of reference which includes the Assessment and Evaluation, the adequate number of assignments and evaluations allowed, measuring the number of student learning time (SLT) and various notifications given special priority for assessment and evaluation conducted at UiTM.



Figure 2.2.4_1: *Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021*

With reference to Academic Assessment and Evaluation Policy 2021, the Center of Postgraduate Studies has made amendments to the Academic Rules & Regulations PhD by Research (2020), PhD & Masters by Mixed Mode (2021), Masters by Research (2020) and Master by Coursework

(2020) and published for the guidance of lecturers and students [2.2.4a(ix)]. Some of the important changes made from the first edition of the Academic Rules and Regulations published in 2020 are the Research Activities, Student Registration, Appointment of Supervisor, Research Progress, Defense of Research Proposal, Application for Master to PhD Conversion, RMTP Application, Appointment of Examiner, Thesis Submission, Viva-Voce, Thesis Correction, Hardbound/Digital (Pdf) Thesis Submission and Endorsement from Senate [2.2.4a(x)]. The **appeal process** is clearly explained in the newly revised [Academic Rules and Regulations Handbooks](#) of all programmes as depicted in the following figures.



Figure 2.2.4_1: Academic Rules & Regulation (a) PhD by Research (b) PhD & Masters by Mixed Mode (c) Masters by Research (d) Master by Coursework - Ammendment 2020 & 2021



Figure 2.2.4_2: Academic Rules & Regulation (a) Diploma and Degree Programme 2021 (b) Asasi 2018 (c) Pra Diploma 2015

In summary, the policy, manuals and guidelines on evaluation and assessment are **regularly reviewed and improved** to fit the purpose and the needs to be responsive to the changing education landscape. During the COVID-19 pandemic, there was an acute need to improve the conduct of the assessment and evaluation. For example, the Postgraduate studies have detailed

Viva-Voce during Movement Control Order (MCO) in a more organised and detailed manner [2.2.4a(xi)]. The Academic Affairs Division (BHEA) also provides UiTM's Academic Assessment & Evaluation FAQ to guide all lecturers in addressing the COVID-19 issue with reference to instructions from the TNCAA circular and UiTM's equivalence policy. Hence, the University maintains her dignity in assuring quality. The management and preparation of UiTM's examination papers are based on SIRIM Quality Standards. BPPA became the first division in UiTM to receive MS ISO 9002: 1994 Quality System Certification from SIRIM in 1997 [2.2.4a(iii)]. The Examination Unit strictly comply to the standard procedures of managing the summative assessment.



Figure 2.2.4_2: MS ISO 9002: 2015 Quality System Certification

EVIDENCES	
2.2.4a(i)	<i>Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021</i>
2.2.4a(ii)	<i>FAQ Pentaksiran (3 6 7 april 2020)</i>
2.2.4a(iii)	<i>Pensijilan ISO 9001_2015 BPPA</i>
2.2.4a(iv)	<i>Polisi Pentaksiran dan Penilaian Akademik UiTM Pindaan 2021 Keselamatan & Kerahsiaan Penilaian Akademik.pdf</i>
2.2.4a(v)	<i>Polisi Pentaksiran dan Penilaian Akademik UiTM Pindaan 2021_Proses Pemarkahan Penilaian Akademik</i>
2.2.4a(vi)	<i>Pelaksanaan eRES</i>
2.2.4a(vii)	<i>Dokumen Senat</i>
2.2.4a(viii)	<i>Dokumen LPU</i>

EVIDENCES	
2.2.4a(ix)	Academic Rules and Regulation for Postgraduate
2.2.4a(x)	Process and Procedures Guideline during the Movement Control Order Period
2.2.4a(xi)	Process And Procedures For Online Viva-Voce During MCO

2.2.5 The HEP must provide sufficient autonomy to the relevant departments to develop and review assessment criteria and methods, comprising formative and summative components.

The Office of Academic and Internationalization **provides sufficient autonomy to Faculties/Campuses/Academic Centers** to develop and review assessment criteria and methods through the academic circulars and engagement done by The Academic Affairs Division (BHEA) and UiTM's Academic Assessment & Evaluation Division.

In developing and reviewing assessment criteria and methods, comprising formative and summative components, the Faculties/Campuses/Academic Centers appoints **Resource Person** for each course. Resource Person is responsible for developing assessment criteria and methods in accordance to the ***Polisi Pentaksiran & Penilaian Akademik Pindaan 2021***. There is a clear procedure to develop and review assessment criteria and methods as stated in page 16 of the policy [[2.2.5h](#), [2.2.5i](#)]. In addition to the required documents such as Programme Assessment Plan, Course Assessment Plan, Rubric and JSU, the Faculties/Campuses/Academic Centers need to rationalize the appropriateness of the newly developed or reviewed assessment for approval. For new programme, the proposal will be presented to the Curriculum Affairs Unit (UHEK) for approval. But, in the case of curriculum review, any minimal changes made (less than 30%) to the current assessment criteria and methods are approved at the Faculties/Campuses/Academic Centers (JAF or JAN). Then, the Resource Person is required to record the approved Course Information in the Academic Information Management System ([AIMS](#)). The AIMS is linked to the E-Results Exam System ([eRES](#)) for standardization of the evaluation report (criteria and method) across locations, mode and classes for execution. The Academic Affairs Division (BHEA) and UiTM's Academic Assessment & Evaluation Division will monitor changes and execution through the systems.

Autonomy in Determining Assessment during the Covid 19 Pandemic

During the recent situation of Covid-19 pandemic, the UiTM's Academic Assessment & Evaluation Division shares circulars and provides briefing on the conduct of the assessment and evaluation to handle the ODL mode. Periodic assessment procedures are also detailed in the UiTM Academic Assessment & Evaluation policy Amendment 2021 for the guidance of lecturers and faculty [[2.2.5g\(i\)](#), [2.2.5g\(ii\)](#)]. Some of the adjustments made were to reduce to only 50% of the courses in the programme for final examination, only 4 total number of

summative and formative assessment is allowed, flexibility on the timing of assessment and measurement of more than one learning outcome from an assessment [\[2.2.5a\(i\)\]](#).

In response, the Faculties/Campuses/Academic Centers are given sufficient autonomy on development and review assessment by implementation of online assessment using various methods of online platform [\[2.2.5b\]](#). Circulars and engagements through YouTube have been done for the sharing and disseminating the information. The recorded sessions are made available for reference [\[2.2.5a\(ii\), 2.2.5a\(iii\)\]](#).

In 2020/2021, Resource Person was sought out to review the assessment plan. The Faculties/Campuses/Academic Centers rigorously reviewed the assessment criteria and methods according to the needs of the programme or course that is executed online [\[2.2.5c\]](#). There were a total of 412 courses used the UFUTURE platform [\[2.2.5d\]](#). Final examination was realigned to a more adequate methods of final assessment as to provide flexibility and reliability in assessment while efficiently and effectively assessing the required learning outcome. Courses involving professional bodies and programme standards made up to 182 courses have been reviewed for evaluation methods during the COVID-19 pandemic in several campuses throughout Malaysia [\[2.2.5e\]](#). Listed evaluation reports of courses involved with Final Examination Schedule (JWP) Final Academic Evaluation July 2021 [\[2.2.5f\]](#).

At the same time, the Center of Postgraduates Studies, UiTM has also issued a circular on the process and procedure guidelines when MCO- CoVid-19 [\[2.2.4a\(x\)\]](#) and conducting Online Viva-Voce during MCO [\[2.2.4a\(xi\)\]](#)

EVIDENCES	
2.2.5a(i)	<i>Surat Pekeliling TNCA Bil 01 Tahun 2020 - Pelaksanaan PdPc Berikutan Wabak COVID 19</i>
2.2.5a(ii)	<i>Pekeliling Akademik - 2021 - 17 - Pelan Tindakan ODL 4.0</i>
2.2.5a(iii)	BPPA YouTube Engagement Links
2.2.5b	List of examinable and non-examinable courses before pandemic Covid-19.
2.2.5c	List of examinable and non-examinable courses during pandemic Covid-19 (20212).
2.2.5d	List of examinable courses using uFuture platform as method of assessment (20212)

2.2.5e	List of examinable compulsory courses as requirement of Professional Bodies and Standard Programme
2.2.5f	<i>JWP Muktamad Penilaian Akademik Julai 2021</i>
2.2.5g(i)	<i>Polisi Pentaksiran dan Penilaian Akademik UiTM Pindaan 2021 Pembangunan JSU & Pelaksanaan Pentaksiran</i>
2.2.5g(ii)	<i>Pengurangan 50% Kod Kursus Mempunyai Peperiksaan Akhir & Pelaksanaan Question Bank System (QBS) Secara Berfasa</i>
2.2.5h	<i>Polisi Pentaksiran dan Penilaian Akademik UiTM Pindaan 2021 Semakan Berkala Pentaksiran Pelajar</i>
2.2.5i	<i>Surat Prosedur Penghantaran Dokumen Pentaksiran dan Penilaian</i>

2.2.6 The methods of student assessment, policy on plagiarism, grading criteria and results must be documented, communicated to students at appropriate schedules.

Methods of students assessment are documented in the programme or course information/programme handbook distributed to the students and communicated to students during the beginning of the programme or induction session and at every course by the lecturers.

Policy on Plagiarism and Academic Dishonesty are made available for reference at various platforms such as the library's website [\[2.2.6a\]](#), recorded online briefing by The Academic Affairs Division (BHEA) and UiTM's Academic Assessment & Evaluation Division [\[2.2.6b\]](#) and the website of Institute of Quality and Knowledge Advancement [\[2.2.6b\(i\)\]](#). Students are also given the responsibility of making a pledge of academic integrity [\[2.2.6c\(ii\)\]](#) in the UFUTURE application system [\[2.2.6c\(iii\)\]](#). Each faculty must adhere to the guidelines for keeping the pledge of integrity as attached herewith [\[2.2.6c\(iv\)\]](#). In addition to the concerns of misconduct in research studies, the Research Management Unit outlines the needs to applying for Research Ethics [\[2.2.6b\(iii\)\]](#) for completion of research project. Having said so, Academic Assessment and Evaluation Policy Amendment 2021 provides information on the importance of *Integriti & Kejujuran Penilaian Akademik* conducted by lecturers.pg 28-30 [\[2.2.6b\(ii\)\]](#). The Academic Rule and Regulation also includes the notes on Plagiarisme. UiTM uses the Original application to check the percentage of similarity and check for plagiarism. Notification and rules and procedures in using this application are also provided to lecturers and students [\[2.2.6b\(iii\)\]](#).



Figure 2.2.6_2: Chronology System Migration to Ouriginal

In terms of **Grading Criteria**, the detailed listing of scale is provided in the Academic Rules and Regulation. Any changes made to the grading criteria is required to be communicated to the students and lecturers at any adequate time before the implementation of the assessment. In some cases, courses will be evaluated as pass or fail, and the postgraduates will have differing grading criteria for the course work. In general, the asasi, pra diploma, diploma and degree programme shared similar scale compared to the postgraduate level.

PERATURAN AKADEMIK DIPLOMA DAN SARJANA MUDA UITM (PINDAAN 2021)

Jadual 4: Jadual Nilai Gred

MARKAH	GRED	NILAI GRED	STATUS
90-100	A+	4.00	Lulus
80-89	A	4.00	Lulus
75-79	A-	3.67	Lulus
70-74	B+	3.33	Lulus
65-69	B	3.00	Lulus
60-64	B-	2.67	Lulus
55-59	C+	2.33	Lulus
50-54	C	2.00	Lulus
47-49	C-	1.67	Gagal
44-46	D+	1.33	Gagal
40-43	D	1.00	Gagal
30-39	E	0.67	Gagal
0-29	F	0	Gagal

8.5 Examination Result

8.5.1 Grades
The table below shows the assessment / examination grades for all courses.

GRADE	MARKS	NOTES	GRADE VALUE
A+	90-100	Pass with distinction	4.00
A	80-89		
A-	75-79	Pass with credit	3.67
B+	70-74	Satisfactory pass	3.33
B	65-69		
B-	60-64	Fail	2.67
C+	55-59		2.33
C	50-54		2.00
C-	47-49		1.67
D+	44-46		1.33
D	40-43		1.00
E	30-39		0.67
F	0-29	0.00	

Institute of Graduate Studies (IPSiS)

(a)

(b)

Figure 2.2.6_1: Academic Rules & Regulation (a) Grading Scale Foundation Programme, Diploma and Bachelor Degree, Pra Diploma (b) Postgraduate Programme

Results are documented and communicated at appropriate schedules. Formative assessment's result must be communicated at least before the final examination. Lecturers and students are encouraged to discuss and communicate continuously during the teaching and learning process to enable continuous improvement and progress. Final results are announced through the student portal before the beginning of a new semester and appeal process can be done within 2 weeks after the announcement following a standard procedure. For postgraduates, the results of viva voce is discussed and processed continuously- Minutes of the 265th SENATE Meeting and list of students who successfully Passed the Viva Voce session [\[2.2.6d\]](#).

Listed below are the Academic rules that have been published according to the level of study:

-

1. Academic Regulations Foundation programme 2018 [\[2.2.6a\(iii\)\]](#).
2. Academic Regulation Diploma and Bachelor Degree 2021 [\[2.2.6a\(iv\)\]](#)
3. Academic Regulation Pra Diploma 2015 [\[2.2.6a\(v\)\]](#)



Figure 2.2.6_2: Academic Rules & Regulation (a) Foundation Programme (b) Diploma and Bachelor Degree (c) Pra Diploma

EVIDENCES	
<u>2.2.6a(i)</u>	Webpage of Office of the Deputy Chancellor
<u>2.2.6a(ii)</u>	<i>Polisi Pentaksiran & Penilaian Akademik UiTM Pindaan 2021</i>
<u>2.2.6a(iii)</u>	<i>Peraturan Akademik Asasi</i>
<u>2.2.6a(iv)</u>	<i>Peraturan Akademik Diploma dan Sarjana Muda</i>
<u>2.2.6a(v)</u>	<i>Peraturan Akademik Pra Diploma</i>
<u>2.2.6b(i)</u>	<i>Pekeliling Akademik Berkaitan Plagiarism</i>
<u>2.2.6b(ii)</u>	<i>Polisi Pentaksiran dan Penilaian Akademik UiTM Pindaan 2021_ Integriti & Kejujuran Penilaian Akademik</i>
<u>2.2.6b(iii)</u>	<i>Pengunaan Ouriginal</i>
<u>2.2.6c(i)</u>	<i>Polisi pentaksiran & penilaian 2021 link to website.</i>
<u>2.2.6c(ii)</u>	<i>Academic Integrity Pledge 2021 (Ikrar Integriti)</i>
<u>2.2.6c(iii)</u>	<i>Ikrar integriti di UFUTURE</i>
<u>2.2.6c(iv)</u>	<i>Garis Panduan Penyimpanan Ikrar Integriti</i>
<u>2.2.4a(ix)</u>	Academic Rules & Regulation for Post Graduate
<u>2.2.6d</u>	<i>Surat Senat Mengenai Pengesahan Tamat Viva Voce</i>

RESPONSE	
2.2 Curriculum Design, Delivery and Assessment d) Constructive Alignment	Self-Review Rating: 4
2.2.7 The curriculum structure, content, delivery and assessment must be aligned to the learning outcomes and reviewed periodically to ensure effectiveness.	
<p>To ensure efficacy, the curriculum structure, content, delivery, and assessment must all be aligned with the learning outcomes and revised regularly in ensuring the effectiveness. UiTM ensures that the curriculum structure, content delivery and assessment are aligned with the outcomes, the constructive alignment is measured with the outcomes of each course. The contextually relevant and responsive are reviewed regularly and disseminated via academic circulars and meetings.</p> <p>Narrative 2.2.7</p>	

NARRATIVE	
AREA 2 : ACADEMIC DEVELOPMENT AND MANAGEMENT	
2.2	Curriculum Design, Delivery and Assessment d) Constructive Alignment
2.2.7	The curriculum structure, content, delivery and assessment must be aligned to the learning outcomes and reviewed periodically to ensure effectiveness.
<p>Constructive Alignment at Curriculum Design Stage</p> <p>The alignment between curriculum structure, content, delivery and assessment and learning outcomes is rigorously set at the curriculum design stage, in accordance to <i>Garis Panduan Pembangunan Program akademik Universiti Awam</i> [2.2.7a(i)] item 2.1, page 18-23.</p> <p>Constructive alignment is a vital component in the Outcome Based Education which help the assurance of learning at two levels; achieving the Program Educational Outcome and Program Learning Outcome. For the mapping stage, constructive alignment at the programme and course level are deemed important; and must be clearly depicted in the Curriculum Blueprint; Programme Assessment Plan (PAP) and Course Assessment Plan (CAP). The alignment is between the course learning outcome, programme learning outcome, teaching and learning activity and</p>	

assessment method. The BHEA Academic Assessment Division conducts the evaluation and verification of the proposed constructive alignment [2.2.7a(ii)]. Some examples of working papers, required documents and evaluation conducted are as follows; (AD704 - Masters in Design Technology (*Sarjana Teknologi Seni Reka*), Master in History of Art & Cultural Management (*Sarjana Sejarah Seni & Pengurusan Kebudayaan*) and Master Architecture (*Sarjana Seni Bina*) [2.2.7a(iii)].

KERTAS KERJA PERMOHONAN KELULUSAN PEMAKAIAN PELAN PENTAKSIRAN PROGRAM DAN PELAN PENTAKSIRAN KURSUS

E. PROGRAMME ASSESSMENT PLAN

No.	Code	Course Name	Sem.	Credit Hoc.	PLO / Taxonomy / Weightage																				
					ASSIGNMENT			PRESENTATION			DISSERTATION			PROJECT			GROUP PROJECT			INDIVIDUAL PROJECT			SEMINAR		
					PLO	TAX	%	PLO	TAX	%	PLO	TAX	%	PLO	TAX	%	PLO	TAX	%	PLO	TAX	%	PLO	TAX	%
1	AMT 709	Research Methodology Issues on Contemporary in Art	1	3	2	A3	30%	1	C4	30%	4	A4	40%												
2	AMT710	Issues on Contemporary in Art	1	3	1	C4	40%	6	C6	30%									4	A4	30%				
3	AMT711	Issues on Contemporary in Design	1	3	1	C4	40%	2	C6	30%									4	A4	30%				
4	DTC710	Integrated Modelling Prototype	1	3	1	C4	30%	11	A5	40%				2	C4	40%									
5	Optional Electives		1	3																					
6	DTC750	Design for Industries	2	3	4	C4	30%	5	A5	40%											3	A5	30%		
7	DTC755	Graduate Design Research	2	3	2	C4	30%	9	A5	40%											3	A5	30%		
8	DTC756	Design Culture & Issue	2	3	6	A5	30%	9	A5	40%											3	P5	30%		
9	DTC765	Integrated Product Development	2	4	2	C5	30%	5	A4	40%											4	C5	30%		
16	AMT805	Graduate Seminar	3	3																					
17	XXX800	Design Technology Research Project / Dissertation	3	10	3	P7	15%	11	A5	10%				7	A5	60%					5	A4	15%		
ASSESSMENT METHOD FREQUENCY					ASSIGNMENT			PRESENTATION			DISSERTATION			PROJECT			GROUP PROJECT			INDIVIDUAL PROJECT			SEMINAR		
					10			11			1			1			1			10					

Figure 2.2.7 (1): Example of Programme Assessment Plan

KERTAS KERJA PERMOHONAN KELULUSAN PEMAKAIAN PELAN PENTAKSIRAN PROGRAM DAN PELAN PENTAKSIRAN KURSUS

COURSE CODE	AMT 710	FACULTY / ACADEMY	FSSR
COURSE NAME (IN ENGLISH)	ISSUES IN CONTEMPORARY ART	CREDIT UNIT	03
COURSE NAME (IN MALAY)	ISU SENI LUKIS KOTEMPORARI	RESOURCE PERSON	DR. MOHD. FUAD ARIF

No	COURSE LEARNING OUTCOMES (CLO)	PLO	MQF 2.0	MOHE	TAXONOMY DOMAIN	TEACHING & LEARNING ACTIVITY	ASSESSMENT TASK (%)			SPECIFIC TAKS RELATED TO MOHE/MQF LOD ATTRIBUTE	HIEPS
							Research	Documentation	Presentation		
1	Analyze the issues of art from the perspectives of artist, patron, and audience (C4)	1	1	1	C4	Lecture	40%			Two times tests related to the concept of computer, communication and security require student to gain knowledge to emphasize the attribute of 'knowledge' in MQF 1 LOD.	
2	Articulate the art in terms of historical, stylistic, contextual, and spiritual aspects (A4)	4	4	6	A4	Case Study / Assignment (report and presentation)		30%		Lab assignments the impact of following the current business software.	
3	Construct critical argument that is intellectual, empirical, and dialectical in exploring new paradigms of contemporary art (C6)	6	6	3	C6	Case Study / Assignment (report and presentation)			30%	Presentation on the current issues in national and global ICT towards individual and society related to 'oral communication' and 'writing communication' in MQF 5 LOD.	

Figure 2.2.7 (2): Example of Course Assessment Plan

Reviewed Periodically to Ensure Effectiveness;

Responding to changes in programme standard and academic policy, guidelines and education environment, the PAP and CAP are continuously reviewed and monitored periodically (curriculum review exercise in every 3 to 5 years). The BHEA Academic Assessment Division guided the submission of CAP documents with flow chart and procedures. Notification of this procedure has also

been sent officially by letter dated 9 March 2021 Ref: 100-BPPA (PT.1/5) (1) [\[2.2.7a\(iv\)\]](#) and the CDL CQI submission [\[2.2.7a\(v\)\]](#).

Faculties/Campuses/Academic Centres must submit the CDL-CQI reports to BPPA every semester (1 month after the official examination result) for analysis prior to presenting the overall report of programme achievement to JKIKU [\[2.2.7b\(i\)\]](#). Guidelines for submitting the report 'Closing the Loop-Continuous Quality Improvement (CDL-CQI) and flow charts are part of BHEA monitoring the quality of each course for each programme [\[2.2.7b\(ii\)\]](#). The CDL-CQI or Learning Outcome Achievement Report includes all areas stated in MQF 2.0 Area 1 to Area 7 for each programme by cluster [\[2.2.7b\(iii\)\]](#).

Reporting of CDL-CQI achievement at the course and programme level is also conducted by programme providers at all locations. Example of CDL-CQI meeting minutes of UiTM Campus Perak Branch (05 April 2021) and Faculty Academic Committee (JAF) Meeting of Faculty of Accounting (30 March 2021) [\[2.2.7b\(v\)\]](#). The Consolidated Report of the CDL-CQI achievement by MQF 2.0 for each programme by cluster is then elaborated for record and improvement at the University; example of the 72nd University Curriculum meeting [\[2.2.7b\(iv\)\]](#).

Continuous Quality Monitoring: Assessment and Evaluation is a proactive effort by BPPA to ensure the relevance, dynamics and quality of the programmes offered. BPPA continuously monitors the quality of assessment and evaluation as per COPPA guideline. BPPA produces a report on areas needing improvement so as to ensure Faculties/Campuses/ Academic Centers take necessary corrective actions prior to audit. Example Report - Faculty of Art & Design (1st July 2021)*Ref 600-BPPA(PT.7/1/3) and Audit Report UiTM Campus - Pahang Branch [\[2.2.7b\(vi\)\]](#).

Feedback and examples of review papers and feedback of programmes that have been reviewed (example: - AP773, AD704, AD701) [\[2.2.7b\(vii\)\]](#).

Governing Division and Monitoring Mechanism

The BHEA Academic Assessment Division is responsible in assuring the Curriculum Blueprint adhere to the needs of the constructive alignment and monitor the implementation of the activities, reviewed periodically to assure the achievement of learning outcomes specified by MQA [\[2.2.7b\(viii\)\]](#). The report of learning outcome achievement using the Closing the Loop in the continuous Quality Improvement (CDL-CQL) v.20) and measuring the PEO (Attainment of Program Educational Objective (PEO)).[\[2.2.7b\(ix\)\]](#). Notification of the submission of assessment and evaluation documents

as well as the procedures to be implemented for each faculty are informed by the academic evaluation division of BHEA [\[2.2.7b\(vii\)\]](#).

In summary, the constructive alignment managed to improve programme delivery through a systematic alignment by various types of assessment that give significant to the students learning experiences. Moving forward, the constructive alignment is extended to provide insights to high impact assessment such as SDG activities, SULAM projects, TVET curriculum and High impact educational practice (HIPS) for MPU subjects.

EVIDENCES	
2.2.7a(i)	<i>Garis Panduan Pembangunan Program akademik Universiti Awam</i>
2.2.7a(ii)	<i>Maklumbalas Semakan, contoh kertas kerja semakan serta maklumbalas</i>
2.2.7a(iii)	<i>Prosedur Penghantaran Dokumen Pentaksiran dan Penilaian</i>
2.2.7b(i)	<i>Skrin UFuture (CDL-CQI).</i>
2.2.7b(ii)	<i>Garis Panduan Penghantaran CDL-CQI.</i>
2.2.7b(iii)	<i>Overall CDL-CQI Reports (Semester October 2020-Februari 2021).</i>
2.2.7b(iv)	<i>Minutes of Meeting (Jawatankuasa Induk Kurikulum Universiti - JKIKU).</i>
2.2.7b(v)	<i>Minutes of Meeting (JAF and JAN)</i>
2.2.7b(vi)	<i>Laporan Pemantauan Kualiti Berterusan: Pentaksiran dan Penilaian</i>
2.2.7b(vii)	<i>Item Pemantauan</i>
2.2.7b(viii)	<i>Prosedur Penghantaran Dokumen Pentaksiran dan Penilaian</i>
2.2.7b(ix)	<i>Memastikan Penjajaran Konstruktif, Pengukuran, Pentaksiran dan Pematuhan kepada Penilaian Program Akademik UiTM</i>

RESPONSE	
2.3 Admission and Mobility a) Student Selection and Admission	Self-Review Rating: 5
<p>2.3.1 The HEP must have published policy, criteria, and processes of student selection, admission and appeal, including transfer and exchange students as well as those with special needs which are regularly reviewed.</p>	
<p>The policy, criteria, and processes of student selection and admission provide greater accessibility and equity for successful completion of studies.</p>	
<p>Narrative 2.3.1</p>	

NARRATIVE	
AREA 2 : ACADEMIC DEVELOPMENT AND MANAGEMENT	
2.3 Admission and Mobility a) Student Selection and Admission	
2.3.1	<p>The HEP must have published policy, criteria, and processes of student selection, admission and appeal, including transfer and exchange students as well as those with special needs which are regularly reviewed.</p>
<p>Policy and Criteria</p> <p>UiTM as an affirmative action institution maintains an exclusive admission policy since its inception in 1956. UiTM has mechanisms and has published policies related to all the policies, criteria and processes of student selection and admission. The policy, criteria, and processes of student selection and admission provide greater accessibility and equity for the successful completion of studies.</p> <p>[2.3.1ai]</p> <p>All are available ONLINE [2.3.1aii] including Bachelor Degree, Diploma, Program Pra Pendidikan Tinggi (PPPT), Postgraduate [2.3.2b], and Institute of Continuing Education and Professional Studies (iCEPS) [2.3.1c] UiTM also not only adheres to programme standards but also to professional bodies in certain fields as shown.</p>	

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PROGRAM PROFESIONAL SESI 2 2021/2022

KOD PROGRAM	NAMA PROGRAM	LEPASAN												
		SPM (S)	SEM AKHIR DIP UITM (T)	DIP UITM (D)	IPT LAIN (N)	STPM (A)	SEM AKHIR SM UITM (Q)	SM UITM (J)	SM IPT LAIN (W)	PENERAPAN CAT, CBA (Z)	PROFESIONAL ASAS IPT LAIN (ZA)	MATRIKULASI (L)	LEPASAN O LEVEL (O)	LEPASAN A LEVEL (X)
1.FAKULTI PERAKAUNAN 2														
AC151	ACCA FOUNDATION IN ACCOUNTANCY	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
AC551	ASSOCIATION OF CHARTERED CERTIFIED ACCOUNTANTS (ACCA) (UK)	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✗	✓
2.FAKULTI SAINS PENTADBIRAN DAN PENGAJIAN POLISI 1														
AM550	THE INSTITUTE OF CHARTERED SECRETARIES AND ADMINISTRATORS (ICSA)	✗	✗	✗	✗	✗	✓	✓	✓	✗	✗	✗	✗	✗
3.FAKULTI UNDANG-UNDANG 1														
LW601	DIPLOMA LEPASAN IJAZAH SYARIAH DAN AMALAN	✗	✗	✗	✗	✗	✓	✓	✓	✗	✗	✗	✗	✗

Process of Selection, Admission and Appeal

Selection and admission criteria are set based on the policies from the Ministry of Education and the needs of each programme. These criteria are reviewed regularly in the meetings and periodically during curriculum review to ensure that students have the requisite knowledge and skills to successfully complete the programmes enrolled. Candidates with a higher academic stature and excellent co- curriculum record will have a greater opportunity to be selected. Candidates must also meet the requirements of each specialised area of study.

Some programmes require prospective students to attend an interview prior to admission into the programme. A panel of assessors/examiners conduct the interviews which are carried out in various centres throughout the country.

The Program Pra Pendidikan Tinggi (PPPT) is for Sijil Pelajaran Malaysia (SPM) graduates who do not meet the basic requirements to continue their studies at a public university to continue their studies at UiTM through the Pre -Diploma programmes. These students are provided with financial assistance and are required to go through an immersion programme before enrolling in the regular diplomas. These students are not identified through the normal application process. UiTM uses its vast network of alumni, social organisations and its campuses to seek out and facilitate the enrolment of students from poor families but have a basic academic qualification, need special financial and pedagogic help to lift themselves out of poverty.

All of the policies, criteria and processes of student selection, admission and appeal are regularly reviewed as reported in Peraturan Akademik Pindaan 2021, in the preface (Mukadimah) for semakan semula dan penambahbaikan in Peraturan Akademik Pindaan 2017.



PERATURAN AKADEMIK DIPLOMA DAN SARJANA MUDA UiTM (PINDAAN 2021)

MUKADIMAH

Peraturan Akademik Diploma dan Sarjana Muda Universiti Teknologi MARA (Pindaan 2021) Bilangan 1

Peraturan Akademik Diploma dan Sarjana Muda UiTM (Pindaan 2021) ini diterbitkan setelah semakan semula dan penambahan dibuat ke atas Peraturan Akademik Diploma dan Sarjana Muda UiTM (Pindaan 2017) Bilangan 1. Semakan semula dan penambahan ini bertujuan memantapkan peraturan akademik sedia ada setaras dengan perubahan semasa dan keperluan masa hadapan.

Peraturan Akademik Diploma dan Sarjana Muda UiTM (Pindaan 2021) Bilangan 1 telah diluluskan oleh mesyuarat Senat ke-243 pada 18 Januari 2019, Senat ke-247 pada 05 Julai 2019, Senat ke-255 pada 09 Mac 2020, Senat ke-263 pada 09 Oktober 2020 dan ke-272 bertarikh 06 Julai 2021. Kelulusan, penurunan kuasa pelaksanaan dan pengesahan Lembaga Pengarah Universiti (LPU) diperolehi pada mesyuarat LPU ke-180 bertarikh 30 Julai 2021.

Pemakaian peraturan akademik ini berkuatkuasa bagi pelajar program Diploma dan Sarjana Muda bermula sesi akademik Oktober 2021. Peraturan Akademik ini terpakai bagi pelajar Diploma dan Sarjana Muda mod sepenuh masa dan separuh masa termasuk program pengajian Jarak Jauh secara elektronik (e-PJJ), Pengajian Luar Kampus (PLK) dan Program Usahasama.

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PORTAL KEMASUKAN PELAJAR

Universiti Teknologi MARA

11 Hari (ini) SELASA, 23MB JANUARI 2022 3:47:45 PM BERSAMAAN 21 JAMADIL AKHIR 1443 AH 11

MENU	SYARAT-SYARAT AM	INFO
Laman Utama	Calon Lulusan SPM/Setaraf	SYARAT AM UNIVERSITI
Hubungi Kami	Calon Lulusan SPM/Setaraf	SOALAN-SOALAN LAZIM
Syarat Kemasukan	Lulus SPM / setaraf dengan mendapat sekurang-kurangnya 5 kepujian	
Senarai Program	Kepujian dalam Bahasa Melayu / Malaysia	
Semakan Syarat Kemasukan	Calon Lulusan SPM	
Borang Permohonan	Calon Lulusan SPM/Setaraf	
Kepulutan	Lulus SPM / setaraf dengan baik	
	Calon Lulusan STPM	
	Kepujian dalam Bahasa Melayu / Malaysia di peringkat SPM/ setaraf	
	Mendapat sekurang-kurangnya Gred C (NGMP 2.00) dalam Pengajian Am dan Gred C (NGMP 2.00) dalam dua (2) mata pelajaran lain	
	Mengambil Malaysian University English Test (MUET)	
		MDAB
		MENGUBAH DESTINI ANAK BANGSA

Admission of Part Time Students

Admission for part time students is done through an online application administered by Institute of Continuing Education and Professional Studies (ICEPS) UiTM. The mechanism for admission of the part-time programmes follows the process of meritocracy and admission requirements as stated in the Syarat Kelayakan on the web site. All the information is regularly reviewed [\[2.3.1d\]](#)

apply-iceps.uitm.edu.my/index.php/part-time-diploma-programmes

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UNIVERSITI TEKNOLOGI MARA ICEPS INSTITUTE OF CONTINUING EDUCATION & PROFESSIONAL TRAINING

HOME PROGRAM

ENTRY REQUIREMENTS - DIPLOMA PROGRAMMES

PART TIME DIPLOMA PROGRAMMES

Bil	Programme Code	Programme Name	Entry Requirement	Accreditation
1	AC110	Diploma in Accountancy	[Download]	Download
2	AC120	Diploma In Accounting Information System	[Download]	Download
3	AM110	Diploma In Public Administration	[Download]	Download
4	AM120	Diploma in Corporate Administration	[Download]	Download

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Pejabat Naib Canselor

Surat Kami : 100-UITM(NC 36/3/12/2)
Tarikh : 24 Disember 2020

Canseleri | Chancellery

Area 6, Canseleri Tunjika Syed Saifuddin
Universiti Teknologi MARA
40450 Shah Alam, Selangor D. Ehsan, MALAYSIA
Tel: +603 5544 2231/3136/3134/3125/3132/3134
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Surat Kami : 100-UITM(NC 36/3/12/2)
Tarikh : 10 September 2019

SULIT

YBhg. Prof. Dr. Azizul Halim Bin Yahya
Ketua Pegawai Eksekutif
Institut Pendidikan Berterusan dan Pengajian Profesional (ICEPS)
UITM SHAH ALAM

أسلام عليكم ورحمة الله وبركاته

YBhg. Prof.

KEPUTUSAN MESYUARAT MAJLIS EKSEKUTIF UNIVERSITI (MEU) BIL. 43/2020
- Kertas Kerja Cadangan Struktur Tadbir Urus Baharu Institut Pendidikan Berterusan dan Pengajian Profesional (ICEPS)

Dengan segala hormatnya perkara di atas dirujuk.

2. Berhubung perkara di atas, dimaklumkan bahawa Mesyuarat Majlis Eksekutif Universiti (MEU) BIL. 43/2020 pada 23 Disember 2020 telah membuat keputusan berikut:

YBhg. Prof. Dr. Azizul Halim Yahya
Pegarah
Institut Pendidikan Neo (INED)
UITM SHAH ALAM

أسلام عليكم ورحمة الله وبركاته

YBhg. Prof.

KEPUTUSAN MESYUARAT MAJLIS EKSEKUTIF UNIVERSITI (MEU) BIL. 21/2019
- Cadangan Penjenamaan dan Penstrukturan Semula Institut Pendidikan Neo (INED)

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Berhubung perkara di atas, dimaklumkan bahawa Mesyuarat Majlis Eksekutif Universiti (MEU) Bil. 21/2019 pada 04 September 2019 telah membuat keputusan berikut:

INSTITUT PENDIDIKAN NEO (INED)
UITM
11 SEP 2019
TERIMA

Appeal

Students who are unsuccessful in their applications can appeal and such appeals must be done online. The appeals are reviewed taking into consideration the number of places that are available in the faculties. Please refer [\[2.3.1e\]](#).

**GARIS PANDUAN PELAKSANAAN
PENDAFTARAN PELAJAR BAHARU UiTM
SESI II 2020 / 2021 SECARA DALAM TALIAN**

1.0 PENDAHULUAN

Garis panduan ini menjelaskan proses pengurusan pelaksanaan pendaftaran pelajar baharu UiTM secara dalam talian untuk rujukan dan tindakan pihak pentadbir fakulti / UiTM cawangan / pusat akademik / jabatan terutama susulan dari penularan wabak COVID-19 yang melanda negara.

2.0 PUNCA KELULUSAN / KUASA

- Minit Mesyuarat Majlis Eksekutif Universiti (MEU) Pada 21 Mei 2020
- Pkekeliling Akademik bil. 09 / 2020: Pelaksanaan Pendaftaran Pelajar Baharu Sesi I 2020 / 2021 Secara Dalam Talian

3.0 SKOP

Prosedur pelaksanaan pendaftaran pelajar baharu secara dalam talian merangkumi proses berikut:

- 3.1 Hebahan Keputusan Permohonan
- 3.2 Hebahan Surat Tawaran
- 3.3 Permohonan dan Pendaftaran e-Rayuan

6.3 Permohonan dan Pendaftaran e-Rayuan

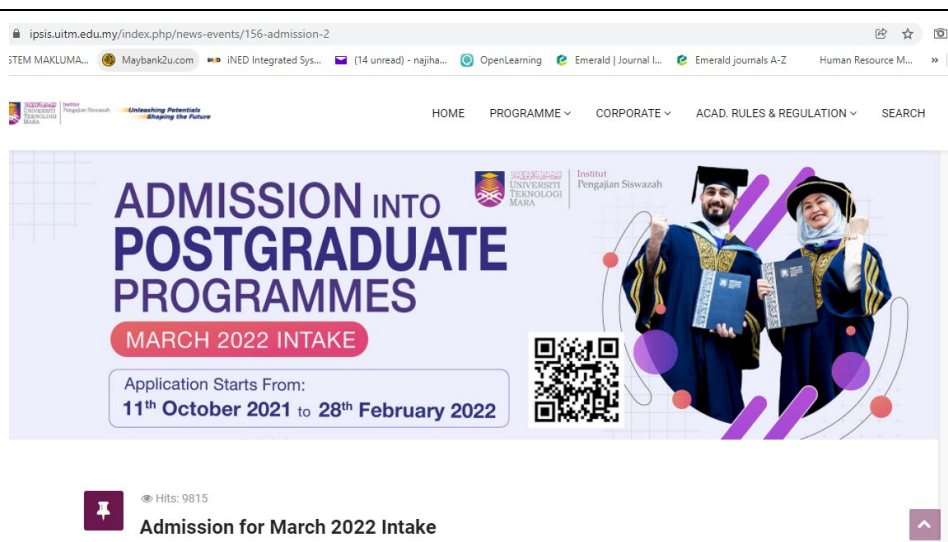
- 6.3.1 Permohonan e-Rayuan adalah dibenarkan hanya bagi calon yang pernah membuat permohonan dan gagal ditawarkan di mana-mana program di institusi pengajian tinggi lain.
- 6.3.2 Calon yang berjaya ditawarkan tetapi menolak tawaran adalah tidak dibenarkan membuat e-Rayuan.
- 6.3.3 Permohonan e-Rayuan adalah melalui dalam talian.
- 6.3.4 Hebahan penawaran dan pendaftaran pelajar e-Rayuan juga dilaksanakan seperti mana pelajar baharu lain yang telah dinyatakan di atas.

Admission of Post-Graduate Students

The minimum entry requirement for postgraduate admission is as stipulated in Institute of Graduate Studies: Academic Rules and Regulations for Post Graduate. Prospective students can also refer to IPSIS website (local and international).

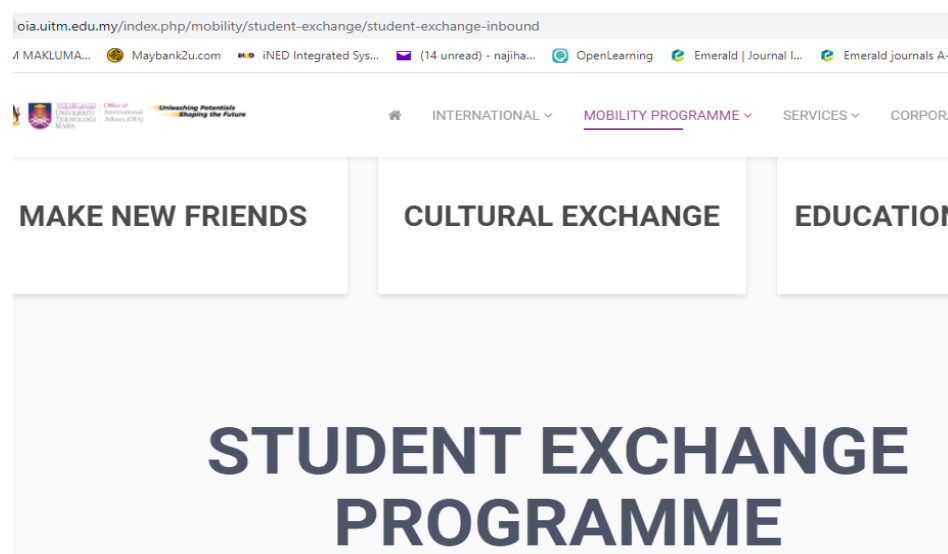
Local student selection is endorsed at faculty level while International student selection requires endorsement from the Vice Chancellor of UiTM. Their application is processed via the Institute of Graduate Studies and the relevant faculty will look into specific faculty-based academic requirements.

Interested applicants shall apply on-line through the website and a copy of the printed application form together with all related transcripts and personal documentations are submitted to relevant faculties. Candidates may be required to undergo an interview and/or proposal presentation to the panels appointed by the Faculty in accordance with the research areas or topics. There are also some faculties' arranged psychometric tests for the candidates.



Transfer and exchange students

Transfer and Exchange Students policy, criteria and processes is published in the Student Exchange Inbound website [2.3.1f].



To add diversity to students' learning experiences in the university, they are actively encouraged to go on student exchange programmes and also to seek internship nationally and internationally managed by the Department of International Affairs (DIA) of UiTM Global [2.3.1g]. The process can be seen in the Manual Inbound and Outbound for Students [2.3.1h].

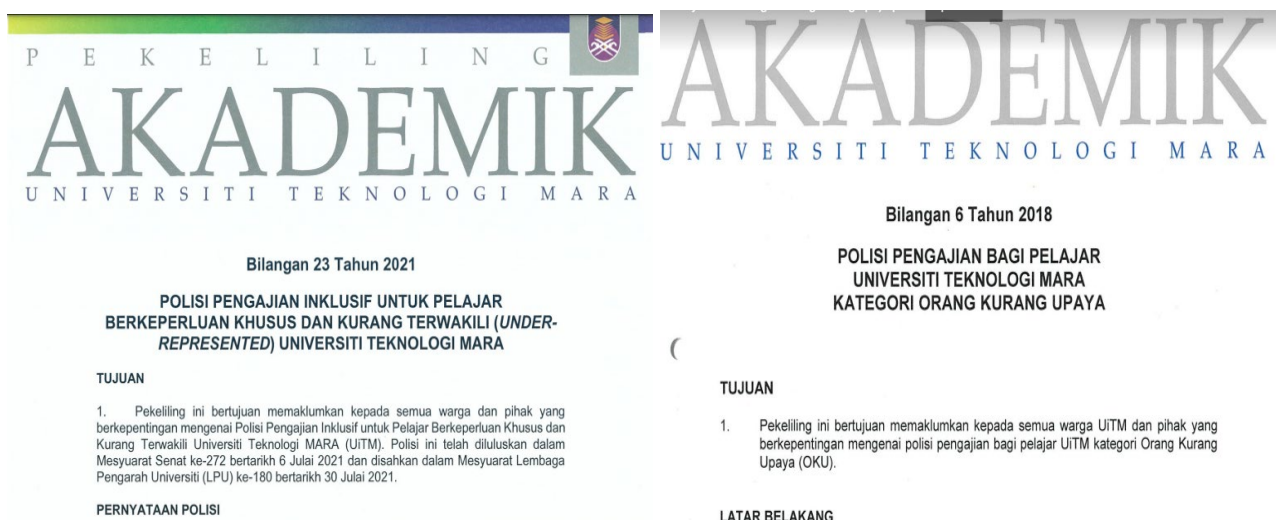
For postgraduate students, the Student Exchange Programme refers to a period of study spent in a partner university where there is an exchange agreement between the two universities. Normally, a student continues to pay fees at his / her home institute and will get academic credit for the period abroad. Partner universities is, where UiTM have partnered up with many other universities across

the world. Students can undertake their programme of choice under the partner universities. The benefit of partner universities is that it is cost effective as students are not required to pay for the tuition fees [\[2.3.1i\]](#)

All the policies of transfer and exchange students as well as those with special needs are regularly reviewed.

Special Needs

Special needs policy and criteria in UiTM are published on the website. The special needs policy and criteria are also regularly reviewed as shown in the academic circular 2021 and 2018. Students with special needs and disabled students are identified through the online applications which require such disclosures. Special policy for students with special needs (OKU) is also implemented in UiTM to fulfill the needs of OKU students in UiTM. These students are admitted as long as they have the minimum academic requirements. UiTM provides financial aid for special needs e.g B40 and OKU endorsed in Mesyuarat Majlis Eksekutif Universiti (MEU). UiTM provides assistance by providing exemption for payment of tuition fees in 2020 (UiTM Academic Circular Bil. 15 of 2020) and Pelaksanaan Tempoh Pengajian Fleksibel untuk Atlet Elit [\[2.3.1j\]](#) and [\[2.3.1k\]](#).



PEKELILING AKADEMIK
UNIVERSITI TEKNOLOGI MARA
Bilangan 15 Tahun 2020

PENANGGUHAN PEMBAYARAN YURAN PENGAJIAN PELAJAR UNIVERSITI TEKNOLOGI MARA BAGI PENGAJIAN TAHUN 2020

TUJUAN

1. Pekeliling ini bertujuan memaklumkan kepada semua warga Universiti Teknologi MARA (UiTM) dan pihak yang berkepentingan mengenai penangguhan pembayaran yuran pengajian pelajar tahun 2020 sehingga tarikh rasmi pengumuman keputusan peperiksaan akhir / penilaian akhir kepada pelajar.

FINANCIAL ASSISTANT

We recommend that you read through all the terms and conditions of those that you are interested in, and select the one that best suits your needs.

- PERBADANAN TABUNG PENDIDIKAN TINGGI NASIONAL (PTPTN)
- PROGRAM MUSADAH PENDIDIKAN ICEPS
- KUMPULAN WANG SIMPANAN PEKERJA (KWSP)
- JABATAN PERKHIDMATAN AWAM (JPA)

Students have to deal directly with the parties concerned.

PEKELILING AKADEMIK
UNIVERSITI TEKNOLOGI MARA
BILANGAN 7 TAHUN 2017

PELAKSANAAN TEMPOH PENGAJIAN FLEKSIBEL BAGI PELAJAR ATLET ELIT

TUJUAN

1. Pekeliling ini bertujuan untuk memaklumkan kepada semua warga UiTM dan pihak yang berkepentingan mengenai pelaksanaan tempoh pengajian fleksibel kepada pelajar atlet elit.

LATAR BELAKANG

2. Universiti sentiasa menyokong usaha yang dilaksanakan oleh fakulti/kampus dan pelajar dalam melibatkan diri dalam kegiatan dan pertandingan sukan dalam membantu mengharumkan Universiti dan negara.
3. Sebagai tanda penghargaan dan sokongan Universiti kepada pelajar atlet elit, Senat ke 223 pada 9 Mei 2017 telah meluluskan pelaksanaan tempoh pengajian fleksibel kepada pelajar atlet elit.

PROGRAM PRA PENDIDIKAN TINGGI (PPT)

Informasi dibuka secara dalam talian melalui pautan online.uitm.edu.my/ppt

PPT B40	PPT BUKAN B40	PPT ATLET	PPT ORANG ASLI
<p>PPT B40</p> <p>Adalah Yuran Pengajian & Kolej Keadanan dan Sara Hidup Sepanjang tempoh Pengajian (pada RM 800 Sehingga RM 2000) Semestral bagi Lulus Program in DISA/IN Ke Lebih Program Diploma UiTM.</p> <p>Anak Melayu dan Anak negeri Sabah / Sarawak and/or dan luar bandar yang berpendapatan (GPI) di Bawah KURANG dari RM5,000 setahun (tidak juga mendapat PPT-Atlet).</p>	<p>PPT BUKAN B40</p> <ul style="list-style-type: none"> ✓ Membayar Hutan Pengajian & Kolej Keadanan ✓ Tidak Boleh Sama Sekutu Sepanjang tempoh Pengajian ✓ Pelajar Lulus Program in DISA/IN Ke lebih 60 Program Diploma UiTM. ✓ Anak-anak Melayu dan Anak negeri Sabah / Sarawak di bandar dan luar bandar yang berpendapatan (GPI) Bawah LEBIH dari RM5,000 setahun ✓ Tidak juga mendapat PPT-Atlet. 	<p>PPT ATLET</p> <p>Anak Melayu, Orang Asli dan Anak negeri Sabah / Sarawak di bandar dan luar bandar yang berpendapatan (GPI) Bawah KURANG dari RM5,000 setahun (tidak juga mendapat PPT-Atlet).</p>	<p>PPT ORANG ASLI</p> <ul style="list-style-type: none"> ✓ Anak-anak Orang Asli di bandar dan luar bandar ✓ Yuran pengajian ditanggung sepenuhnya oleh Jabatan Kemajuan Orang Asli (JAKOA)

GARIS PANDUAN PERMOHONAN TABUNG DANA MOBILITI PELAJAR UNIVERSITI TEKNOLOGI MARA (UiTM)

1.0 TUJUAN

Garis panduan ini bertujuan untuk menjelaskan mengenai dasar dan pelaksanaan permohonan Tabung Dana Mobiliti Pelajar Universiti Teknologi MARA.

2.0 LATAR BELAKANG

- 2.1 Mesyuarat Jawatankuasa Kewangan dan Pembangunan ke-215 bertarikh 7 Mei 2019 telah meluluskan cadangan Penetapan Arahan Amanah Tabung Dana Mobiliti Pelajar Universiti Teknologi MARA (UiTM).
- 2.2 Mesyuarat Kewangan dan Pembangunan secara Edaran Pekeliling Bil. 26/2020 bertarikh 25 Ogos 2020 telah meluluskan Cadangan Pindaan Ketetapan Tabung Dana Mobiliti Pelajar Universiti Teknologi MARA (UiTM).

EVIDENCES	
2.3.1a	UiTM Student Admission Portal Website
2.3.2b	IPSIS Website
2.3.1c	iCEPS Website
2.3.1d	<i>Kelulusan MEU Struktur Tadbir Urus Baharu Institut Pendidikan Berterusan dan Pengajian Profesional (iCEPS)</i>
2.3.1e	<i>Garis Panduan Pelaksanaan Pendaftaran Pelajar Baharu UiTM Sesi II 2020/2021 Secara Dalam Talian</i>
2.3.1f	Student Exchange Inbound Website
2.3.1g	UiTM Global Website
2.3.1h	Manual Inbound and Outbound
2.3.1i	AAGBS Exchange students Website
2.3.1j	<i>Pekeliling Pelaksanaan Tempoh Pengajian Fleksibel Bagi Pelajar Atlet Elit</i>
2.3.1k	<i>Polisi Pengajian Inklusif Untuk Pelajar Berkeperluan Khusus dan Kurang Terwakili (Under-represented) UiTM</i>

RESPONSE	
2.3 Admission and Mobility	Self-Review Rating: 4
b) Mobility, Articulation and Credit Transfer	
2.3.2 The HEP must regularly review and publish policies, regulations and processes covering student mobility, articulation, credit transfer and programme transfer within or across institutions recognising formal, informal and non-formal learning.	
UiTM has reviewed and published policies, regulations and processes required by MQA. The policies, regulations and processes covering student mobility, articulation, credit transfer and programme transfer provide greater flexibility as well as promote lifelong learning.	
Narrative 2.3.2	

NARRATIVE	
AREA 2 : ACADEMIC DEVELOPMENT AND MANAGEMENT	
2.3 Admission and Mobility	
b) Mobility, Articulation and Credit Transfer	
2.3.2	The HEP must regularly review and publish policies, regulations and processes covering student mobility, articulation, credit transfer and programme transfer within or across institutions recognising formal, informal and non-formal learning.
UiTM has reviewed and published policies, regulations and processes covering student mobility, articulation, credit transfer and programme transfer required by MQA. The policies, regulations and processes are published online in the UiTM website and accessible to staff and students.	
Student Mobility and Articulation	
Inbound and outbound student mobility is managed by the Department of International Affairs (DIA). DIA serves as the platform for International Relations and International Student Support Centre [2.3.2a] and Manual for Management of International Mobility for Students Programme [2.3.2b] .	
UiTM Study Abroad Opportunities is about giving UiTM students high quality international academic opportunities that allow them to develop knowledge and skills needed to become productive and successful members of the global community.	

UiTM students selection will be based on merits including both ambassadorial and academic qualities of the applicants. Students will be expected to display the following:

- the potential to succeed in academic study abroad (including both academic strengths and such personal traits as independence, initiative, maturity, and confidence)
- the ability to represent both Malaysia and their home institution positively
- the ability to communicate effectively, including across cultures
- Outbound students will participate in various cooperation-based programmes which are initiated through collaborations with partner universities abroad either through memorandum of understanding or memorandum of agreement

From time to time faculties and campuses negotiate with foreign universities on educational and research collaborations. Any articulation that is agreed upon is stated in these agreements. UiTM graduates can and do further their studies in European, American and Australian universities. Although there are no specific articulation agreements with universities from these regions, these universities readily accept the degrees awarded by UiTM as equivalent to their's.

All MOU/MOA/LOI/LOU/LOA are regularly reviewed and have been reported to Majlis Eksekutif Universiti monthly eg., MEU BIL 18/2021 [2.3.2c] and MEU BIL 21/2021 [2.3.2d].



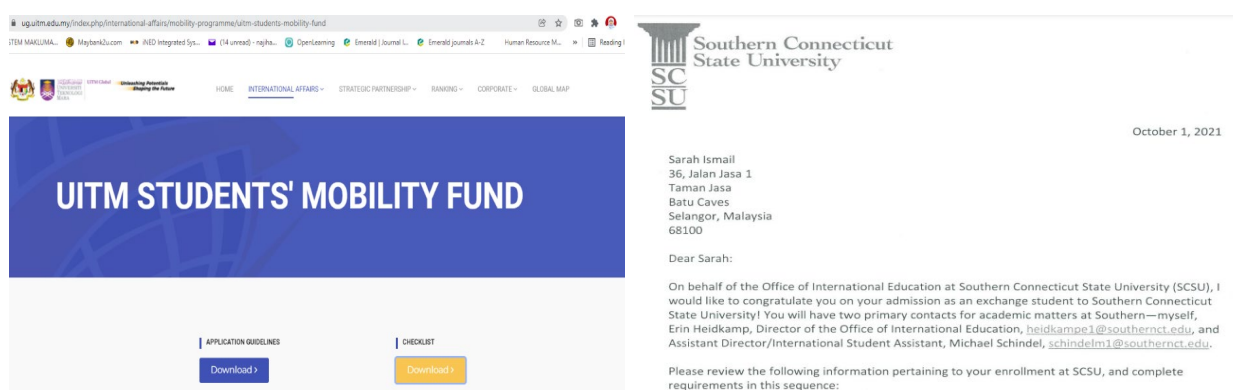
MANUAL FOR MANAGEMENT OF INTERNATIONAL MOBILITY FOR STUDENTS PROGRAMME

FLOWCHART FOR APPLICATION OUTBOUND PROGRAMME WITH FUNDING

RESPONSIBILITY	WORKFLOW	WORK PROCESS	DOCUMENT	DURATION
	○	START		
DIA	↓ □	<ul style="list-style-type: none"> • Receive program brochure from partner universities • Blast Information via emails to all PTJ's 	<ul style="list-style-type: none"> • Program brochure • Application materials 	2 working days
FACULTY / ACADEMIC CENTRE	↓ □	<ul style="list-style-type: none"> • Apply for the program • Nominate students • Send all completed documents to DIA 3 days before the due date to the partner university 	<ul style="list-style-type: none"> • Application Form (DIA) • Application Form (Partner University) • Recommendation Letter 	2 months
DIA	↓ □	<ul style="list-style-type: none"> • Receive documents from PTJ • Send documents to 	<ul style="list-style-type: none"> • Application documents 	2 working days



Special policy for students with special needs also implemented for global mobility as published in the website.



Credit Transfer and Programme Transfer

Application to credit transfer from another programme is allowed based on Section 2.5 Peraturan Akademik Program Diploma dan Sarjana Muda 2021. Applications for credit transfer are handled by faculties. Programme transfer is not allowed in UiTM as published in the website [2.3.2e]. Credit Transfer and Programme Transfer are regularly reviewed as reported in Peraturan Akademik Pindaan 2021, in the preface (Mukadimah) for semakan semula dan penambahbaikan in Peraturan Akademik Pindaan 2017. Credit Transfer in page 16 - 17 and Programme Transfer in page 33 [2.3.2f].



PERATURAN AKADEMIK DIPLOMA DAN SARJANA MUDA UiTM (PINDAAN 2021)

MUKADIMAH**Peraturan Akademik Diploma dan Sarjana Muda Universiti Teknologi MARA (Pindaan 2021) Bilangan 1**

Peraturan Akademik Diploma dan Sarjana Muda UiTM (Pindaan 2021) ini diterbitkan setelah semakan semula dan penambahan dibuat ke atas Peraturan Akademik Diploma dan Sarjana Muda UiTM (Pindaan 2017) Bilangan 1. Semakan semula dan penambahan ini bertujuan memantapkan peraturan akademik sedia ada selaras dengan perubahan semasa dan keperluan masa hadapan.

Peraturan Akademik Diploma dan Sarjana Muda UiTM (Pindaan 2021) Bilangan 1 telah diluluskan oleh mesyuarat Senat ke-243 pada 18 Januari 2019, Senat ke-247 pada 05 Julai 2019, Senat ke-255 pada 09 Mac 2020, Senat ke-263 pada 09 Oktober 2020 dan ke-272 bertarikh 06 Julai 2021. Kelulusan, penurunan kuasa pelaksanaan dan pengesahan Lembaga Pengarah Universiti (LPU) diperolehi pada mesyuarat LPU ke-180 bertarikh 30 Julai 2021.

Pemakaian peraturan akademik ini berkuatkuasa bagi pelajar program Diploma dan Sarjana Muda bermula sesi akademik Oktober 2021. Peraturan Akademik ini terpakai bagi pelajar Diploma dan Sarjana Muda mod sepenuh masa dan separuh masa termasuk program pengajian Jarak Jauh secara elektronik (e-PJJ), Pengajian Luar Kampus (PLK) dan Program Usahasama.

2.5 PENGECUALIAN KREDIT DAN PEMINDAHAN KREDIT**2.5.1 Pengecualian kredit**

Pengecualian kredit adalah iaitu pemindahan kredit tanpa markah atau/dan gred secara menegak (*vertical*) daripada tahap pengajian yang rendah ke tahap pengajian yang lebih tinggi dan tidak melebihi 30% daripada jumlah kredit bagi program pengajian yang sedang diikuti.

2.5.2 Pemindahan Kredit

Pemindahan kredit adalah pemindahan kredit dengan markah atau/dan gred secara mendatar (*horizontal*) daripada program di tahap pengajian yang sama dan tiada had jumlah kredit untuk dipindahkan ke program pengajian yang sedang diikuti.

2.5.3 Syarat Pengecualian Kredit/Pemindahan Kredit

Permohonan untuk pengecualian kredit/pemindahan kredit boleh dikemukakan setelah memenuhi syarat-syarat berikut:

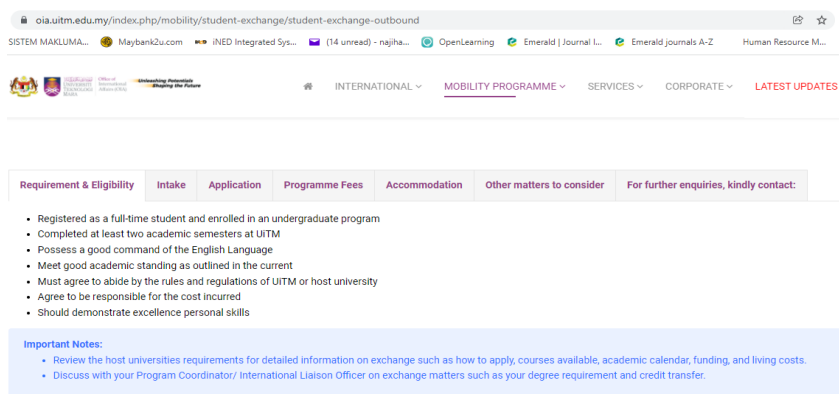
- Mendapat sekurang-kurangnya gred C atau mata gred 2.00.
- Unit kredit kursus adalah sama/setara.
- Mempunyai kesetaraan kurikulum kursus tidak kurang 80%.
- Kursus yang dipindahkan hendaklah daripada program yang telah mendapat akreditasi/pengiktirafan.

2.5.4 Pelajar yang tamat dari mana-mana program pengajian/program UiTM/program universiti lain layak memohon pengecualian kredit/pemindahan kredit.

Application for credit transfer and programme transfer across institutions are as follows:

- Review the host universities requirements for detailed information on exchange such as how to apply, courses available, academic calendar, funding, and living costs.
- Discuss with your Programme Coordinator/ International Liaison Officer on exchange matters such as degree requirement and credit transfer.

Please refer, [[2.3.2g](#)].

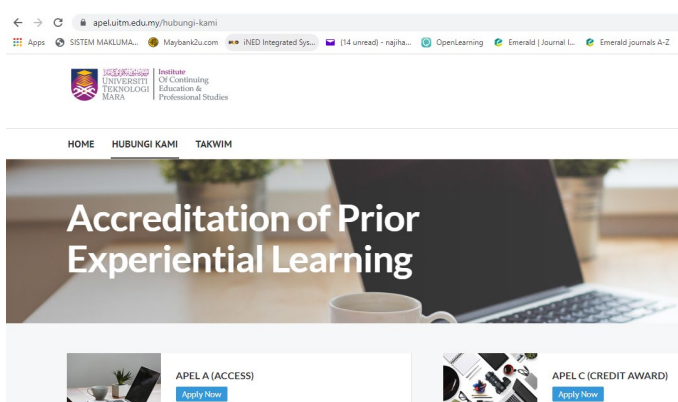


The Malaysian Qualifications Agency (MQA) introduced the Accreditation of Prior Experiential Learning (APEL) which enables individuals who have work experience but lack formal academic qualifications to pursue their studies at higher education institutions. Accreditation of Prior Experiential Learning (APEL) is a systematic process that involves the identification, documentation and assessment. of prior experiential learning to determine the extent to which an individual has achieved the desired learning outcomes, for access to a programme of study in UiTM.

APEL (A) recognises the learning regardless of how and where it was acquired for the purpose of access to a programme .

APEL (C) is an assessment of prior learning (informal and non-formal) of an individual based on his/her cumulative experiences (knowledge and skills) that are relevant and specific to the learning outcomes of a course within a programme for the purpose of credit award. It is the learning and not the experience of the learners that is being assessed. The assessment is on the capability of the individual to apply the learning acquired through his/her experience in achieving the course learning outcomes.

All of the information is available on the website [\[2.3.2h\]](#).



apel.uitm.edu.my

SISTEM MAKLUM... Maybank2u.com INED Integrated Sys... (14 unread) - nsjha... OpenLearning Emerald | Journal L... Em

2. Kemasukan ke program Diploma (APEL T-4);
 3. Kemasukan ke program Ijazah Sarjana Muda (APEL T-6); dan
 4. Kemasukan ke program Ijazah Sarjana (APEL T-7).


UiTM telah diberi mandat sebagai Pusat Penilaian APEL (PPA) oleh MQA bagi menjalankan APEL bagi peringkat T-6 dan T-7.

APEL (C)

Pengakreditan Pembelajaran Berasaskan Pengalaman Terdahulu bagi Tujuan Penganugerahan Kredit [APEL(C)] adalah proses penilaian pembelajaran (tidak formal dan bukan formal) seseorang individu berdasarkan pengalaman terkumpul (pengetahuan dan kemahiran) untuk mendapatkan pindah kredit bagi kursus dalam program yang sedang diikuti. Penekanan harus diberi kepada konsep utama APEL(C) iaitu penilaian ke atas kebolehan individu tersebut untuk menggunakan pembelajaran yang dicapai melalui pengalamannya dalam mencapai hasil pembelajaran sesuatu kursus.

Kebaikan APEL(C):


1. Mengiktiraf pembelajaran yang diperolehi daripada pengalaman kerja dan kursus-kursus pendek yang diikuti;
2. Mengurangkan pembelajaran berulang kepada pelajar;
3. Menggalakkan kemasukan calon dewasa ke program pendidikan tinggi; dan
4. Mengurangkan kos dan masa untuk menamatkan pengajian.



TAKWIM PERMOHONAN APEL(C) SESI MAC - OGOS 2021 (20212)

BIL.	TARIKH	PROSES	TINDAKAN
1.	SEPANJANG MASA	Permohonan online dibuka di https://iceps-apps.uitm.edu.my/	Pelajar
2.	21 APRIL 2021	Mesyuarat Jawatankuasa APEL(C) Bil. 18/2021 - Keputusan Mesyuarat Diserahkan Kepada Fakulti	Unit APEL & Jawatankuasa APEL
3.	22 APRIL 2021 – 22 JUN 2021	Proses Penilaian Di Peringkat Fakulti	Fakulti
4.	23 JUN 2021	Keputusan Penilaian Fakulti Di Serah Kepada Unit APEL**	Fakulti
5.	19 MEI 2021	Mesyuarat Jawatankuasa APEL(C) Bil. 19/2021 - Keputusan Mesyuarat Diserahkan Kepada Fakulti	Unit APEL & Jawatankuasa APEL
6.	20 MEI 2021 – 26 JULAI 2021	Proses Penilaian Di Peringkat Fakulti	Fakulti
7.	27 JULAI 2021	Keputusan Penilaian Fakulti Di Serah Kepada Unit APEL**	Fakulti
8.	16 JUN 2021	Mesyuarat Jawatankuasa APEL(C) Bil. 20/2021 - Keputusan Mesyuarat Diserahkan Kepada Fakulti	Unit APEL & Jawatankuasa APEL
9.	17 JUN 2021 – 17 OGOS 2021	Proses Penilaian Di Peringkat Fakulti	Fakulti
10.	18 OGOS 2021	Keputusan Penilaian Fakulti Di Serah Kepada Unit APEL**	Fakulti
11.	25 OGOS 2021	Mesyuarat Jawatankuasa Akademik iCEPS (JAJ)	Ahli JAJ
12.	26-30 OGOS 2021	Penganugerahan Kredit Dan Jana Bil Pindah Kredit	Unit APEL, JPJJ & BK18

***tertakluk kepada pindaan


ZAWAWI HENRYATI
 Pengerah
 Jabatan Pembimbingan Jarak Jauh,
 Institut Pendidikan Berterusan &
 Pengajian Profesional iCEPS,
 UiTM, Shah Alam.

EVIDENCES	
2.3.2a	Student Mobility - Study Abroad Website
2.3.2b	Manual for Management of International Mobility for Students Programme
2.3.2c	DIA Laporan MEU BIL 18/2021
2.3.2d	DIA Laporan MEU BIL 21/2021
2.3.2e	Portal Kemasukan Pelajar UiTM - Soalan Lazim
2.3.2f	Peraturan Akademik Diploma Sarjana Muda 2021
2.3.2g	Credit transfer for outbound Student Portal Website
2.3.2h	APEL @ UiTM Website

AREA 3

TALENT AND RESOURCES

RESPONSE		
3.1 Academic Staff	Self-Review Rating: 5	
a) Policies		
3.1.1 The HEP must have clear policies, transparent procedures and human resource planning to recruit, develop, assess, reward, and promote academic staff in line with the vision, mission, and institutional goals.	3.1.2 The HEP must have a clear policy on academic integrity including plagiarism.	3.1.3 The HEP must regularly review policies, procedures and human resource plans to address the gaps between the institutional performance and goals.
<p>UiTM has clear policies and transparent procedures in accordance with the Public Service Department (PSD) in planning to recruit, develop, assess, reward, and promote the academic staff. It is observed that UiTM emphasises a clear policy on academic integrity through the establishment of policies related to work ethics, research ethics and plagiarism. These policies, procedures and human resource plans are regularly reviewed to ensure that they are in line with the vision, mission, and institutional goals.</p> <p>Narrative 3.1.1, 3.1.2 and 3.1.3</p>		

NARRATIVE													
AREA 3: TALENT AND RESOURCES													
3.1	Academic Staff												
3.1.1	The HEP must have clear policies, transparent procedures and human resource planning to recruit, develop, assess, reward, and promote academic staff in line with the vision, mission, and institutional goals.												
<u>Narrative</u>													
<p>UiTM has clear policies and transparent procedures in accordance with the Public Service Department (PSD) in managing the academic staff [3.1.1a]. The University Transformation Program (UniTP) Orange Book: Strengthening Academic Career Pathways and Leadership Development by the Ministry of Higher Education (MOHE) [3.1.1b] and UiTM's <i>Pelan Strategik Pengurusan Sumber Manusia</i> (PSPSM) [3.1.1c, 3.1.1d] are the main references for the Registrar's Office, Campuses, Faculties and Colleges in planning the human resource management and development strategies in a systematic and integrated manner. Human resource planning to recruit, develop, assess, reward, and promote academic staff in line with the vision, mission, and institutional goals are guided by the <i>Manual Pengurusan Sumber Manusia</i> [3.1.1e, 3.1.1f] together with the <i>Manual Tadbir Urus 1UiTM Multisistem</i> [3.1.1g]. UiTM has demonstrated transparent procedures in recruiting the academic staff. These procedures are available in <i>Manual Pengurusan Sumber Manusia 2015</i> [3.1.1e] and recently reviewed in 2021 [3.1.1f]. The summary of the related workflows in the manual is shown in Table 3.1.1(a).</p> <p>Table 3.1.1(a): Summary of Workflows in <i>Manual Pengurusan Sumber Manusia 2021</i> [3.1.1f] Related to Academic Staff</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Section</th> <th style="text-align: center;">Page</th> </tr> </thead> <tbody> <tr> <td><i>A1: Pengurusan Iklan Jawatan Akademik</i></td> <td></td> </tr> <tr> <td><i>Pengurusan Iklan dan Kelayakan Staf Akademik</i></td> <td style="text-align: center;">11 - 28</td> </tr> <tr> <td><i>Bidang Penawaran Kekosongan Staf Akademik</i></td> <td style="text-align: center;">71 - 74</td> </tr> <tr> <td><i>A2: Pengurusan Saringan Permohonan Jawatan Akademik</i></td> <td style="text-align: center;">75 - 96</td> </tr> <tr> <td><i>A3: Pengurusan Temu Duga</i></td> <td style="text-align: center;">97 - 118</td> </tr> </tbody> </table>		Section	Page	<i>A1: Pengurusan Iklan Jawatan Akademik</i>		<i>Pengurusan Iklan dan Kelayakan Staf Akademik</i>	11 - 28	<i>Bidang Penawaran Kekosongan Staf Akademik</i>	71 - 74	<i>A2: Pengurusan Saringan Permohonan Jawatan Akademik</i>	75 - 96	<i>A3: Pengurusan Temu Duga</i>	97 - 118
Section	Page												
<i>A1: Pengurusan Iklan Jawatan Akademik</i>													
<i>Pengurusan Iklan dan Kelayakan Staf Akademik</i>	11 - 28												
<i>Bidang Penawaran Kekosongan Staf Akademik</i>	71 - 74												
<i>A2: Pengurusan Saringan Permohonan Jawatan Akademik</i>	75 - 96												
<i>A3: Pengurusan Temu Duga</i>	97 - 118												

<i>Jawatan Akademik</i>		
<i>A4: Pengurusan Penyediaan Laporan Dan Minit Temu Duga Jawatan Akademik Serta Kertas Kerja Majlis Sumber Manusia</i>	119 - 145	
<i>A5: Pengurusan Penyediaan Surat Tawaran Calon Berjaya Dan Surat Keputusan Calon Simpanan</i>	147 - 202	

UiTM regularly reviews the policy of recruiting its academic staff for example in *Manual Pengurusan Sumber Manusia 2021* [3.1.1f] to apply for a lecturer's post in UiTM [3.1.1h], it is required that the candidate has a Masters Degree and Bachelor Degree with a pointer of CGPA 3.00 and above. This is a revision made from *Manual Pengurusan Sumber Manusia 2015* [3.1.1e] that it is sufficient for the candidate to have at least a Masters Degree in related fields as shown in [3.1.1e(i)].

Various human resource development programmes are planned to develop the UiTM's academic staff. The procedures are elaborated in the *Manual Pengurusan Sumber Manusia, Kemajuan Kerjaya (Basiswa Staf dan Pembangunan Kerjaya) 2021* [3.1.1i] which are summarised in Table 3.1.1(b).

Table 3.1.1(b): Summary of Workflows in *Manual Pengurusan Sumber Manusia, Kemajuan Kerjaya (Basiswa Staf dan Pembangunan Kerjaya) 2021* [3.1.1i] Related to Academic Staff Development

Section	Page
<i>Bab A: Basiswa Staf UiTM</i>	
<i>A1: Pengurusan Penawaran Basiswa Staf Akademik dan Tenaga Pengajar Muda (TPM)</i>	9 - 92
<i>A2: Pengurusan Permohonan Cuti Belajar Bergaji Penuh Tanpa Basiswa (CBBPTB) bagi Staf Akademik (Kumpulan P&P)</i>	93 - 122
<i>A3: Pengurusan Permohonan Cuti Belajar Bergaji Penuh atau Tanpa Gaji) Dengan</i>	123 - 140

<i>Tajaan Agensi Luar (CBBPTAL/CBTGTAL) bagi Staf Akademik (Kumpulan P&P)</i>	
<i>B1: Pengurusan Permohonan Mengikuti Program- program Pembangunan Kerjaya (Cuti Sabatikal/ Latihan Pasca Kedoktoran/ Latihan Sub Kepakaran/ Latihan Industri/Latihan Profesional/ Outbound Scholars)</i>	307 - 348

Furthermore, the Institute of Leadership and Development (ILD) in UiTM is responsible for organising the training and development programmes for academic staff [3.1.1j]. The objectives of ILD are as follows which are stated in [3.1.1k]:

1. To produce staff with holistic leadership characteristics that contribute to the institution and society.
2. To produce administrative staff who are knowledgeable, skilled and have a positive attitude towards high productivity.
3. To plan, develop and offer training and staff development programs according to current needs.
4. Conduct research and evaluate the effectiveness of training and staff development programs.
5. Provide talent development programs for the University's succession plan.
6. Collaborate in human resource development with other organizations in Malaysia.
7. Provide conducive training space, infrastructure and environment.

ILD has appropriate and effective training and development programmes in accordance with *Dasar Latihan Sumber Manusia Sektor Awam (DLSMSA)* [3.1.1]. UiTM assesses its academic staff at defined intervals through an online system (MyATP) [3.1.1m] to operationalise the multi-track academic pathways [3.1.1n]. This is an enhancement from the previous manual system to be in line with the main objective of *Tadbir Urus 1UiTM:Multisistem* for efficiency and effectiveness [3.1.1g(i)]. Academic staff are rewarded for their performance based on their academic responsibilities and scholarly activities. *Anugerah Perkhidmatan Cemerlang (APC)* as shown in page 79 to 82 of *Manual LNPT 2013* [3.1.1o] and *Anugerah Akademik Universiti (AAU)* [3.1.1p] are examples of rewards awarded to UiTM academic staff.

Earlier in 2011, UiTM offered three pathways for academic promotion; the Teaching and Learning, Research, and Institutional Leadership based on their strength, strategy and *Amanah Tugas Pensyarah (ATP)* track [3.1.1m]. In 2016, UiTM had to accommodate the needs of new promotion criteria released by MOHE through their UniTP Orange Book Strengthening Academic Career Pathways and Leadership Development [3.1.1b(i)] and introduced new promotion criteria in 2018 with four pathways namely: Teaching & Learning, Research, Professional Practitioner and Institutional Leadership. In 2019, UiTM revised criteria for grade 52 to add on two methods for promotion which are the time-based (20 years) and professional qualification from recognised Professional Bodies (e.g. Board of Engineers Malaysia and Board of Architects Malaysia). These new methods give more opportunities to academic staff for being promoted.

EVIDENCES

3.1.1a	Federal Government Gazette, Public Officers (Appointment, Promotion and Termination of Service Regulations
3.1.1b	UniTP Orange Book Strengthening Academic Career Pathways and Leadership Development
3.1.1c	Perancangan Strategik Sumber Manusia (PSSM) 2016-2020
3.1.1d	Pelan Perancangan Strategik Sumber Manusia UiTM 2021 – 2025
3.1.1e	Manual Pengurusan Sumber Manusia 2015: Perjawatan dan Sistem
3.1.1f	Manual Pengurusan Sumber Manusia 2021: Pengambilan dan Penempatan Staf
3.1.1g	Manual Tadbir Urus 1UiTM Multisistem
3.1.1h	Iklan Pengambilan Staf_1_2021
3.1.1i	Manual Pengurusan Sumber Manusia 2021: Kemajuan Kerjaya (Basiswa Staf dan Pembangunan Kerjaya)
3.1.1j	ILD Training Calendar
3.1.1k	ILD Objectives

3.1.1l	Pekeliling Perkhidmatan Bilangan 6 Tahun 2005 - Dasar Latihan Sumber Manusia Sektor Awam
3.1.1m	Pekeliling Akademik - 2017 - 05 - Pelaksanaan Amanah Tugas Pensyarah (ATP) 3.0 UiTM
3.1.1n	Pekeliling Akademik - 2019 - 03 - Pelaksanaan Penggunaan Sistem MyATP sebagai Medium Penyediaan Sasaran Kerja Tahunan dan Laporan Nilain Prestasi Tahunan Staf Akademik UiTM
3.1.1o	Manual LNPT 2013
3.1.1p	Laman Sesawang Anugerah Akademik Universiti (AAU)

NARRATIVE

AREA 3: TALENT AND RESOURCES

3.1.2 The HEP must have a clear policy on academic integrity including plagiarism.

UiTM provides clear policies on academic integrity which includes policies on research ethics [\[3.1.2a\]](#), procedures on managing misconduct on academic matters related to teaching and learning [\[3.1.2b, 3.1.2c\]](#), consultation policy and guidelines [\[3.1.2d\]](#). In addition, page 17 of Polisi Pentaksiran dan Penilaian Akademik 2021 [\[3.2.2e, 3.1.2e\(i\)\]](#) which clearly states that the students' work belongs to the students and the university, not the supervisors or lecturers. UiTM Plagiarism policy expands from Section 8A page 35 of the Education Institutions (Discipline) Act 174 (as at February 2016) [\[3.1.2f\]](#).

In shaping the academic integrity among the academic staff and students, guidance to understand academic integrity and plagiarism have been disseminated to all academic staff and students [\[3.1.2g, 3.1.2h\]](#) page 27 and 28, [3.1.2i, 3.1.2j, 3.1.2b, 3.1.2k, 3.1.2l, 3.1.2m](#)].

Bahagian Pentaksiran Dan Penilaian Akademik (BPPA) as the gatekeeper of the academic certification for the university continuously reviews its practice to ensure the effectiveness of academic integrity [\[3.1.2n, 3.1.2e\]](#). Currently, BPPA applies the Ouriginal software to check the percentage of similarity index as a measure for plagiarism as an enhancement from the previous system, Turnitin [\[3.1.2o\]](#).

UiTM's *Unit Integriti* acts as a focal point in managing the integrity related issues in UiTM [3.1.2p]. Since 2017 until present, *Unit Integriti* regularly disseminates integrity reminders through staff email called DNA Integrity. Examples of the reminders are as shown in Figure 3.1.2(a).



Figure 3.1.2(a): Examples of DNA Integrity Reminders

EVIDENCES

3.1.2a	Dasar, Garis Panduan Dan Pelaksanaan Etika Penyelidikan Yang Melibatkan Manusia
3.1.2b	Garis Panduan Pengendalian Kes-Kes Salah Laku Pelajar Dalam Peperiksaan UiTM
3.1.2c	Pengurusan Hal Kecuaian Atau Salah Laku Berkaitan Hal Akademik
3.1.2d	Consultation Policy and Guidelines
3.2.2e	Polisi Pentaksiran dan Penilaian Pindaan 2021
3.1.2f	Educational Institutions (Discipline) Act 1976
3.1.2g	Kod Nilai dan Etika Warga UiTM
3.1.2h	Dasar Pembelajaran dan Pengajaran UiTM
3.1.2i	Understanding Plagiarism: A guide for lecturers
3.1.2j	Avoiding Plagiarism:A Guide for Students

3.1.2k	TOR Jawatankuasa Tata tertib Akademik
3.2.1l	Borang Pengakuan Staf
3.1.2 m	Ikrar Integriti Pelajar
3.1.2n	Cadangan Polisi Pentaksiran dan Penilaian Akademik Universiti Teknologi MARA
3.1.2o	Pemakluman Migrasi Sistem Plagiarisme UiTM
3.1.2p	Pelan Integriti Organisasi 2015

NARRATIVE

AREA 3: TALENT AND RESOURCES

3.1.3 The HEP must regularly review policies, procedures and human resource plans to address the gaps between the institutional performance and goals.

Human Resource Strategic Planning (*Perancangan Strategik Sumber Manusia (PSSM)*) is a guideline and reference for human resource plans in UiTM. PSSM is developed every five years [[3.1.3a](#), [3.1.3b](#)]. The current PSSM (2021 – 2025) [[3.1.3b](#)] includes the management strategies and human resource development plans and is in line with UiTM Strategic Plan 2025 [[3.1.3c](#)] and the Malaysian Education Development Plan (Higher Education) [PPPM (PT)] 2015-2025. Environmental analysis is a significant approach in the preparation of PSSM to identify challenges in realising the vision of UiTM. The key challenges identified include political, economic, social, technological, legal and environmental aspects.

To ensure that PSSM is relevant to the current situation and expectations as well as the challenges of the four-dimensional world of VUCA (Volatility, Uncertainty, Complexity and Ambiguity), the Registrar's Office has conducted an environmental analysis of PESTLE and SWOT. As a result, three (3) strategic thrusts of PSSM (as depicted in Figure 3.1.3(a)) have been identified which cover related matters:

1. Human resource excellence
2. Talent management
3. Engage with staff



Figure 3.1.3(a): Three (3) Strategic Thrusts of PSSM (2021-2025)

To address the review processes and gaps between the institutional performance and goals, PSSM (2016-2020) [3.1.3a] will be taken into account, since the PSSM (2021-2025) has just been developed. As shown in Figure 3.1.3(b), PSSM (2016-2020) comprises of six main thrusts and each thrust has initiative which is supported by strategies and performance indicators as a guide to UiTM Centre of Responsibility (*Pusat Tanggungjawab*) involved to develop activities that are capable of producing high-performing, competent and innovative university citizens.

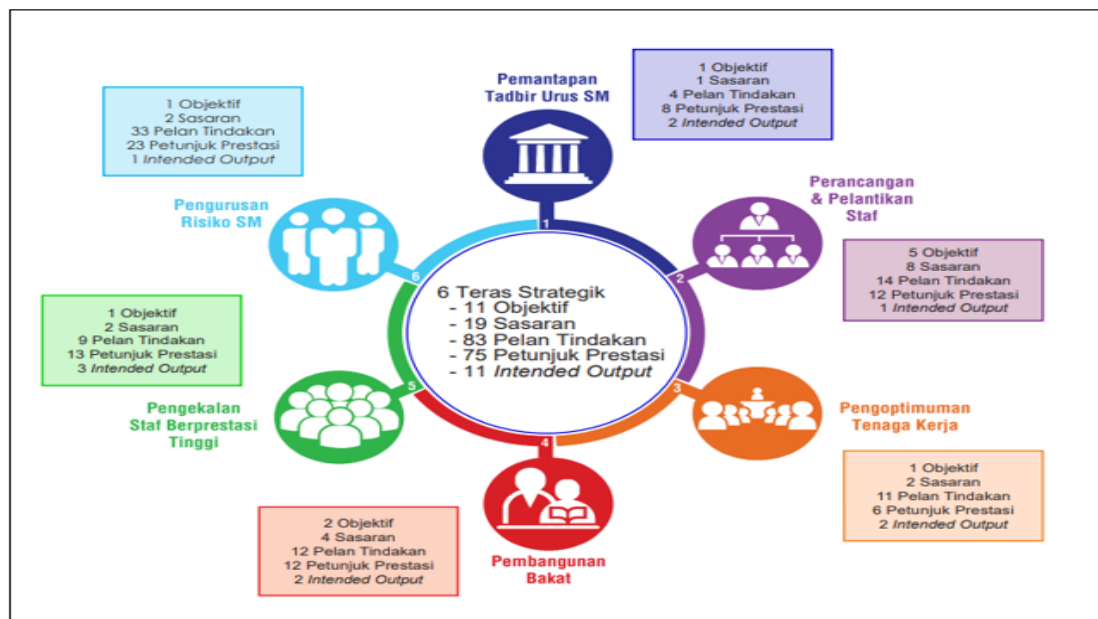


Figure 3.1.3(b) PSSM (2016-2020) Infographic

PSSM (2016-2020) is divided into few phases starting with the development phase in 2016, followed by the implementation phase in the mid of 2016. After a year of implementation phase, a review is conducted to align the implementation with the changes and identify challenges and new opportunities. Lastly, the improvement phase will incorporate the input from the review in 2018 as new initiatives in order to sustain the university human resource plan. In short, the processes are shown in following Figure 3.1.3(c):

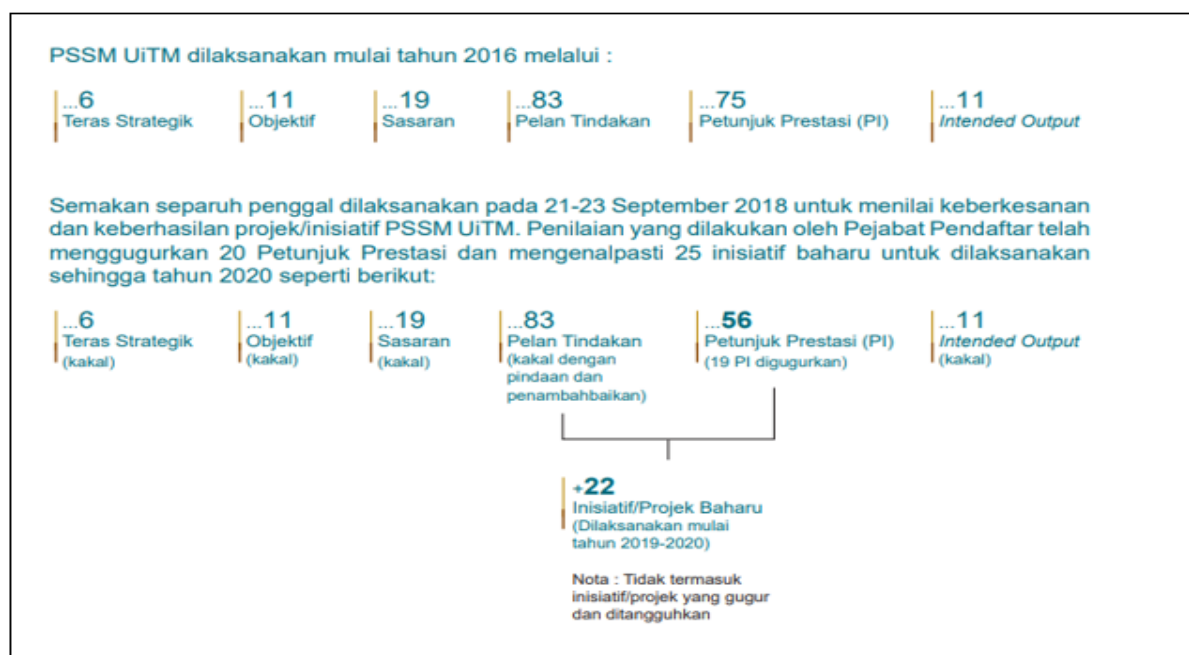


Figure 3.1.3(c): Implementation Status of PSSM 2016-2020

The achievement of each thrust is shown in Table 3.1.3(a) and the analysis of the overall achievement can be seen on pages 69 – 76 in PSSM 2016-2020 ([3.1.3a](#)).

Table 3.1.3(a): Achievement of Thrust in PSSM 2016-2020

Achievement of Thrusts	Page
1. Stabilization of Human Resource Governance	15 - 19
2. Planning and Appointment of Staff	21 - 29
3. Optimization of Labour Force	31 - 35
4. Talent Development	37 - 45
5. Retention of High Achiever Staff	47 - 53
6. Human Resource Risk Management	55 - 67

The strategic objectives of the human resource plan in UiTM are to ensure that it has relevant human resource talents by giving emphasis on the main component of UiTM Transformation; the organisation, talent, process and technology (OBPT).

EVIDENCES	
3.1.3a	Sisipan Pencapaian PSSM 2016-2020
3.1.3b	Pelan Perancangan Strategik Sumber Manusia UiTM 2021 - 2025
3.1.3c	Pelan Strategik UiTM 2025

RESPONSE	
3.1 Academic Staff b) Implementations	Self-Review Rating: 4
3.1.4 The HEP must have an adequate number of qualified academic staff with relevant experience to teach and assess student learning outcomes for each programme.	3.1.5 The academic staff must be given sufficient autonomy to focus on areas of their expertise, such as curriculum development and implementation, academic supervision of students, research and writing, scholarly activities, academically-related administrative duties, and community engagement.
<p>UiTM has an adequate number of qualified academic staff with relevant experience to teach and assess student learning outcomes for each programme. The current ratio of student staff is 1:17 and to ensure the adequate number of qualified academic staff requirements are met, Bahagian Transformasi UiTM (BTU) regularly reviews the allocation and distribution of lecturers.</p> <p>Narrative 3.1.4</p> <p>The academic staff in UiTM are given sufficient autonomy to focus on areas of their expertise and other academic related activities such as curriculum development and implementation, academic supervision of students, research and writing, scholarly activities, academically-related administrative duties and community engagement. These activities were also being conducted in 34 other UiTM campuses to reflect the progression of intellectual maturity in achieving academic excellence.</p> <p>Narrative 3.1.5</p>	

NARRATIVE	
AREA 3: TALENT AND RESOURCES	
3.1 Academic Staff	
3.1.4 The HEP must have an adequate number of qualified academic staff with relevant experience to teach and assess student learning outcomes for each programme.	
<p>UiTM has an adequate number of qualified academic staff with relevant experience [3.1.4a, 3.1.4b, 3.1.4c, 3.1.4d] to deliver respective learning outcomes for each programme. Academic staff are trained to ensure that they are qualified to assess the learning outcomes of the</p>	

programme [3.1.4e, 3.1.4f]. UiTM The current ratio of student staff is provided in [3.1.4g]. To ensure the adequate number of qualified academic staff requirements are met, *Bahagian Transformasi UiTM (BTU)* has reviewed the allocation and distribution of lecturers [3.1.4h, 3.1.4i]. The basis for this calculation is determined in Figure 3.1.4(a).



Figure 3.1.4(a): Basis for Lecturers Need Calculation [3.1.4i]

Analysis on requirements of academic staff are performed regularly to ensure that:

1. Shortage and excess number of academic staff is based on analysis of data from Amanah Tugas Pensyarah (ATP) MyATP
2. The data is mapped to other human resource information such as the number of academic staff that are going for retirement, young lecturer scheme, part time full time lecturer, academic staff with administrative post, academic staff that are seconded to other organisations, etc.
3. The number of shortage and excess of academic staff at faculties and other campuses is verified.

Figure 3.1.4(b): The Flowchart to Determine the Requirement of Academic Staff [3.1.4i]

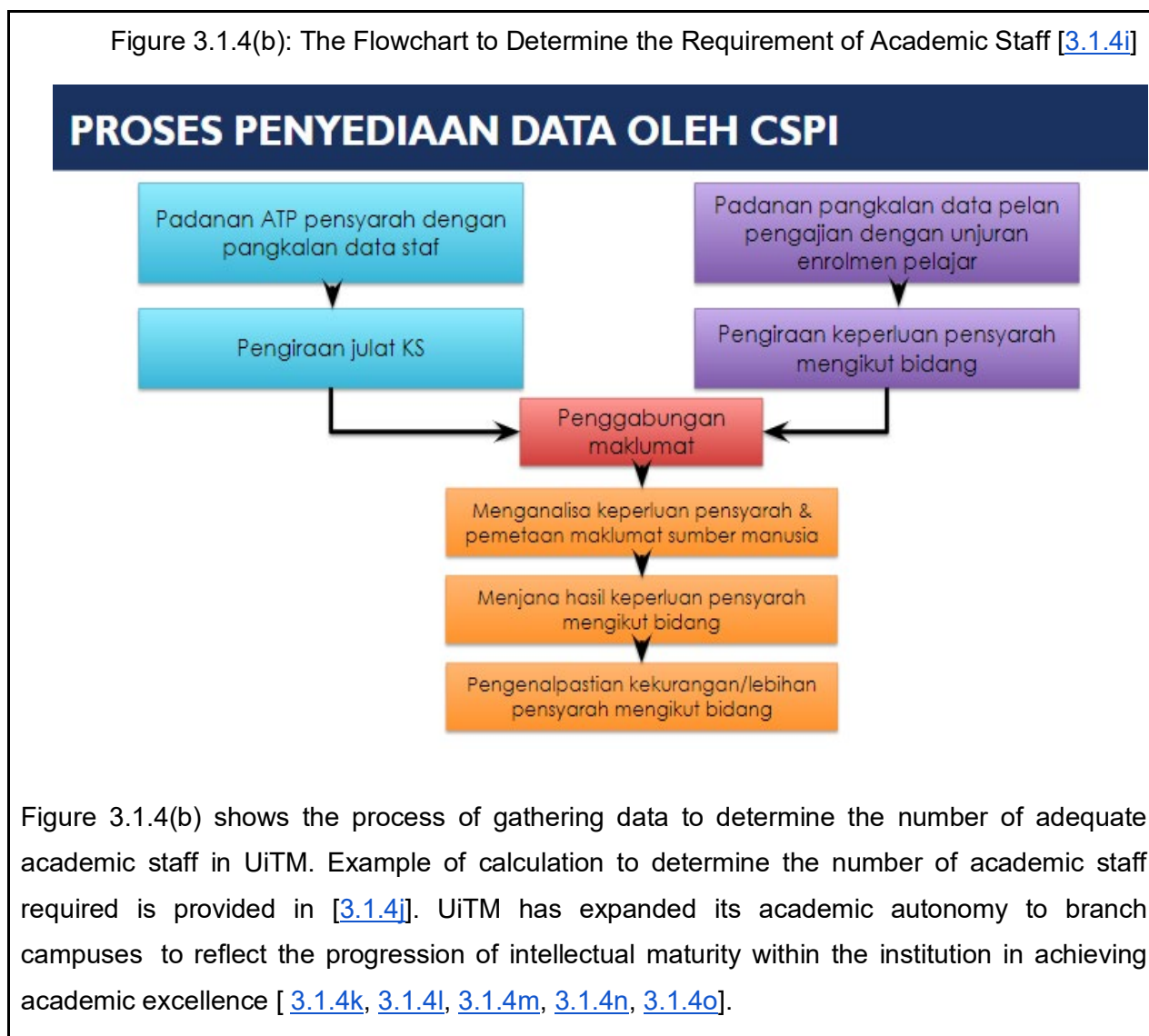


Figure 3.1.4(b) shows the process of gathering data to determine the number of adequate academic staff in UiTM. Example of calculation to determine the number of academic staff required is provided in [3.1.4j]. UiTM has expanded its academic autonomy to branch campuses to reflect the progression of intellectual maturity within the institution in achieving academic excellence [3.1.4k, 3.1.4l, 3.1.4m, 3.1.4n, 3.1.4o].

EVIDENCES	
3.1.4a	Bilangan Staf UiTM Mengikut Kelayakan Tertinggi
3.1.4b	Bilangan Staf akademik UiTM Mengikut Gred
3.1.4c	Peruntukan Jawatan UiTM
3.1.4d	Sample of List By Expertise 2021
3.1.4e	Kursus Higher Education Teaching and Learning (HETL)
3.1.4f	Kursus Innovative Assessment for Higher Education
3.1.4g	Nisbah Staf Akademik dan Pelajar 2018 - 2021

3.1.4h	Jadual Sesi Runding Cara_30052017
3.1.4i	Pelaporan Pengoptimuman Pensyarah untuk Mesyuarat AR 27072017
3.1.4j	Contoh Pengiraan Keperluan Pensyarah 2021 APB Tapah
3.1.4k	Surat Autonomi KPT
3.1.4l	MEU Autonomi UiTM Selangor
3.1.4m	Watikah Autonomi
3.1.4n	Keputusan LPU - Autonomi
3.1.4o	Manual Tadbir Urus 1UiTM Multisistem

NARRATIVE	
AREA 3: TALENT AND RESOURCES	
3.1	Academic Staff
3.1.5	The academic staff must be given sufficient autonomy to focus on areas of their expertise, such as curriculum development and implementation, academic supervision of students, research and writing, scholarly activities, academically-related administrative duties, and community engagement.
<p>The academic staff in UiTM are given sufficient autonomy to focus on areas of their expertise [3.1.5a, 3.1.5b]. The Office of the Deputy Vice-Chancellor (Research and Innovation) plays an important role in managing the research and innovation in UiTM [3.1.5c]. To assure that the academic staff can focus on areas of their expertise, they are required to choose among these four(4) main tracks.</p> <ol style="list-style-type: none"> 1. Teaching & Learning 2. Research 3. Industry Practitioner 4. Institutional Leadership <p>The details of categorisation as outlined in Figure 3.1.5(a) adopted from [3.1.5c] are as follows:</p>	

Trek Penyelidikan: Staf akademik yang dikenalpasti berdasarkan prestasi penyelidikan tahunan/terkumpul. Pemilihan hendaklah diluluskan oleh Jawatankuasa Penyelidikan Fakulti / UiTM Cawangan / Kolej Pengajian/ PTJ/HICoE/CoE.

Trek Kepimpinan Institusi: Staf akademik yang dilantik sebagai pentadbir dan menerima elaun pentadbiran bulanan

Trek Pengajaran & Pembelajaran dan Trek Pengamal Industri: Trek pilihan bagi setiap staf akademik UiTM, selain daripada yang ditawarkan berkhidmat dalam Trek Penyelidikan dan Trek Kepimpinan Institusi.

Figure 3.1.5(a): Definitions of Four Tracks for Academic Staff [\[3.1.5c\]](#)

Amanah Tugas Pensyarah (ATP) was introduced at UiTM to identify, document and recognise the duties and responsibilities of an academic staff [\[3.1.5d\]](#). It comprises the following components:

1. K1 = Supervision
2. K2 = Research, Publication & Writing, Academic Assessment, Consultation, Innovation & Commercialization
3. K3 = Service and Administration

The academic staff are also involved in curriculum development and implementation such as to evaluate new academic programme development proposals and existing curriculum reviews to ensure that it meets the employment needs of the country, industry and stakeholders [\[3.1.5e\]](#). Jawatankuasa Induk Kurikulum Universiti (JKIKU) is also responsible for various other curriculum related processes (as shown in Figure 3.1.5(b)) with the objective of ensuring the curriculum offered by the university is always relevant and competitive.

JKIKU Functions

The University Curriculum Committee is responsible for:

- managing academic curriculum matters (curriculum review, new programmes and student assessment) for all academic programmes offered at UiTM nationwide;
- reviewing and approving documentation related to curriculum review, new programmes and student / programme academic assessment development;
- ensuring that the quality of UiTM's academic curriculum meets the standards set by the Ministry of Higher Education (MoHE), Malaysian Qualification Agency (MQA) and Professional Bodies;
- reviewing and approving proposals for programme termination;
- reviewing and approving use of assessment / evaluation mechanisms for summative assessment; and
- developing academic concepts, structure and systems of assessment.

Figure 3.1.5(b): JKIKU Functions [\[3.1.5f\]](#)

Other related academic activities are academic supervision of students [\[3.1.5g, 3.1.5h, 3.1.5i\]](#), research and publications [\[3.1.5j, 3.1.5k, 3.1.5l\]](#), scholarly activities [\[3.1.5b\]](#), academically-related administrative duties [\[3.1.5m\]](#) and community engagement [\[3.1.5n, 3.1.5o\]](#). These activities are also being conducted in 34 other UiTM campuses to reflect the progression of intellectual maturity in achieving academic excellence.

EVIDENCES

3.1.5a	Laman Sesawang UiTM Expert
3.1.5b	Sample of List By Expertise 2021
3.1.5c	Pekeliling TNCPI BIL.01 Tahun 2020 - Penetapan Key Performance Indicator (KPI) Penerbitan Tahunan Minimum bagi Staf Akademik UiTM dan Penetapan Staf Akademik UiTM dalam Trek Penyelidikan
3.1.5d	My ATP
3.1.5e	University Curriculum Main Committee (JKIKU)
3.1.5f	JKIKU Functions
3.1.5g	Sample of Postgraduate by Research Students - College of Engineering
3.1.5h	Guidelines on Supervision, Assessment, Evaluation and Format for Students' Project
3.1.5i	Process and Procedures of Postgraduate Research Programmes

EVIDENCES	
3.1.5j	Pencapaian Penyelidik Utama, Geran Penyelidikan, Penerbitan dan Keahlian Profesional 2019-2021
3.1.5k	Laporan Pencapaian MyRA UiTM 2021
3.1.5l	Laporan daripada Neksus Penyelidikan UiTM (ReNeU) – 9 Ogos 2021
3.1.5m	Data Pelantikan Pentadbir Akademik 2021
3.1.5n	Projek CSR UiTM Personal Protective Equipment (PPE) 2020
3.1.5o	Program Khidmat Masyarakat (CSR): UiTM (Terengganu) Kampus Bukit Besi

RESPONSE	
3.1 Academic Staff c) Training and Development	Self-Review Rating: 5
3.1.6 The HEP must have appropriate and effective training and academic staff development programmes including leadership skills through participation in professional activities, research and industry linkages and other relevant activities.	
UiTM has appropriate and effective training and development programmes in accordance with <i>Dasar Latihan Sumber Manusia Sektor Awam (DLSMSA)</i> . The training and development programmes for academic staff include the leadership skills, professional activities, research and industry linkages and relevant activities. ILD regularly reviews, aligns and improves their training and development programmes and has resulted in the culture of innovation and creativity among academic staff to meet the latest development and future challenges.	
Narrative 3.1.6	

NARRATIVE	
AREA 3: TALENT AND RESOURCES	
3.1 Academic Staff	
3.1.6	The HEP must have appropriate and effective training and academic staff development programmes including leadership skills through participation in professional activities, research and industry linkages and other relevant activities.
<u>Narrative</u>	
The Institute of Leadership and Development (ILD) [3.1.6a] is responsible for organising the training and development programmes for academic staff in UiTM [3.1.6b, 3.1.6c, 3.1.6d] . ILD was formerly two separate entities, namely: <i>Bahagian Latihan, Jabatan Pembangunan Sumber Manusia (JPbSM)</i> , Pejabat Pendaftar and Institute of Leadership and Quality Management (iLQAM) [3.1.6e] . After a UiTM-wide function and operation review, these two entities were combined to form ILD. Upon its formation in July 2015, the main function of the institute is to ensure all the training and human development programs fulfil the current needs of the university	

in its course in producing staff with exceptional performance as well as outstanding leadership skill. Other functions of the Institute include:

1. Planning and conducting integrated and structured training to further refine UiTM staff skills.
2. Conduct assessments on the effectiveness of the organised programs in terms of impacts on the trainees and the organisation.
3. Ensure the implementation of programs is executed as planned and complies with public sector human resource training policy.

ILD has appropriate and effective training and development programmes in accordance with *Dasar Latihan Sumber Manusia Sektor Awam (DLSMSA)* [3.1.6f, 3.1.6g]. It provides five (5) centres with their specific functions:

1. Centre for Institutional Leadership
2. Centre for Academic Leadership
3. Centre for Competency Development
4. Centre for Talent and Development Assessment
5. ILD Perak Training Centre

The training and development programmes in UiTM specifically follow the framework as shown in Figure 3.1.6(a).

TRAINING AND DEVELOPMENT FRAMEWORK

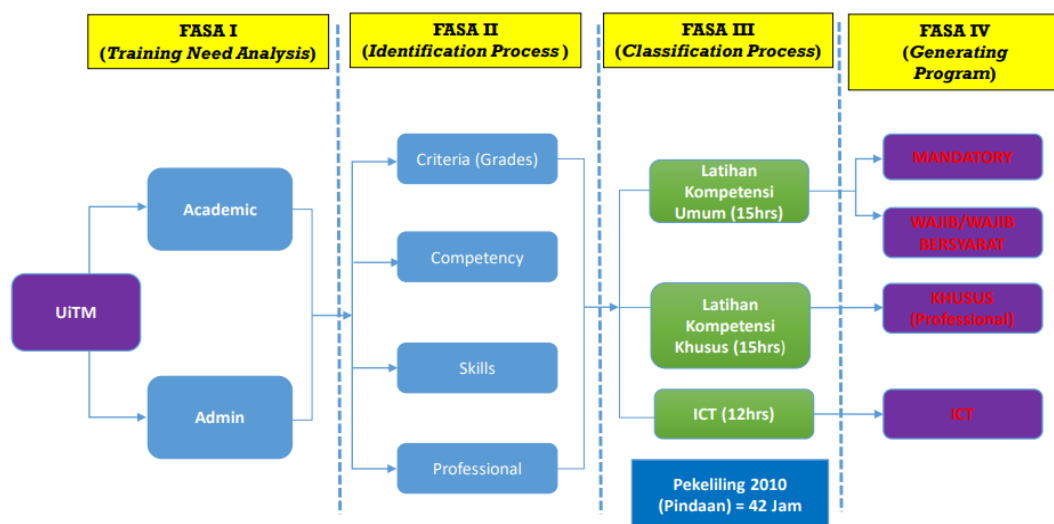


Figure 3.1.6(a): Training and Development Training [3.1.6f]

As mentioned in [3.1.6g], the academic staff are required to fulfil 42 hours of training hours in a year which comprise the following components:

1. 15 hours of training for general competencies
2. 15 hours of training for specialised competencies
3. 12 hours of ICT training

Figure 3.1.6(b) shows the flowchart for organising training in ILD. Sixty percent of the training hours are planned and implemented at the PTJ level while ILD handles PTJ compulsory training programmes, Training for Trainers programmes and other development programmes.

6.0 CARTA ALIR


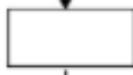
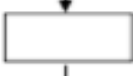
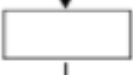
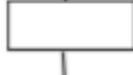
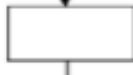





Tanggung Jawab	Aliran Kerja	Proses Kerja	Rekod Kualiti
PPTMK		Muat naik maklumat latihan dalam laman web ILD	Kalendar
PEP		Buka penyertaan latihan dalam sistem elatihan	Sistem e-latihan
PTJ		Uruskan keperluan penganjuran latihan	
PEP		Peserta mohon menyertai latihan	Sistem e-latihan
PTJ		Kelulusan Ketua Jabatan	Borang Pencalonan Kursus
PEP		Penawaran hadir latihan kepada peserta	IQ Management
PTP		Peserta menghadiri latihan (sijil penyertaan diserahkan)	EAMS
PTP		Peserta melengkapkan Borang Penilaian Latihan	Borang Penilaian Latihan
PEP		Log latihan dikemaskini	Jam latihan
PTJ		Ketua Jabatan mengisi Borang Penilaian Keberkesanan Latihan	Borang Penilaian Keberkesanan Latihan
PTP		Tamat	

Figure 3.1.6(b): Flowchart for Organising Training in ILD

Other training and development programmes for academic staff include leadership skills [[3.1.6h](#), [3.1.6i](#), [3.1.6j](#), [3.1.6k](#), [3.1.6l](#)], professional activities [[3.1.6m](#), [3.1.6n](#)], research and industry linkages [[3.1.6o](#)].

ILD regularly reviews, aligns and improves their training and development programmes as shown in [[3.1.6p](#), [3.1.6q](#), [3.1.6r](#), [3.1.6s](#), [3.1.6t](#)]. As an example, workshops on strengthening and refinement of previous training calendars are conducted in order to produce upcoming years calendars. The training needs analysis, training needs identification, feedback from participants, PTJs in UiTM, public and private consultants and operators, AKEPT and other public universities are taken into consideration as input to improve the training and development programmes [[3.1.6u](#)].

The training and development programmes have resulted in the culture of innovation and creativity among academic staff to meet the latest development and future challenges [[3.1.6v](#), [3.1.6w](#)].

EVIDENCES

3.1.6a	Laman Sesawang ILD
3.1.6b	Punca Kuasa Latihan UiTM
3.1.6c	Taqwim Latihan ILD 2021
3.1.6d	Proses Kerja Penganjuran Latihan Untuk Peningkatan Kompetensi Staf
3.1.6e	Penubuhan ILD
3.1.6f	3.1.6 Pekeliling Perkhidmatan Bilangan 6 Tahun 2005 - Dasar Latihan Sumber Manusia Sektor Awam
3.1.6g	Pekeliling Naib Canselor Bil 4 Tahun 2017 – Penguatkuasaan Semula Pelaksanaan Dasar Latihan 42 Jam bagi Staf UiTM
3.1.6h	Buku Panduan Program Mentoring
3.1.6i	Senarai Peserta Mentoring Program

3.1.6j	Leadership Training UiTM 2021
3.1.6k	Pelantikan Sebagai Penceramah Untuk Kursus Developing Talent For Succession Planning (ILP 318)
3.1.6l	Invitation To Participate As A Speaker For Ild Leadership Development Programme "The Achieving Performance Excellence For Managers" on 27th JULY 2021
3.1.6m	Garis Panduan Latihan Profesional Industri 2016.pdf
3.1.6n	Professional Upskilling By Awantec Staf UiTM
3.1.6o	TNCPI Webinars
3.1.6p	Hasil Maklum Balas Latihan ILD UiTM 2022
3.1.6q	Tinjauan Keperluan Latihan Staf UiTM 2022 (Ketua PTJ)
3.1.6r	Kertas Kerja Bengkel Pemurnian Takwim siri 2 2022
3.1.6s	Laporan Carta Maklum Balas TNA Staf UiTM 2022
3.1.6t	Laporan Bengkel Penyediaan Taqwim ILD UiTM bagi Tahun 2022 Siri K2.pdf
3.1.6u	Benchmarking Latihan di Institusi Luar (KPKT)
3.1.6v	Pencapaian MyRA
3.1.6w	Pencapaian Penyelidikan dan Inovasi (MyRA)

RESPONSE	
3.1 Academic Staff d) Performance and Reward	Self-Review Rating: 4
3.1.7 The academic staff must be evaluated at defined intervals and rewarded for their performance based on their academic responsibilities and scholarly activities.	
UiTM evaluates its academic staff at defined intervals through an online system (MyATP) to operationalise the multi-track academic pathways and are rewarded for their performance based on their academic responsibilities and scholarly activities. The evaluation system is regularly reviewed to attract and retain skilled, experienced and motivated academic staff.	
Narrative 3.1.7	

NARRATIVE	
AREA 3: TALENT AND RESOURCES	
3.1 Academic Staff	
3.1.7	The academic staff must be evaluated at defined intervals and rewarded for their performance based on their academic responsibilities and scholarly activities.
<u>Narrative</u>	
<p>UiTM performance appraisal system is a systematic and periodic process that assesses its academic staff's job performance and productivity at defined intervals [3.1.7a]. Basically, UiTM performance appraisal is based on following principles:</p> <ol style="list-style-type: none"> 1. The performance appraisal system should be objective, fair and transparent 2. The performance appraisal system should be based on performance and productivity towards the achievement of organisational goals. 3. Motivates positive competition among staff to enhance work quality and productivity. <p>UiTM evaluates its academic staff through an online system (MyATP) to operationalise the multi-track academic pathways [3.1.7b, 3.1.7c, 3.1.7d]. This is an enhancement from the previous manual system in order to support the digitisation initiatives in Education 5.0 to use current technologies for teaching and learning and administrative activities [3.1.7e]. The process of migration from the previous manual system to the current online system (MyATP) can be retrieved from [3.1.7b]. Through this current online system (MyATP), the sub module e-Compliance is used to verify the</p>	

staff achievement and is linked to the Academic Promotion System [[3.1.7f](#), [3.1.7g](#), [3.1.7h](#), [3.1.7i](#)].

Statistics for academic staff promotion in the last 10 years is as tabulated in Table 3.1.7(a):

Table 3.1.7(a): Statistics for academic staff promotion in the last 10 years

Tahun/ Gred	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Pensyarah (Gred 46)	0	19	9	13	11	7	0	6	0	2	1	2
Pensyarah Kanan (Gred 52)	342	352	241	340	190	76	614	1102	347	497	466	30
Profesor Madya (Gred 54)	11	36	27	31	14	23	52	41	101	104	96	79
Profesor Madya (Gred 56)	0	0	0	0	0	0	0	0	0	22	4	5
Profesor Gred Khas C (VK7)	15	21	6	12	12	7	9	15	32	42	18	16
Profesor Gred Khas B (VK6)	3	4	0	9	1	3	0	5	0	8	3	0
Profesor Gred Khas A (VK5)	0	1	0	2	0	0	0	5	0	2	4	0
Laluan Kerjaya Gred 46	0	0	1	0	0	0	0	0	0	0	0	0
Laluan Kerjaya Gred 52	33	23	26	1	0	3	1	0	2	2	0	0
Laluan Kerjaya Gred 54	21	12	37	21	17	38	30	29	29	28	22	19
Laluan Kerjaya Gred 56	0	0	0	0	0	0	0	0	63	25	23	8
Laluan Kerjaya Gred VK7	0	0	0	0	0	9	5	3	0	0	2	0
Jumlah	425	468	347	429	245	166	711	1206	574	732	639	159

The flow chart in Figure 3.1.7(a) shows the process of preparing the performance appraisal system through an online system (MyATP).

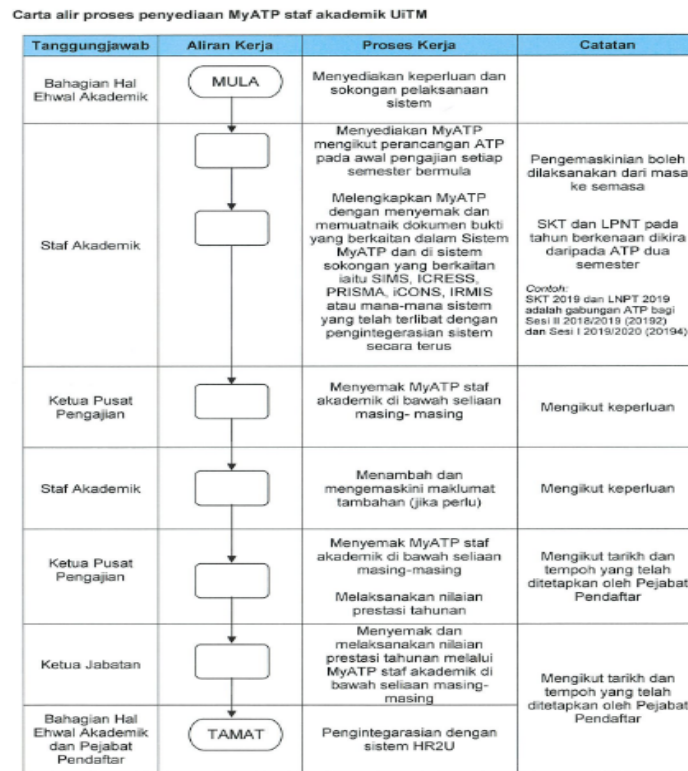


Figure 3.1.7(a): Flowchart of Online Performance Appraisal System (MyATP).

Besides promotion, academic staff are also rewarded for their performance based on their academic responsibilities and scholarly activities. An example of reward is the *Anugerah Perkhidmatan Cemerlang (APC)* which is awarded yearly to the academic staff based on their excellent performance. Another example of reward awarded is *Anugerah Akademik Universiti (AAU)* [3.1.7].

UiTM has regularly reviewed and aligned its processes and procedures related to promotion for the academic staff. For the past 12 years, Universiti Teknologi MARA (UiTM) has introduced four (4) promotion criteria starting from 2011, 2018, 2019 and 2020. In 2011, UiTM began offering three pathways: Teaching & Learning, Research, and Institutional Leadership for academic staff to choose for their promotion subject to their strength, strategy and Amanah Tugas Pensyarah track. In 2016, UiTM had to accommodate the needs of new promotion criteria released by the Ministry of Higher Education (MoE) through their UniTP Orange Book Strengthening Academic Career Pathways and Leadership Development. After several workshops and discussion, UiTM had introduced new promotion criteria in 2018 with four pathways: Teaching & Learning, Research, Professional Practitioner and Institutional Leadership. UiTM revised the criteria for grade 52 in 2019 to add on two methods for promotion. The new methods are time-based (20 years) and Professional

qualification from recognised Professional Bodies (e.g. Board of Engineers Malaysia and Board of Architects Malaysia). These new methods give more opportunities to academic staff for being promoted.

Further, UiTM made a giant step in 2020 to introduce a new pathway for Clinical Lecturers from the Faculty of Medicine and Faculty of Dentistry which was added as a sub-track to Professional Practitioner to enhance the quality and capability of Clinical Lecturers. UiTM is among the first Universities that has a special track for Clinical Lecturers. The track was introduced due to constraints Clinical Lecturers faced when applying the common promotion track because they are not literally a teacher to use teaching and learning and are not full researcher to use research track.

To address and improve the above issue, a resolution was discussed to empower and improve the academic promotion during *Mesyuarat Timbalan Naib Canselor (Akademik dan Antarabangsa) (Meta XXIII)* in March 2021 [3.1.7k] as depicted in Figure 3.1.7(b).

<p>Resolusi 8</p>	<p>Memperkasa Pelan Komunikasi Kenaikan Pangkat Staf Akademik</p>	<p>Pelan komunikasi serta pemeraksanaan dan penambahbaikan polisi kenaikan telah dirangka dan akan diperincikan di peringkat seterusnya.</p> <p><i>Output: Pelan komunikasi, Penambahbaikan proses/syarat,/sistem</i></p>
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Figure 3.1.7(b): Resolution from META XXIII [3.1.7k]

To assure the evaluation and reward system has created a conducive environment and work culture, survey questions in UiTM Happiness Index 3.0, 2020 have resulted in the happiness index as shown in the following figure adapted from [3.1.7l].

E10	Adakah anda gembira dengan polisi yang dilaksanakan terhadap proses kenaikan pangkat staf semasa tempoh COVID-19?	63.8
A12	Adakah anda gembira dengan peluang kenaikan pangkat semasa COVID-19?	

Figure 3.1.7(c): Feedback from the Staff on Conducive Environment and Work Culture [3.1.7l]

The attrition rate for UiTM staff between 2011 - 2021 was provided in [3.1.7m]. It can be observed that the percentage is very small between 2.4% - 3.9%. UiTM has made an initiative to offer various benefits and perks as in [3.1.7n] to make its staff feel appreciated and more focused at work.

EVIDENCES	
3.1.7a	Manual Penyediaan Laporan Nilain Prestasi Tahunan (LNPT) Bagi Staf UiTM.
3.1.7b	Pekeliling Pelaksanaan Penggunaan Sistem MyATP sebagai Medium Penyediaan Sasaran Kerja Tahunan dan Laporan Nilain Prestasi Tahunan Staf Akademik UiTM.
3.1.7c	Pemakluman Penggunaan Sistem Permohonan Kenaikan Pangkat Staf Akademik Secara dalam Talian.
3.1.7d	Taklimat Sistem eCompliance & e Kenaikan Pangkat - Updated Oct 2021
3.1.7e	Keputusan MEU Bil.12020 Laporan Pembangunan Modul Kenaikan Pangkat Staf Akademik UiTM.pdf
3.1.7f	Kenaikan Pangkat Staf UiTM – 2020
3.1.7g	Surat JPSM BPD - Penyediaan LNPT Staf UiTM Tahun 2020 Bagi Tujuan Pergerakan Gaji Tahun 2021 (30 Okt 2020 & 9 Okt 2020)
3.1.7h	Garis Panduan Kenaikan Pangkat Staf Akademik Pindaan Tahun 2020
3.1.7i	User Manual for E-Compliance, MyATP and eKenaikan Pangkat, STARS
3.1.7j	Laman Sesawang Anugerah Akademik Universiti (AAU)
3.1.7k	Resolusi META ke 23
3.1.7l	Laporan Infografik UHI 3.0 Edisi Covid19
3.1.7m	Attrition Rate Staf UiTM
3.1.7n	Kemudahan Kebajikan yang disediakan kepada Staf UiTM

RESPONSE		
3.2 Non - Academic Staff		Self-Review Rating: 5
3.2.1 The HEP must have adequate qualified non-academic staff to support the development and the implementation of academic programmes and related activities.	3.2.2 The HEP must have a training scheme for the non-academic staff to fulfil the specific needs of academic programmes for example, safety and risk management, maintenance of specialised equipment, and additional technical skills.	3.2.3 The HEP must have a policy on work ethics and performance review scheme for continuous development and career advancement of the non-academic staff to ensure good university management.
<p>UiTM has sufficient experienced and qualified non-academic staff which consists of administration staff and technical staff to support the development and the operational of academic programmes and related activities.</p> <p>In order to fulfil the specific needs of educational programmes, UiTM has a training scheme including continuous development and career advancement under the responsibility of the Institute of Leadership and Development (ILD) and the <i>Bahagian Kemajuan Kerjaya (BKK)</i> of the Registrar's Office.</p> <p>UiTM has a policy on work ethics known as iDART ESI to align with its vision and mission towards Globally Renowned University by 2025. The performance review scheme for continuous development and career advancement of the non-academic staff are also in place and improved to ensure good university management. The non-academic staff are encouraged to contribute towards promoting and maintaining a conducive environment as well as in embracing culture of innovation through the <i>Kumpulan Inovatif dan Kreatif (KIK)</i> and Operational Excellence (OE).</p> <p>Narrative 3.2</p>		

NARRATIVE	
AREA 3: TALENT AND RESOURCES	
3.2	Non-academic Staff
3.2.1	<p>The HEP must have adequate qualified non-academic staff to support the development and the implementation of academic programmes and related activities.</p>
	<p>Non-academic staff in UiTM consists of administration staff and technical staff. Administration staff are dwelling with administrative work in the offices while the technical staff are technicians for university infrastructure and infostructure to support the teaching and learning activities, research and innovations works as well as the Information and Communications Technology (ICT) needs. Science Officers are also recruited to manage certain laboratories. UiTM has sufficient experienced and qualified non-academic staff to support the development and the operational of academic programmes and related activities. The recruitment of the non-academic staff is based on appointment warrants by the Public Service Department Malaysia (JPA). The appointment of the non-academic staff is based on their qualifications and experience according to the specific Service Scheme and their Job Description (JD). Beginning 2016, the number of non-academic staff in all faculties and branch campuses are referring to <i>norma perjawatan</i> which is based on the number of students in the respective faculties or branch campuses [3.2.1a]. The <i>norma perjawatan</i> has been reviewed in 2021 for appointment application in the <i>Anggaran Belanja Mengurus (ABM)</i> that was forwarded to the Ministry of Higher Education (MOHE) and JPA for appointment warrant application [3.2.1b]. Number of non-academic staff for each highest qualification is tabulated in Table 3.2.1(a).</p>

Table 3.2.1 (a): Number of non-academic staff with highest qualifications according to grades (as of 31 December 2021)

Grade	Highest Qualifications						Number of Staf
	PhD	Masters	Professional	Bachelor's Degree	Diploma	Others	
VU4	1						1
VU6	4	0	1	0	0	0	5
VU7	0	3	1	0	0	0	4
<i>Pengurusan dan Profesional</i>	7	301	79	817	11	12	1236
<i>Pelaksana I</i>	1	59	179	725	2321	2815	6100
<i>Pelaksana II</i>	0	0	2	7	44	2128	2181
Total	13	372	262	1549	2376	4955	9527
Percentage (%)	0.1	3.9	2.8	16.3	24.9	52.0	100.0

As tabulated in Table 3.2.1(b), the ratio of academic staff to non-academic staff is 1:1.06 while ratio of non-academic staff to students is 1.06:17. This shows that the university has adequate non-academic staff to support the academic programmes offered. Further data on non-academic staff as of 31 December 2021 can be found in [\[3.2.1c\]](#).

Table 3.2.1 (b): Non-academic to student ratio (as of 31 December 2021)

Position	Allocation							OS 29000	Filled Including OS29000	Percentage
	UiTM Warrant	HPU Warrant	Warrant Percentage (%)	Filled	Filled Percentage (%)	Vacant	Vacant Percentage (%)			
Total Academic Staff	9192	0	100.0	8827	96.0	365	4.0	166	8993	100.0
Non-academic Staff										
<i>Pengurusan & Profesional</i>	1121	242	12.6	1167	104.1	196	17.5	79	1246	13.1
<i>Pelaksana I</i>	6004	959	64.3	6004	100.0	9592	16.0	96	6100	64.0
<i>Pelaksana II</i>	2222	277	23.1	2172	97.7	327	14.4	9	2181	22.9
Total Non-academic Staff	9347	1478	100.0	9343	100.0	1482	15.9	184	9527	100.0
Grand Total	18539	1478		18170		1847		350	18520	
Total Number of Full Time Students Session 2 Year 2020/2021				153 861						
Ratio		Non-academic Staff			Academic Staff			Student		
Target		0.9			1			15		
Warrant		1.18			1			17		
Filled		1.06			1			17		

3.2.2 The HEP must have a training scheme for the non-academic staff to fulfil the specific needs of academic programmes for example, safety and risk management, maintenance of specialised equipment, and additional technical skills.

Centre for Competency Development of the Institute of Leadership and Development (ILD) is responsible for developing and implementing training programmes and talent management plans for UiTM non-academic staff. It is expected that each staff fulfills the minimum of 42 hours of training as indicated in [\[3.2.2a\]](#) followed by the recent strategic plan 2021-2025 [\[3.2.2b\]](#). The training offered to the non-academic staff are grouped into different competencies such as teamwork, human resource management, leadership, strategic thinking and others as tabulated in [\[3.2.2c\]](#). In 2021, some of the training is organized in collaboration with several departments in UiTM that are focusing on the functional competencies. Some of the examples for such training are as follows:

1. KP Scheme (Auxiliary Police) - *Kursus Asas Keselamatan*
2. S Scheme (Counseling) - AKRAB
3. N Scheme (Administrative Officer) - AR All Star

Samples of other training conducted by ILD can be seen in [\[3.2.2d\]](#), [\[3.2.2e\]](#), [\[3.2.2f\]](#), [\[3.2.2g\]](#). All speakers, trainers, instructors and consultants for the training are encouraged to diversify their delivery methods so that it will be more interactive with two-way communications. This is in line with UiTM 2025 Strategic Planning towards a Globally Renowned University (GRU). The training offered by this centre is updated annually based on the training needs analysis that is carried out at the end of the year. It is also to ensure that the training offered address the current and future challenges for example the Professional Upskilling through the Percipio Expert in collaboration with Awanbiru Technology Berhad (Awantech) that is addressing the eighth Sustainable Development Goal (SDG8) Decent Work and Economic Growth [\[3.2.2h\]](#). As depicted in Figure 3.2.2(a), this programme offered an online self-paced training which comprises generic competencies, functional competencies and leadership competencies.

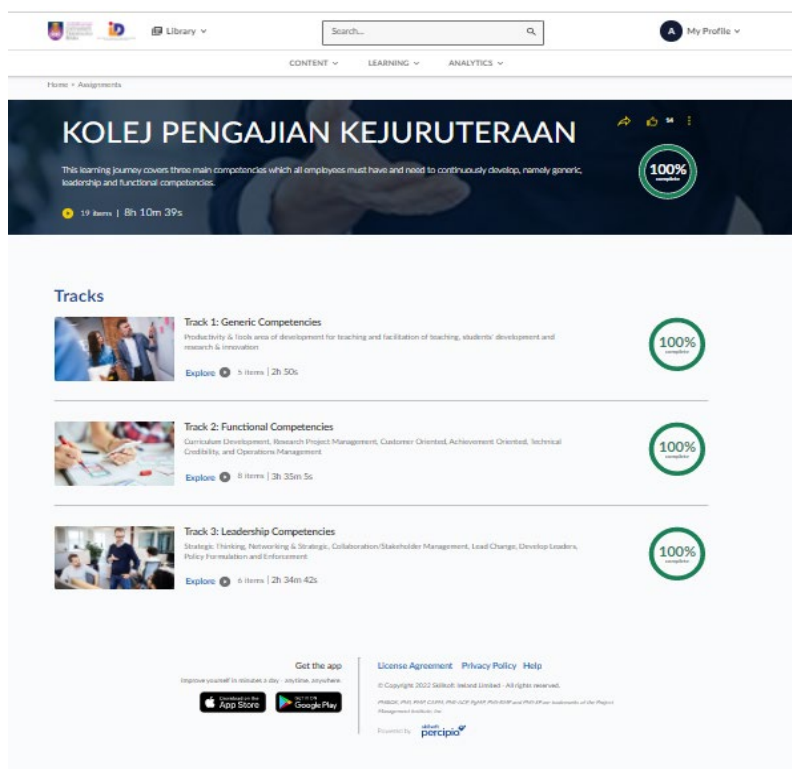


Figure 3.2.2(a): Professional Upskilling Programme with Awantech

Figure 3.2.2(b) depicts the number of non-academic staff attending training organised by ILD in increasing significantly from 2017 to 2021. Samples of the attendance list can be found in [3.2.2j, 3.2.2j, 3.2.2k].

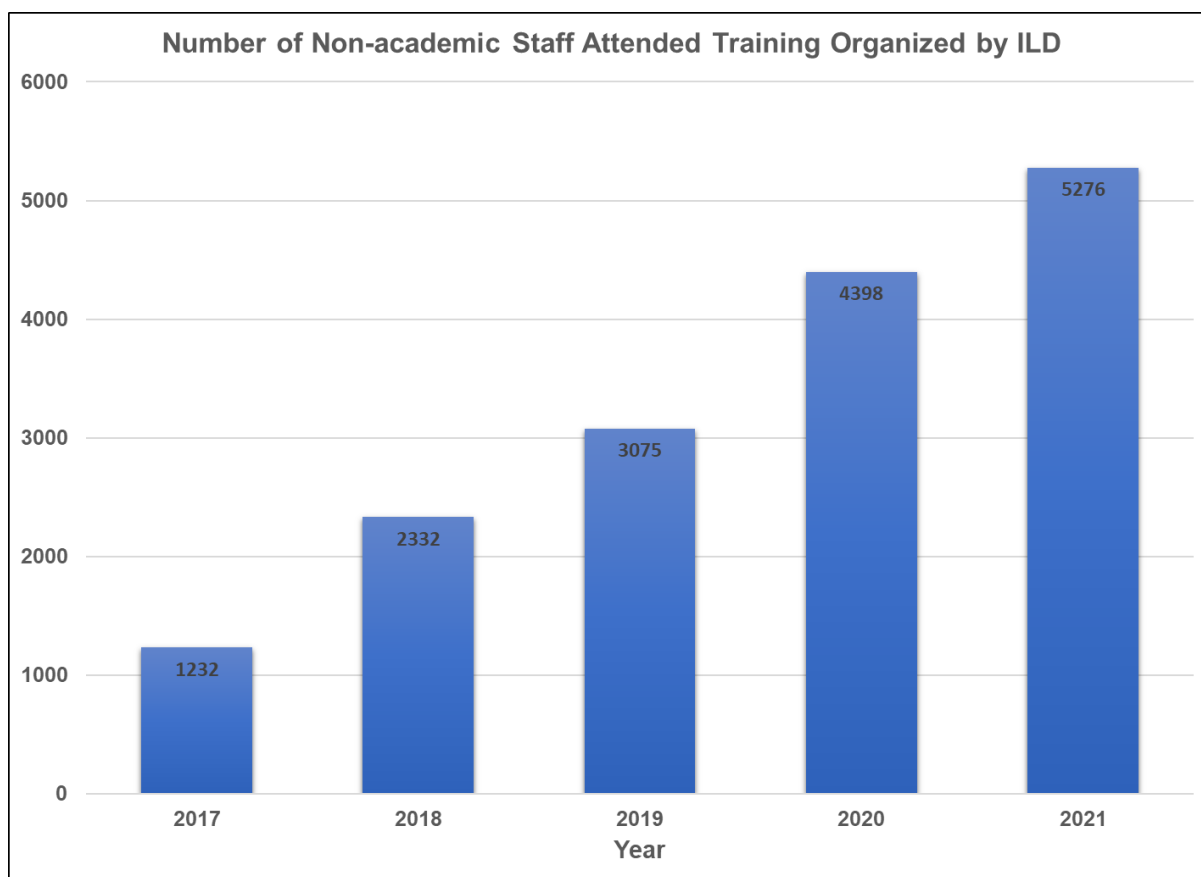


Figure 3.2.2(b): Number of Non-academic Staff Attended Training by ILD from 2017 to 2021

As sampled in [3.2.2l, 3.2.2m, 3.2.2n], the training effectiveness is evaluated through the feedback form distributed to the participants after the training has been conducted followed by relevant actions taken for improvement based on evaluation findings. Some of the improvements that have been made by the Centre for Competency Development of ILD are:

- UiTM Training Management Briefing will be conducted on the 8th of March 2022 as shown in Figure 3.2.2(c) by ILD to all Panel Pembangunan Sumber Manusia (PPSM) secretaries of the faculties, branch campuses and departments in UiTM explaining various guidelines, and the latest information related to effective and efficient training management.
- Beginning 2022, all training is designed to meet the requirements of the non-academic staff competency set as indicated in [3.2.2d].



Figure 3.2.2(c): UiTM Training Management Briefing by ILD

On top of that, the non-academic staff in UiTM also can enjoy the benefits as a UiTM staff enrolling in the programmes offered by the Institute of Continuing Education & Professional Studies (iCEPS). For example as pictured in Figure 3.2.2(d), UiTM staff are given a 50% discount to pursue their studies in any diploma or degree programmes offered by iCEPS. Table 3.2.2(a) tabulates the number of UiTM staff that have enrolled in the respective iCEPS programmes in 2021.



Figure 3.2.2(d): Benefits for UiTM Staff Who Enroll in iCEPS Programmes

Table 3.2.2(a): Number of UiTM staff that have enrolled in iCEPS programmes in 2021

Programme Type	Programme Name	Number of Participants from UiTM	
		Academic Staff	Non-academic Staff
Annex Certificate	<i>SP Keselamatan Siber Lanjutan</i>	2	2
	<i>SP Pembelajaran Mesin Gunaan</i>	1	0
Professional Certificate	Professional Certificate In Advanced Cybersecurity	2	2
	Professional Certificate In Applied Machine Learning	1	0

The non-academic staff are also given the opportunity to further their study to a higher level with a scholarship named *Hadiah Latihan Persekutuan (HLP)* and study leave are also provided as elaborated in [\[3.2.2o\]](#) and Table 3.2.2(b) shows the number of non-academic staff who has further their study funded by HLP.

Table 3.2.2(b): Number of UiTM non-academic staff further their study funded by HLP from 2017 to 2021

Year	Level		Total
	Master	PhD	
2017	3	1	4
2018	7	0	7
2019	6	1	7
2020	4	11	15
2021	4	9	13
Total	24	22	46

3.2.3 The HEP must have a policy on work ethics and performance review scheme for continuous development and career advancement of the non-academic staff to ensure good university management.

3.2.3.1 UiTM Policy on Work Ethics

A policy on work ethics in UiTM was previously separated between the academic and non-academic staff. In 2010, the work ethics policy for both academic and non-academic staff was

merged into a single policy. The latest policy on work ethics was published by the university Integrity Unit [3.2.3a] in July 2020 known as *Kod, Nilai dan Etika Warga Universiti Teknologi MARA* [3.2.3b]. UiTM iDART ESI [3.2.3c] has been established by the university in 2020 comprising of individual values of *Ilmu, Disiplin Amanah, Rajin and Tanggungjawab* (iDART) as well as Excellence, Synergy, Integrity (ESI). These applied values are the main essence in decision making and action. UiTM is confident and believes that these values are the foundation to the production of productivity, continuous improvement efforts and contribute to the sustainability of life. All modules and training are organised by ILD embedded with UiTM i-DART ESI values which is also supporting the UiTM 2025 Strategic Planning towards a Globally Renowned University (GRU). ILD is also responsible for developing the measurement instrument to evaluate the ESI iDART values among the staff. In 2020 when the first year ESI iDART was introduced to the staff, ESI iDART index was 77.1% while in 2021 it has increased by 0.4% to 77.5% where it was known as ESI iDART 2.0. The report on this finding can be obtained in [3.2.3d]. UiTM continues to uphold the ESI iDART values in line with its mission and vision heading towards the UiTM 2025 as a Globally Renowned University where beginning 2022, iDART ESI values will be evaluated as part of the staff annual appraisal.

3.2.3.2 Non-academic Staff Performance Management and Career Advancement

The achievement of an organisation's objectives largely depends on effective work planning and human resource management. Effective human resource management involves human resource development processes such as identifying potential, training and effective communication. This can be done through objective, fair and transparent staff performance appraisals. Performance review scheme for continuous development and career advancement of the non-academic staff is conducted through the non-academic staff performance management. It involves the process of setting Annual Work Targets (SKT), evaluation of the behaviour and work achievements of the staff within a certain period to improve the quality and productivity of a department. Staff assessment is held annually using the *Laporan Penilaian Prestasi Tahunan (LNPT)* to measure the performance, maintain and enhance the capabilities and productivity of UiTM staff as well as the performance of the organisation. The LNPT report is used as a basis in the implementation of several aspects of staff management as follows:

1. determine the salary increment of newly appointed staff and staff who will continue their studies/sabbatical/industrial training
2. determine placements and career fields that are appropriate to the potential, abilities, privileges, and advancement of staff

3. determine eligibility and suitability for promotion, acting a position, loan application and temporary exchange
4. determine eligibility and suitability for salary movements and shifts
5. determine the awarding of UiTM Service Excellence Awards or conferment of Federal/ State Order/ Awards/ Honors/ Medals as well as the awarding of letters of appreciation
6. identify and plan training needs
7. provide counselling with the aim of improving and enhancing the performance and motivation of staff
8. decision on contract extension for contract staff

[3.2.3e] shows the manual on preparing the LNPT. All staff including the permanent, contract and temporary are required to prepare their LNPT otherwise they will be penalized as shown in [3.2.3f]. A letter notifying all staff on the preparation of LNPT is issued in October each year as shown in [3.2.3g].

Previously the appraisal process was conducted using manual forms. Since 2018, as shown by the letter in [3.2.3h], the process has been upgraded into an online system through the Human Resource Management System known as HR2U system as depicted in Figure 3.2.3(a). The system can be accessed via [3.2.3i].

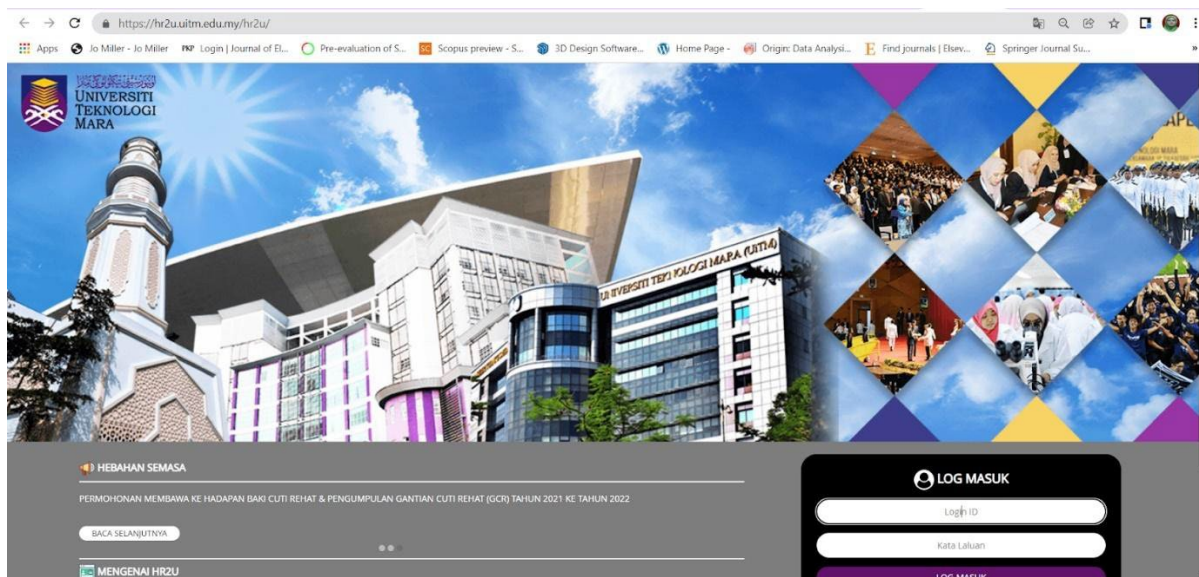


Figure 3.2.3(a): HR2U Homepage

The annual staff appraisal meeting is conducted behind closed doors between the head of each department to identify the top performers for the year and to identify any staff who has performed below par. For staff who have performed below par, measures are taken to identify the problems the staff may be facing, and further action can be taken such as retraining, coaching, work reassignment, inter unit transfers, issuing warning letters and/or other types of disciplinary actions. This is to ensure that staff constantly meet the performance standards set by their respective department and behave appropriately in the workplace.

The promotion for the non-academic staff is under the responsibility of the *Bahagian Kemajuan Kerjaya (BKK)* of the Registrar's Office. The process can be obtained via [3.2.3]. Table 3.2.3(a) outlines the number of non-academic staff being promoted from 2017 to 2021.

Table 3.2.3(a): Number of promoted non-academic staff (2017-2021)

Year	Position	Total	
2017	<i>Pengurusan & Profesional</i>	113	
	<i>Pelaksana</i>	212	
	Total	325	
2018	<i>Pengurusan & Profesional</i>	155	
	<i>Pelaksana</i>	261	
	Total	416	
2019	<i>Pengurusan & Profesional</i>	95	
	<i>Pelaksana</i>	346	
	Total	441	
2020	<i>Pengurusan & Profesional</i>	73	
	<i>Pelaksana</i>	651	

	Total	724	
2021	<i>Pengurusan & Profesional</i>	90	
	<i>Pelaksana</i>	615	
	Total	705	

3.2.3.3 Appreciation for Non-academic Staff

UiTM appreciates the staff who have provided excellent service whose quality or production exceeds the requirements of the normal responsibilities of his position. The services provided can be used as an example and able to motivate other UiTM staff. *Anugerah Perkhidmatan Cemerlang (APC)* is awarded annually based on the performance evaluated through the LNPT.

Eligible staff that can be considered for nomination and given the award are as follows:

1. members of the Public Service in all groups, grades and categories appointed by any appointing authority, including parties delegated authority by the appointing authority concerned, to serve with a public agency whether on a permanent, temporary or contract basis. These include members who are above the pay scale and conditions of service under the 1976 Cabinet Committee Report, the New Remuneration System (SSB) and the Malaysian Remuneration System
2. has served for a full period of one year on the date of the year of assessment
3. obtained a performance score of 85 percent and above in the year of assessment
4. no unpaid leave in the year of assessment; and
5. free from disciplinary action in the year of assessment

The total number of APC recipients for each department must not exceed eight percent of the total current active staff as of 31 December of the assessment year. The secretary of the PPSM will calculate the number of active staff as of 31 December for the calculation of the total APC quota and check on the eligibility of the candidates to be awarded with APC. The shortlisted APC candidates are then submitted to the Service Management Division that will check on whether the shortlisted APC candidates meet the criteria or not. If it meets the criteria, it will be brought to the MSM for approval. Since the use of the HR2U system in 2018. All processes mentioned above are done through the system. The PPSM secretary will retrieve the number of quotas and the number of staff in the department who meet the criteria automatically. The list of

total staff who meet the APC nomination criteria will be notified to PPSM members and forwarded to the Service Management Division through the system where Service Management System will print the details for MSM approval. Consequently, the APC nomination can be carried out in an orderly manner because the selection can be done quickly through the automated features of the HR2U.

On top of APC, an annual award known as *Anugerah Pentadbir* is also presented to the non-academic staff with outstanding achievement as elaborated in [\[3.2.3k\]](#), [\[3.2.3l\]](#), [\[3.2.3m\]](#).

3.2.3.4 Innovation by Non-academic Staff

The non-academic staff are encouraged to contribute towards promoting and maintaining a conducive environment as well as embracing culture of innovation within UiTM through the *Kumpulan Inovatif dan Kreatif (KIK)* [\[3.2.3n\]](#) and Operational Excellence (OE) [\[3.2.3o\]](#) which are spearheaded by the Institute of Quality and Knowledge Advancement (InQKA), UiTM.

KIK was previously known as the *Kumpulan Mutu Kerja (KMK)* that was introduced at UiTM since 1985 to solve work problems and improve the department's work system as well as provide opportunities for UiTM staff to explore their abilities and improve their personal competencies. Since 2006, KMK has been changed to KIK as one of the KAIZEN management tools in UiTM in line with the current changes in solving UiTM's problems. In contrast to KMK, KIK membership may cross various departments at UiTM which not only provides techniques to solve existing problems or improvements in UiTM, but also enables KIK members to use quality control tools and techniques to innovatively enhance the system and service delivery to their clients. Samples of innovations through KIK and KIK winners can be obtained via [\[3.2.3p\]](#), [\[3.2.3q\]](#), [\[3.2.3r\]](#), [\[3.2.3s\]](#), [\[3.2.3t\]](#) while [\[3.2.3u\]](#), [\[3.2.3v\]](#) are samples of KIK innovations that have been utilised in UiTM.

In contrast, OE is focusing on improving the processes that are critical to quality and aiming at reducing waste and use of resources. Some of OE outputs that are being implemented in UiTM can be obtained through [\[3.2.3w\]](#), [\[3.2.3x\]](#), [\[3.2.3y\]](#).

EVIDENCES	
3.2.1a	Norma Perjawatan UiTM 2016
3.2.1b	Website: Bengkel Penyelarasan Norma Perjawatan 2.0
3.2.1c	Statistik Staf UiTM Sehingga 31 Disember 2021
3.2.2a	Pekeliling Naib Canselor Bil 4 Tahun 2017 Penguatkuasaan Semula Pelaksanaan Dasar Latihan 42 Jam bagi Staf UiTM
3.2.2b	Pelan Perancangan Strategik Sumber Manusia UiTM 2021-2025
3.2.2c	Senarai Latihan Pembangunan Kompetensi
3.2.2d	Website: ILD UiTM Training Calendar 2022
3.2.2e	ILD Online Upskilling and Reskilling
3.2.2f	Senarai Latihan Pelan Pembangunan HR2U
3.2.2g	Senarai Latihan Mengikut Kategori
3.2.2h	Programme Professional Upskilling with Awantech
3.2.2i	Kehadiran Kursus Mukmin Profesional (Staf Super)
3.2.2j	Kehadiran Kursus Kemahiran Komunikasi Siri 2
3.2.2k	Kehadiran Kursus AKRAB Care UiTM 2021
3.2.2l	Laporan Maklum Balas Peserta Staf Super 30.07.2021
3.2.2m	Laporan Maklum Balas Peserta Komunikasi Berkesan 28.06.2021
3.2.2n	Laporan Maklum Balas Peserta AKRAB Care 28.12.2021
3.2.2o	Unit Cuti Belajar dan Biasiswa (Pentadbiran)
3.2.3a	Website: Unit Integriti UiTM
3.2.3b	Kod Nilai dan Etika Warga UiTM
3.2.3c	Fakta ESI iDART- ILD UiTM

3.2.3d	Laporan Kajian ESI iDART 2021
3.2.3e	Manual Penyediaan Laporan Nilai Prestasi Tahunan (LNPT) bagi Staf UiTM
3.2.3f	Pekeliling Naib Canselor Bil. 3 Tahun 2013
3.2.3g	Penyediaan LNPT bagi Tahun 2020
3.2.3h	Penggunaan Sistem HR2U
3.2.3i	Website: HR2U
3.2.3j	Unit Kenaikan Pangkat (Pentadbiran)
3.2.3k	Input Anugerah Pentadbir UiTM Tahun 2020
3.2.3l	Pemenang Anugerah Pentadbir UiTM 2020
3.2.3m	Slide Panel Hakim Anugerah Pentadbir UiTM Bil. 2.2021
3.2.3n	Website: Kumpulan Inovatif dan Kreatif (KIK) InQKA, UiTM
3.2.3o	Website: Sistem Kualiti dan Kecemerlangan Operasi (SKKO) InQKA, UiTM
3.2.3p	Sample KIK Project
3.2.3q	Sample KIK Project 2
3.2.3r	Keputusan KIK 2021 - Hadiah Utama
3.2.3s	Keputusan KIK 2021 - Pengiktirafan Projek Emas
3.2.3t	Keputusan KIK 2021 – Primer
3.2.3u	KIK - I-Clique
3.2.3v	KIK - Petabyte
3.2.3w	OE - Pengurusan Bahan IR_PTAR
3.2.3x	OE - Proses Penyediaan Fail Kursus Elektronik
3.2.3y	OE - Proses Penyediaan Senarai Daftar Bahan Kimia Berbahaya (Chemical Register)

RESPONSE	
3.3 Physical and Technological Resources	Self-Review Rating: 4
<p>3.3.1 The HEP must have clear policies for managing educational resources which are regularly reviewed and improved to support the achievement of the programme learning outcomes and the institutional goals.</p>	
<p>UiTM has policies for managing its educational resources, which are reviewed and improved to support the achievement of the programme learning outcomes and institutional goals. This can be seen through the <i>Dasar Pengurusan Rekod UiTM</i> and other policies, procedures and guidelines implemented in UiTM.</p> <p>Under the UiTM-RMK budgeting plan, priority is given to educational resources allocation, amounting to RM46.5 million to 51.9 million from 2017 to 2020.</p> <p>Allocation and analysis for planned and preventive maintenance of T&L facilities are discussed in <i>Pejabat Pembangunan Infrstruktur dan Infostruktur (PPII)</i> meetings; to realign the effectiveness of budget spent in creating a conducive T&L environment for students and staff of UiTM.</p> <p>Benefits can be seen in terms of the ICT platform and teaching tools that support online T&L, such as UFUTURE, an ODL platform used throughout UiTM which has full user cloud migration by 18th Sept 2021.</p> <p>Narrative 3.3.1</p>	

NARRATIVE	
AREA 3: TALENT AND RESOURCES	
3.3	Physical and Technological Resources
3.3.1	<p>The HEP must have clear policies for managing educational resources which are regularly reviewed and improved to support the achievement of the programme learning outcomes and the institutional goals.</p> <p>UiTM has policies [3.3.1a] for managing its infrastructure including the educational resources, which are reviewed and improved to support the achievement of the programme learning outcomes and institutional goals. Policies, procedures and methods for managing university records and archives for <i>Perpustakaan Tun Abdul Razak (PTAR)</i> are embedded within <i>Dasar Pengurusan Rekod UiTM</i> [3.3.1b], published to explain the procedures and guidelines to UiTM Responsibility Centres (PTJ) in managing records effectively and systematically. The policy is used as a basic reference in understanding the concept of records management holistically starting from the process of creation, use, preservation and disposal. Records management that has been organized properly will enhance the capability, efficiency and effectiveness of PTJ in offering more efficient services.</p> <p>To ensure that UiTM records are managed efficiently, <i>Dasar Pengurusan Rekod UiTM</i> has outlined 15 thrusts that must be adhered to and implemented by each PTJ, which are: <i>Fail Rasmi, Klasifikasi Fail UiTM, Bilik Fail/Ruang Penyimpanan Fail, Registri Jabatan/Bahagian, Ciri Keselamatan Dokumen, Pemindahan Rekod, Pemusnahan Rekod, Jadual Pelupusan Rekod, Penyerahan Rekod Penting Universiti, Audit Pengurusan Rekod, Pelan Tindakan Bencana Rekod, Aplikasi Pengurusan Rekod Elektronik dan Digital, Pengurusan Rekod Elektronik, Panduan Pengurusan Rekod Sektor Awam and Pelupusan Sumber Bahan Perpustakaan</i> [3.3.1c].</p> <p><i>Dasar Pengurusan Rekod UiTM</i> was approved by the <i>Majlis Eksekutif Universiti (MEU)</i> on 26th August 2020 and approved by the <i>Lembaga Pengarah Universiti (LPU)</i> on 18th November 2020 for implementation throughout UiTM. Furthermore, records and archive management is also implemented based on various other policies and guidelines as a procedural guide to all PTJ record managers, such as <i>Polisi Pengurusan Rekod, Polisi Pembangunan Arkib, Polisi Perkhidmatan Arkib, Panduan Pelaksanaan Fail Klasifikasi</i></p>

Perkara, Panduan Pelaksanaan Penyelarasan Pengurusan Rekod Kendiri and Garis Panduan Pengurusan Dokumen Terperingkat [\[3.3.1d\]](#).

Indirectly, the types of university reference materials managed by the library have changed to support ODL teaching and learning where there is an increase in the number of electronic collections to ensure that users can access materials easily, embedded in the 3A concept (Anywhere, Anytime, Anyone). Accordingly, *Jawatankuasa Pengurusan Eksekutif PTAR Bil.27/2021* dated 15 October 2021 has approved the University Reference Material Development Policy which is enforced for all UiTM Libraries [\[3.3.1e\]](#). It is the University's reference material resource development guidance with a library material development ratio for electronic and printed sources of 70:30 which includes the provision of procurement and acceptance of materials for university syllabus collection and library scholarly references. The new objectives for the University's reference resource development ratio are in line with the Ministry of Higher Education (MOHE) strategic focus for the empowerment of education digitization, the implementation of ODL at UiTM and the UiTM digital library initiative.

Given that acquiring the library collection should be based on course information and programmes, PTAR has developed a policy on syllabus resources to be used as a guidance in building a syllabus collection that covers printed and non-printed materials. The policy was formulated in 2014, covering all PTAR branches in 14 locations. Since then, the syllabus collection has grown into 24,000 titles to facilitate faculties and academic centers at 39 campuses. In 2021, PTAR, with internal expertise and without any cost, developed the e-syllabus system that can update lecturers on PTAR syllabus collection. E-syllabus is an integration system between UiTM Curriculum Management System (AIMS) and PTAR systems that electronically match the parallel ISBN number. The output from the system is that the faculty could self-generate the syllabus titles and be informed of titles not in PTAR collection [\[3.3.1f\]](#).

PTAR has improved the management of educational resources by practising agile governance. *Majlis Eksekutif Universiti Bil. 37/2021* dated 10th November 2021 has agreed to approve two (2) Committees at the Library Operations level, namely *Jawatankuasa Perolehan Sumber Rujukan Universiti (JPBRU)* and *Jawatankuasa Teknikal Sumber Digital (JTSD)* to meet the needs of digital resource procurement. The function of JPBRU is to evaluate and approve the procurement of university reference materials both local and

international which include printed materials, media and electronic materials based on the allocation and needs of the university; while the function of JTSD is to evaluate and approve technical aspects for Digital Resource procurement applications such as Online Database and e-Journal with evaluation of subscription content aspects, accessibility, subscription product platform, security and product service risk management. In 2021, JPBRU Meetings were held eight (8) times where the Budget Approval Report by Faculty 2021, Online Database Subscription Progress Report for 2021 and the payment status for all titles were presented. Meanwhile, the JTSD Meeting was the first meeting held on 18th November 2021 which discussed the role and functions of the committee as well as the 2022 Online Database subscription [\[3.3.1g\]](#)

In line with the University's strategic thrust of Quality Education, one of PTAR's initiatives planned in 2020 was to upgrade the Tun Abdul Razak Library network system at UiTM Shah Alam with an allocation of RM350,000.00 using the PTAR Management Fund. The Proposal to Supply, Send, Install and Test ICT Equipment (Network) at the Tun Abdul Razak Library, UiTM Shah Alam was presented and approved by the *Majlis Eksekutif Universiti* Bil. 38/2020, dated 17th November 2020. The meeting decided to agree with this proposal based on the importance and needs of internet and Wi-Fi network infrastructure to ensure that students can implement ODL learning on the UiTM campus. PTAR network upgrade projects include: 1. ICT Infrastructure Works – UTP Cabling 2. Access : Access (Fiber/FastE) Switch 3. Wireless Access Point 4. Miscellaneous Items The PTAR network project was completed in May 2021 and a network briefing was held on 4 June 2021 to PTAR UiTM Shah Alam staff after completing the installation of switches, nodes and cabling as well as new AP [\[3.3.1h\]](#).

Under the UiTM-RMK budgeting plan, priority is given to educational resources allocation, amounting to RM46.5 million to 51.9 million from 2017 to 2020 [\[3.3.1i\]](#) as shown in Table 3.3.1(a).

Table 3.3.1(a): Analisis Belanja untuk Pengajaran dan Pembelajaran (P&P) dari Tahun 2017-2020

			TAHUN			
	Kod Objek	Keterangan	2017 (RM)	2018 (RM)	2019 (RM)	2020 (RM)
1	25000	Bahan Mentah Fakulti Pengurusan Hotel	2,563,720.00	3,886,920.00	2,423,460.00	901,520.00
2	27120- 27122	Langganan PDAT, E- Book Perpustakaan	6,368,100.00	3,710,120.00	3,236,100.00	3,031,630.00
3	27403- 27499	Bekalan Perubatan, Pergigian, Kesihatan	7,266,550.00	10,357,040.00	11,902,610.00	19,617,390.00
4	27700	Bahan dan Peralatan Makmal	5,583,240.00	4,936,590.00	5,811,580.00	6,238,300.00
5	29108	Software	591,600.00	1,000,270.00	1,233,600.00	4,177,050.00
6	29152	Akreditasi Program	1,279,520.00	679,740.00	285,300.00	184,240.00
7	29413	Aktiviti Pelajar	10,050,100.00	15,798,700.00	16,792,440.00	4,816,230.00

8	52901	Cukai	12,809,300.00	14,237,790.00	13,821,550.00	12,934,690.00
		JUMLAH	46,512,120.00	54,607,180.00	55,506,650.00	51,901,060.00

Allocation and analysis for planned and preventive maintenance of T&L facilities are discussed in PPII meetings; to realign the effectiveness of budget spent in creating a conducive T&L environment for students and staff of UiTM [[3.3.1](#)], [3.3.1k](#), [3.3.1l](#)]. Benefits can be seen in terms of the ICT platform and teaching tools that support online T&L, such as UFUTURE, an ODL platform used throughout UiTM which has full user cloud migration by 18th Sept 2021. Previously, UiTM used separate systems for ODL including iLearn for full time students, iClass for part time students and MOOC for open learning. UFUTURE combines all platforms into a single platform with cloud technology which can host and accommodate more students, and final assessments on UFUTURE enable proctoring with a dashboard to ensure integrity

EVIDENCES	
3.3.1a	Laman Sesawang Dasar Jabatan Infrastruktur
3.3.1b	Dasar Pengurusan Rekod UiTM
3.3.1c	PTAR Pengurusan Rekod dan Dokumen UiTM
3.3.1d	Polisi Pengurusan Rekod PTAR
3.3.1e	Surat Kelulusan Polisi Pembangunan Bahan Rujukan PTAR
3.3.1f	PTAR Syllabus System
3.3.1g	PTAR Minutes of Meeting
3.3.1h	PTAR WiFi Poster
3.3.1i	Budget analysis for Teaching and Learning; Bursary minutes of meeting (<i>Bajet Mengurus UiTM</i>) on details of budget allocation for educational resources in UiTM-RMK budget percentage on allocation
3.3.1j	Minit mesyuarat Pengurusan Infostruktur dengan Ketua ICT Kampus Negeri
3.3.1k	Results Analysis BHEA
3.3.1l	Senarai latihan staf PPII setakat September 2021

RESPONSE	
3.3 Physical and Technological Resources	Self-Review Rating: 4
<p>3.3.2 The HEP must regularly review and improve physical and technological resources including physical facilities, library, equipment and information and communication technology facilities that are distributed and scheduled according to educational and institutional needs.</p> <p>UiTM has good, appropriate, safe and serviceable facilities and IT resources to support teaching, research and other related services in line with Education 5.0, such as collaborative and hybrid classrooms, makerspace and fab lab, smart classrooms, AR-VR simulation lab and other immersive learning spaces.</p> <p>UiTM's physical facilities also include library and technological resources (ICT equipment and facilities such as computer labs, WIFI and internet connection, OPAC, hardware and software) which are regularly reviewed and improved. ICRESS system is utilised in UiTM for distribution and scheduling to optimise the use of physical facilities in accordance with educational and institutional needs.</p> <p>Narrative 3.3.2</p>	

NARRATIVE	
AREA 3: TALENT AND RESOURCES	
3.3	Physical and Technological Resources
3.3.2	The HEP must regularly review and improve physical and technological resources including physical facilities, library, equipment and information and communication technology facilities that are distributed and scheduled according to educational and institutional needs.
<p>UiTM has good, appropriate, safe and serviceable facilities and IT resources to support teaching, research and other related services in line with Education 5.0, such as collaborative and hybrid classrooms, makerspace and fab lab, smart classrooms, AR-VR simulation lab and other immersive learning spaces [3.3.2a, 3.3.2b]. UiTM's physical facilities also include library and technological resources (ICT equipment and facilities such as computer labs, WIFI and internet connection, OPAC, hardware and software) [3.3.2c, 3.3.2d] which are regularly reviewed and improved [3.3.2e, 3.3.2f, 3.3.2g].</p> <p>Overall, the PTAR facilities are as follows: <i>Bilik Mesyuarat Utama</i>, Self Check Machine, Book Drop Machine, E-Resources Zone, <i>Galeri Pameran PTAR</i>, <i>Bilik Peta</i>. To ensure that UiTM</p>	

residents obtain the latest library information, PTAR has published i-Perpustakaan, a library handbook that contains complete information related to facilities and services provided by UiTM libraries, archives and galleries. i-Perpustakaan has interactive digital audio and video features such as the Library Virtual Tour covering 39 library networks throughout Malaysia, to help customers, especially students, to be closer to the library even if they have never physically visited the library [3.3.2h]. Subscription of electronic/online database and resources for the year 2022 has been informed by the PTAR Electronic Resources Division to Librarians at 39 UiTM campuses. This notification will be further disseminated through promotional activities and posters to all UiTM staff coordinated by the PTAR Corporate Communications Division using various mediums and platforms [3.3.2i, 3.3.2j].

Integrated Course Registration and Scheduling System (ICRESS) system is utilised in UiTM for distribution and scheduling to optimise the use of physical facilities in accordance with educational and institutional needs [3.3.2k].

EVIDENCES

3.3.2a	UiTM MOHE Immersive Learning Spaces
3.3.2b	CIDL Website - List of Equipment and Spaces in UiTM related to Education 5.0
3.3.2c	Available systems to support teaching and learning in UiTM
3.3.2d	Minutes of Meeting and Reports PPII
3.3.2e	Survey on Customer Satisfaction
3.3.2f	MKSP 1/2021 on Customer Satisfaction
3.3.2g	Analysis on Customer Feedback 2020
3.3.2h	Laman Sesawang Buku Panduan PTAR - UiTM
3.3.2i	Pemakluman Senarai PDAT 2022_PTAR
3.3.2j	Subscription of electronic online database and resources
3.3.2k	Information on ICRESS

RESPONSE	
3.4 Student Support Services	Self-Review Rating: 3
3.4.1 The HEP must have policies for managing student support services, extra-curricular activities and student representation and participation for total learning experience which must be regularly reviewed and improved.	
UiTM, under the responsibility of the Student Affairs Division, provides up-to-date policies for managing student support services, extra-curricular activities and student representation and participation for total learning experience which are regularly reviewed and improved. Policies, circulars and Standard Operating Procedures (SOPs) from units under the Student Affairs Division such as Student Development Centre, Co-Curriculum Unit, Career and Counselling Centre, Health Centre, Sports Centre, College Facilities Unit and Student Leadership Institute are reviewed based on current needs aimed at enhancing students learning experience in line with the mission and vision of UiTM.	
Narrative 3.4.1	

NARRATIVE	
AREA 3: TALENT AND RESOURCES	
3.4 STUDENT SUPPORT SERVICES	
3.4.1 The HEP must have policies for managing student support services, extra-curricular activities and student representation and participation for total learning experience which must be regularly reviewed and improved.	
Student support services are managed and administered by the Student Affairs Division headed by the Deputy Vice Chancellor and divided into seven main units and supported by the administration division. as shown in Figure 3.4.1(a).	

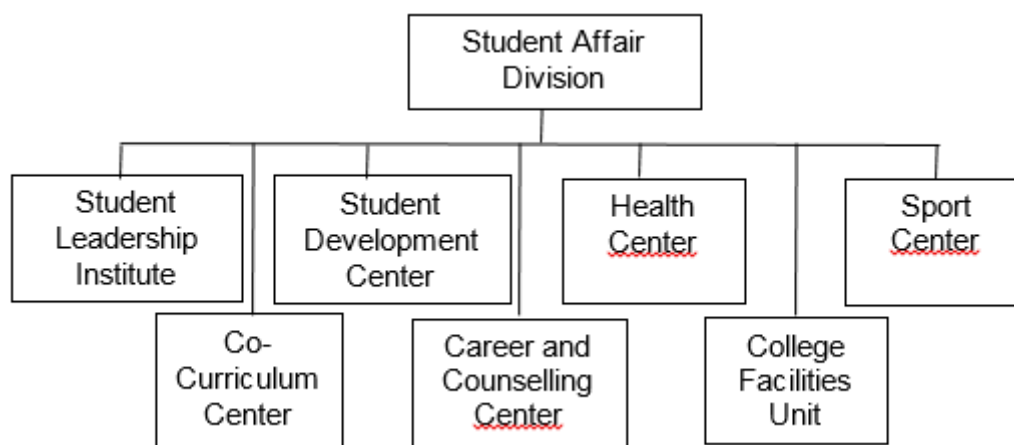


Figure 3.4.1(a): Organisation Structure of Student Affairs Division

The Student Affairs Division or Bahagian Hal Ehwal Pelajar (BHEP) is one of the significant divisions in helping UiTM produce graduates who have high soft skills and superior personalities to meet global needs. One of the main functions is to develop, review, and improve policies, circular and standard operating procedure (SoP) regularly based on feedback from stakeholders which are students, lecturers, coaches and advisors.

The Student Affairs Division is divided into seven main units based on their main functions monitored by the Deputy Vice Chancellor of Student Affairs Division as appendix [3.4.1a]. The functions and responsibilities of each unit are stated as follows:

a. Student Development Center

- Manage and coordinate activities and programmes for entire UiTM system
- Student development for the entire UiTM system.
- Plan and regulate activities and programmes.
- Student leadership throughout the UTM system.

b. Co-Curriculum Center

- To plan and implement the UiTM Co -Curriculum Policy.
- Appoint, train, monitor and evaluate co -curricular coaches.
- Plan and implement Soft Skills strengthening programmes to co -curricular students.
- Plan and implement volunteer programmes in the circle of UiTM students and staff.
- Plan and implement University Community programmes Engagement (UCE) to co -curricular students.
- Make an impact study on the implementation of UiTM co -curricular courses

c. Student Leadership Institute

- Planning Activity Needs and Development Programmes Students
- Coordinate and monitor student activities at the level/ Center/ Unit/ College/ Faculty/ UiTM
- Coordinate activities and competitions in the country and also International
- Prepare and maintain a database of student associations student club
- Secretariat of the trust fund

d. Health Center

- Provide outpatient and pharmacy services to UiTM residents.
- Provide comprehensive public health services.
- infectious disease control services, quality control food and health promotion.
- Provide dental services.
- Plan and implement medical services policy and UiTM health at the main campus and branch campuses.

e. Career and Counseling Center

Career

- Plan and implement programmes and development careers.
- Career guidance and information.
- Establish relationships with industry and employers.
- Registration, interview and job placement.
- Designing and implementing school finishing programmes.
- Provide a database and career information.

Counseling

- Operate psychological and counselling services including individual and group counselling services as well as career and academic counselling.
- Carry out activities and skills improvement programmes students.
- Manage and collect information related to counselling, psychology and consulting research.

f. Sport Center

- Plan and implement UiTM Sports Development Policy.
- Provide conducive sports infrastructure and facilities and quality services to students, staff and customers.
- Improving international standard sports facilities and managing, controlling and maintaining sports facilities.

- Organize sports development activities and programmes for UiTM students and staff.
- Participate in sports competitions at the Community level, IPT, KPT, National and International.
- Coordinate and implement Sports co-curriculum.
- Enhance UiTM's image through sports achievements in and overseas.

g. College Facilities Unit

- Provide accommodation facilities to students who are worthy.
- Plan and provide facilities and services in college.
- Manage and monitor service delivery provision of meal allowances.
- Conduct student activities at the College.
- Implement student development programmes at the College.

All units/centres in the Student Affairs Division are involved in the formulation of policies or circulars aimed at improving the student learning process. The complete review policies or circulars from 2018 until 2021 can be accessed on the website [\[3.4.1b\]](#) or google drive link [\[3.4.1c\]](#). During the implementation of the new policy or circular, dissemination to stakeholders such as students, lecturers, co-curricular coaches and so on will be done through mediums such as [\[3.4.1d\]](#) email, [\[3.4.1e\]](#) WhatsApp and even notice boards.

In addition, the main responsibility of each unit/centre under the Student Affairs Division is to develop, review and implement policies for stakeholders, especially students as shown in Table 3.4.1. The policies and circulars developed by the Student Affairs Division are to enhance the skills and total learning experience of students. For example, as in [\[3.4.1f\]](#) where the co-curricular unit develops a Guidelines for the Implementation of the Service Learning Malaysia Programme (SULAM)-University for Society to be used in all co-curricular courses. The SULAM programme is aligned with training for coaches and implemented for students as in Appendix. Among the SULAM activities that have been implemented by students are National Knights, Literary Appreciation, Ikatan Jannah Webinar and others which can be accessed in [\[3.4.1g\]](#).

The main documents that are referred during the process of reviewing and formulating new policies or circulars are [\[3.4.1h\]](#) Proses Kepuasan Pelanggan, Proses Penambahbaikan Berterusan [\[3.4.1i\]](#) and Proses Kaji Semula Pengurusan dated 1st July 2019 [\[3.4.1j\]](#). This document is used as a guideline by divisional administrators such as the Deputy Registrar and Assistant Registrar in formulating new policies or policy improvements.

Table 3.4.1 Policy and Total Learning Experience

Student Affair Unit	Policy	Total Learning Experience
Student Affair Division (HEP)	Manual Pengurusan Aktiviti Pelajar UiTM 2011 [3.4.1k] , Manual Pengurusan Aktiviti Pelajar UiTM 2014 [3.4.1l] , Manual Pengurusan Kebajikan Pelajar UiTM 2015 [3.4.1m] , Buku Panduan Pelajar UiTM 2018 [3.4.1n] , MPK Kebajikan Pelajar 2018 [3.4.1o] , MPK Unit Pengurusan Kebajikan Pelajar 2019 [3.4.1p] , Carta Alir Prosedur Permohonan Zakat Pelajar Mulai Feb 2020 [3.4.1q]	Laman Facebook BHEP UiTM Perlis [3.4.1r] Laman Facebook BHEP UiTM Shah Alam [3.4.1s] Laman Facebook BHEP UiTM Cawangan Perak Kampus Tapah [3.4.1t] Laporan Senat Ogos 2021 [3.4.1u]
Institut Kepimpinan Pelajar(IKP)	MPK Institut Kepimpinan Pelajar 2020 [3.4.1v] , Pekeliling TNC HEP Bil 10 Tahun 2020 [3.4.1w] , Carta Organisasi IKP [3.4.1x]	Laman Facebook IKP UiTM Shah Alam [3.4.1y]
Pusat Pembangunan Pelajar (PPP)	Manual Pengurusan MPP dan MDS 2011 [3.4.1z] , Carta Organisasi MPP UiTM Shah Alam 2020/2021 [3.4.1aa] , Takwim Program MPP UiTM Shah Alam 2020/2021 [3.4.1ab]	Laman Facebook MPP UiTM Shah Alam [3.4.1ac] Laman Facebook MPP UiTM Perlis [3.4.1ad] Laman Facebook MPP UiTM Pulau Pinang [3.4.1ae]
Pusat Ko-Kurikulum	Garis Panduan Aktiviti Kokurikulum Tahun 2020 SULAM [3.4.1af] , Buku Peraturan Akademik Sarjana Muda dan Diploma	Laman Facebook Pusat Kokurikulum BHEP UiTM Shah Alam [3.4.1an] Data SULAM ODL A+ 2021 [3.4.1ao]

	<p>(Pindaan 2021 Bil. 1) [3.4.1ag], Pekeliling TNC HEP Bil. 7 Tahun 2020 [3.4.1ah], Pekeliling TNC HEP Bil. 8 Tahun 2020 [3.4.1ai], Buku Panduan Kokurikulum Pindaan 2017(Julai 2017) [3.4.1aj], Pekeliling TNC HEP Bil. 16 Tahun 2020 [3.4.1ak], Garis Panduan Mengadakan Aktiviti [3.4.1al], Senarai 209 Kursus Kokurikulum [3.4.1am]</p>	<p>Pelaporan SULAM [3.4.1ap]</p>
<p>Pusat Sukan UiTM</p>	<p>MPK Pusat Sukan BHEP 2019 [3.4.1aq] Prosedur Operasi Tetap Prosedur Kelulusan Aktiviti Rekreasi 2017 [3.4.1ar] Manual MPK Pusat Sukan 2022 [3.4.1as], Carta Organisasi Pusat Sukan [3.4.1at], 7 Dasar Pusat Sukan UiTM [3.4.1au] Manual Karnival Sukan Mahasiswa (KARISMA) [3.4.1av] Manual Pengurusan Atlet Prestasi Tinggi [3.4.1aw] Manual Pengurusan Majlis - Majlis Anugerah Sukan [3.4.1ax] Manual Pengurusan Perkhidmatan Sukan UiTM [3.4.1ay]</p>	<p>Laman Facebook Pusat Sukan UiTM [3.4.1bb]</p>

	SOP Aktiviti Sukan [3.4.1az] Sukan Pelajar UiTM [3.4.1ba]	
Pusat Kerjaya dan Kaunseling (PKK)	MPP Kerjaya dan Kaunseling 2011 [3.4.1bc] , MPK Pusat Kerjaya dan Kaunseling [3.4.1bd] , MPK Kaunseling Merge Sept 2020 [3.4.1be] , MPK Kerjaya Merge Sept 2020 [3.4.1bf] , Carta Organisasi Bergambar 2021 [3.4.1bg] ,	Buku Laporan Pencapaian PKK 2019 [3.4.1bh] Laporan Aktiviti UKK UiTM Segamat Tahun 2020 [3.4.1bi] , Buku Laporan Pencapaian PKK 2020 [3.4.1bj] Laporan Pencapaian PKK Tahun 2018 [3.4.1bk]
Pusat Kesihatan UiTM	Manual Pengurusan Pusat Kesihatan Edisi Pertama 2011 [3.4.1bl] , MPK Pusat Kesihatan BHEP 2019 [3.4.1bm]	Laman Facebook Pusat Kesihatan UiTM Shah Alam [3.4.1bn]
Unit Kolej Kediaman (UKK)	Manual Pengurusan UKK UiTM Edisi 2011 [3.4.1bo] , Manual Pengurusan Perkhidmatan Kolej Kediaman Pelajar 2015 [3.4.1bp] , Manual Pengurusan Pelajar NR [3.4.1bq] , MPK Unit Kemudahan Kolej [3.4.1br] Pembentangan Dasar Penempatan 3.4.1h(iii)an Pelajar Terkini [3.4.1bs]	Laman Facebook UPKNR [3.4.1bt] Laman Instagram Kolej Mawar UiTM Shah Alam [3.4.1bu] Laman Instagram Kolej Melati UiTM Shah Alam [3.4.1bv] Laman Instagram Kolej Perindu UiTM Shah Alam [3.4.1bw] Laman Instagram Kolej Teratai UiTM Shah Alam [3.4.1bx]

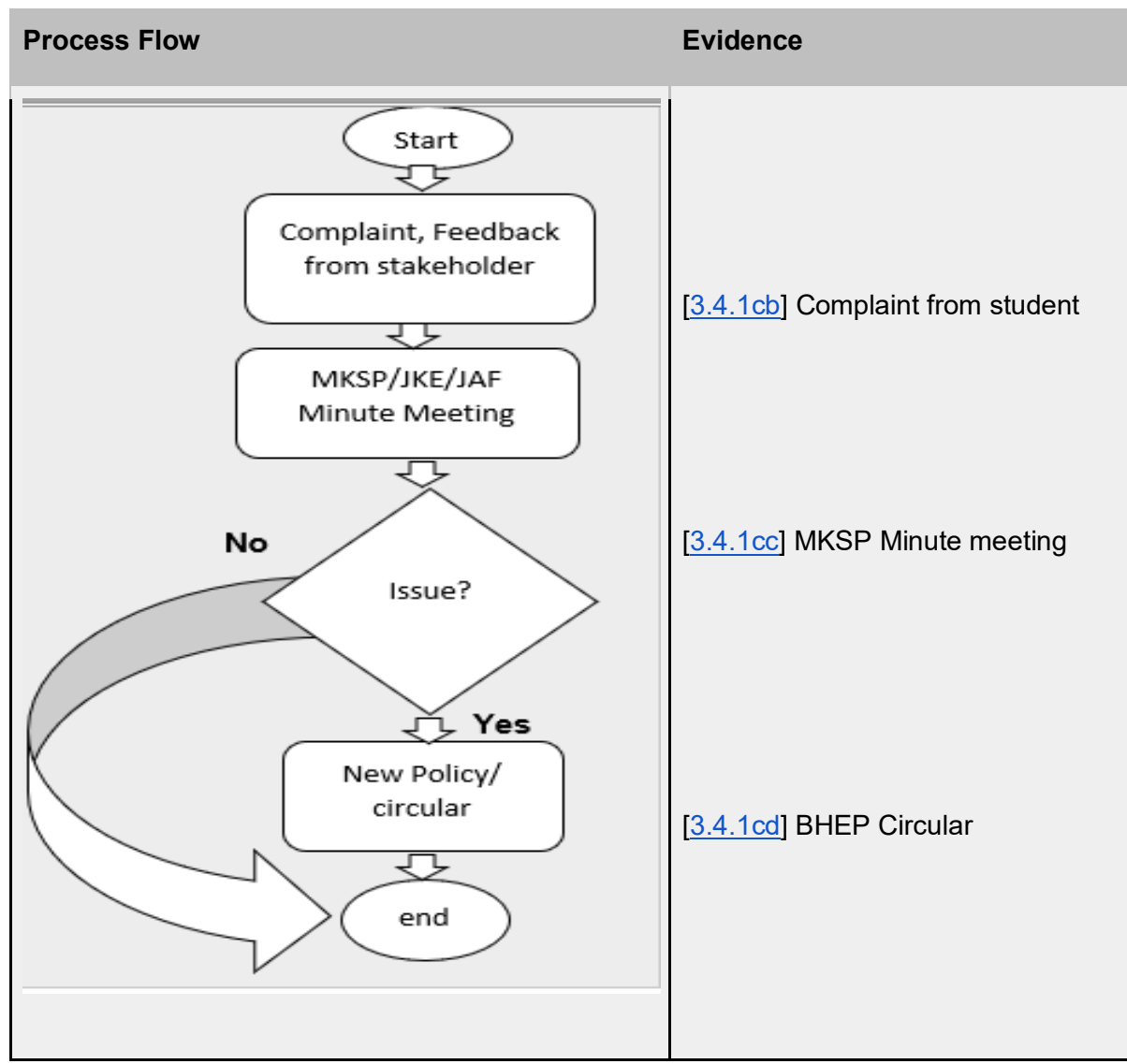
There are two types of policy revisions in improving students' learning experience:

- a. Policies are in place and have been improved with the aim of improving students' soft skills.

b. Introduction of new policies with the aim of improving the outcomes of the student learning experience.

As shown in Figure 3.4.1b, there are [3.4.1by] complaints from students related to co-curricular courses that have allocated one credit hour but are burdened with many assignments and also study time exceeds the allowable limit. Based on the findings from the [3.4.1bz] MKSP meeting has agreed to review the implementation of courses and learning hours of co-curricular courses. [3.4.1ca] Circular Bilangan 6 Tahun 2021 entitled "Implementation of Co-curriculum at Universiti Teknologi MARA" has been issued in response to student complaints regarding the learning hours of co-curriculum courses.

Figure 3.4.1b Process Flow to review the complaint



The implementation of policy review procedure either through the method of upgrading the current policy or development of a new policy is the same process as in Figure 3.4.1b. Student complaints and feedback through the complaints system will be analysed by the officers involved. If there is a relevant subject related to the policy, the issue will be presented in the relevant meeting for discussion and action. Subsequently, a new policy, circular or SoP is proposed to be implemented by the relevant unit/centre.

There is an improvement process related to the policy adopted by the Co-Curriculum center regarding the implementation of co-curriculum courses, namely

- a. [\[3.4.1ce\]](#) Circular No. 8/2020 refers to the implementation of co-curricular courses in the era of the Covid 19 pandemic.
- b. [\[3.4.cf\]](#) Circular No 16/2020 refers to the implementation of co-curricular lean during post covid 19 pandemic.
- c. [\[3.4.1cg\]](#) Circular No 6/2021 refers to the review of co-curricular courses.

Therefore, the process of policy review and improvement in improving the learning experience is always given priority by the Student Affairs Division, especially involving students' soft skills.

EVIDENCE	
3.4.1a	Carta Organisasi BHEP 2020
3.4.1b	Laman Sesawang Hal Ehwal Pelajar (HEP), UiTM
3.4.1c	Pekeliling Timbalan Naib Canselor HEP 2018-2021
3.4.1d	Email
3.4.1e	Guidelines for the Implementation of the Service Learning Malaysia Programme (SULAM)-University for Society
3.4.1f	Garis Panduan Aktiviti Kokurikulum Tahun 2020 SULAM
3.4.1g	Pelaporan SULAM
3.4.1h	Pekeliling TNC HEP Bil 09 2021
3.4.1i	Proses Penambahbaikan Berterusan
3.4.1j	Proses Kaji Semula Pengurusan Bil 7 2019

EVIDENCE	
3.4.1k	Manual Pengurusan Aktiviti Pelajar UiTM 2011
3.4.1l	Manual Pengurusan Aktiviti Pelajar UiTM 2014
3.4.1m	Manual Pengurusan Kebajikan Pelajar 2015
3.4.1n	Buku Panduan Pelajar UiTM 2018
3.4.1o	MPK Kebajikan Pelajar 2020
3.4.1p	MPK Unit Pengurusan Kebajikan Pelajar 2019
3.4.1q	Carta Alir Prosedur Permohonan Zakat Pelajar Mulai Feb 2020
3.4.1r	Laman Facebook BHEP UiTM Perlis
3.4.1s	Laman Facebook BHEP UiTM Shah Alam
3.4.1t	Laman Facebook BHEP UiTM Cawangan Perak Kampus Tapah
3.4.1u	Laporan Senat Ogos 2021
3.4.1v	MPK Institut Kepimpinan Pelajar 2020
3.4.1w	Pekeliling TNC HEP Bil 10 Tahun 2020
3.4.1x	Carta Organisasi IKP 2021
3.4.1y	Laman Facebook IKP UiTM Shah Alam
3.4.1z	Manual Pengurusan MPP dan MDS 2011
3.4.1aa	Carta Organisasi MPP UiTM Shah Alam 2020/2021
3.4.1ab	Takwim Program MPP UiTM Shah Alam 2020/2021
3.4.1ac	Laman Facebook MPP UiTM Shah Alam
3.4.1ad	Laman Facebook MPP UiTM Perlis
3.4.1ae	Laman Facebook MPP UiTM Pulau Pinang
3.4.1af	Garis Panduan Aktiviti Kokurikulum Tahun 2020 SULAM
3.4.1ag	Buku Peraturan Akademik Sarjana Muda dan Diploma (Pindaan 2021 Bil. 1)
3.4.1ah	Pekeliling TNC HEP Bil 7 Thn 2020 - Pelaksanaan Kursus Kokurikulum Pada Sesi 11 2019-2020

EVIDENCE	
3.4.1ai	Pekeliling TNC HEP Bil 8 Thn 2020-Pelaksanaan Kursus Kokurikulum Pada Sesi 11 2019-2020
3.4.1aj	Buku Panduan Kokurikulum Pindaan 2017 (Julai 2017)
3.4.1ak	Pekeliling TNC HEP Bil. 16 Tahun 2020
3.4.1al	Garis Panduan Mengadakan Aktiviti
3.4.1am	Senarai 209 Kursus Kokurikulum
3.4.1an	Laman Facebook Pusat Kokurikulum BHEP UiTM Shah Alam
3.4.1ao	Data SULAM ODL A+ 2021
3.4.1ap	Pelaporan SULAM
3.4.1aq	MPK Pusat Sukan BHEP 2019
3.4.1ar	Prosedur Operasi Tetap Prosedur Kelulusan Aktiviti Rekreasi 2017
3.4.1as	Manual MPK Pusat Sukan 2022
3.4.1at	Carta Organisasi Pusat Sukan
3.4.1au	7 Dasar Pusat Sukan UiTM
3.4.1av	Manual Karnival Sukan Mahasiswa (KARISMA)
3.4.1aw	Manual Pengurusan Atlet Prestasi Tinggi
3.4.1ax	Manual Pengurusan Majlis - Majlis Anugerah Sukan
3.4.1ay	Manual Pengurusan Perkhidmatan Sukan UiTM
3.4.1az	SOP Aktiviti Sukan
3.4.1ba	Sukan Pelajar UiTM
3.4.1bb	Laman Facebook Pusat Sukan UiTM
3.4.1bc	MPP Kerjaya dan Kaunseling 2011

EVIDENCE	
3.4.1bd	MPK Pusat Kerjaya dan Kaunseling
3.4.1be	MPK Kaunseling Merge Sept 2020
3.4.1bf	MPK Kerjaya Merge Sept 2020
3.4.1bg	Carta Organisasi Bergambar 2021
3.4.1bh	Buku Laporan Pencapaian PKK 2019
3.4.1bi	Laporan Aktiviti UKK UiTM Segamat Tahun 2020
3.4.1bj	Buku Laporan Pencapaian PKK 2020
3.4.1bk	Laporan Pencapaian PKK Tahun 2018
3.4.1bl	Manual Pengurusan Pusat Kesihatan Edisi Pertama 2011
3.4.1bm	MPK Pusat Kesihatan BHEP 2019
3.4.1bn	Laman Facebook Pusat Kesihatan UiTM Shah Alam
3.4.1bo	Manual Pengurusan UKK UiTM Edisi 2011
3.4.1bp	Manual Pengurusan Perkhidmatan Kolej Kediaman Pelajar 2015
3.4.1bq	Manual Pengurusan Pelajar NR
3.4.1br	MPK Unit Kemudahan Kolej
3.4.1bs	Pembentangan Dasar Penempatan 3.4.1h(iii)an Pelajar Terkini
3.4.1bt	Laman Facebook UPKNR
3.4.1bu	Laman Instagram Kolej Mawar UiTM Shah Alam
3.4.1bv	Laman Instagram Kolej Melati UiTM Shah Alam
3.4.1bw	Laman Instagram Kolej Perindu UiTM Shah Alam
3.4.1bx	Laman Instagram Kolej Teratai UiTM Shah Alam
3.4.1by	Permasalahan Subjek Koko
3.4.1bz	Minit Mesyuarat MKSP 1.2020 16.7.2020

EVIDENCE	
3.4.1ca	Pekeliling TNC HEP Bil 06 2021
3.4.1cb	Permasalahan Subjek Koko
3.4.1cc	Minit Mesyuarat MKSP 1.2020 16.7.2020
3.4.1cd	Pekeliling TNC HEP Bil 06 2021
3.4.1ce	Pekeliling TNC (HEP) Bil. 8 Tahun 2020 Pelaksanaan Kursus Kokurikulum pada Sesi 2 20192020 (1)
3.4.cf	Pekeliling TNC (HEP) Bil. 16 Tahun 2020 Pelaksanaan Kursus Kokurikulum di UiTM Sesi 1 20202021 (Semester Okt. 2020 - Feb. 2021)
3.4.1cg	Pekeliling TNC HEP Bil 06 2021

RESPONSE	
3.4 Student Support Services	Self-Review Rating: 4
<p>3.4.2 The HEP must provide resources for student support services; such as physical, social, financial and recreational facilities, and counselling and health services, extra-curricular activities and student representation and participation for total learning experience which must regularly be reviewed and improved.</p>	
<p>The Student Affairs Division in UiTM coordinates 32 campuses and nine centres to support students' needs and activities which include residential facilities, students' disciplinary matters, student co-curriculum activities, extracurricular activities, personal and career counselling, financial assistance, health and welfare services for total learning experience. These resources and services are regularly reviewed and improved in line with the student development needs.</p> <p>Narrative 3.4.2</p>	

ARRATIVE	
AREA 3: TALENT AND RESOURCES	
3.4	STUDENT SUPPORT SERVICES
3.4.2	The HEP must provide resources for student support services, such as physical, social, financial and recreational facilities, and counselling and health services, extra-curricular activities and student representation and participation for total learning experience which must regularly be reviewed and improved
<p>Each unit and centre under the Student Affairs Division has an organisational structure in improving facilities and equipment as shown in [3.4.2a]. Each unit and center have physical facilities either at the Shah Alam main campus, branch campuses and the satellite campuses [3.4.2b] All these facilities are maintained by the respective Student Affairs Division with monitoring by the Shah Alam main campus. Physical facilities for the convenience of these staff and students are valued for effectiveness through the Student Online Evaluation System (SUFO) as well as the Student Happiness Index. The evaluation report for 2019-2020 related to the effectiveness of the facilities and environment provided can be accessed through [3.4.2c]</p>	

The report refers to the analysis of Customer Satisfaction conducted by 11 Centers/Units/Colleges which looked at achievements in 5 categories namely staff service, business time, accuracy of information, facilities/environment and services provided.

Figure 3.4.2(a) Facility and Environment Report (Adapted from Customer Satisfaction Report for 2018 to 2020)



Referring to Figure 3.4.2(a) adapted from from the [\[3.4.2c\]](#) Customer Satisfaction Report for 2018 to 2020 related to the environment and physical facilities reported by the unit/center under the Student Affairs Division, it was found that stakeholders, especially students are very satisfied by giving a rating of 98-99% in 2018-2019 and 100% in 2020. This shows that the process of controlling and reviewing the quality of physical facilities as well as the environment is running successfully and meets the aspirations of students in adding value services.

Table 3.4.2 summarizes the physical resources, financial support and social activities provided by the respective units under the Student Affairs Division, UiTM.. Each facility, equipment and budget are designed to meet the needs of students to carry out social activities. The budget is prepared by the Bursary's office of the Student Affairs Division to develop soft skills that are highly emphasised by employers.

Table 3.4.2 Physical Resource, Financial and Learning Experience

Student Affairs Division	Physical Resource	Financial Support	Social Activities
Student Affairs Division (HEP)	Student Support Services [3.4.2d]	Kelulusan Tabung Amanah 2018 [3.4.2e] , Kelulusan Tabung Amanah 2019 [3.4.2f] , Kelulusan Tabung Amanah 2020 [3.4.2g] Kelulusan Tabung Amanah 2021 [3.4.2h]	Laman Facebook BHEP UiTM Perlis Caw. Arau [3.4.2i] Laman Facebook BHEP Shah Alam [3.4.2j] Laman Facebook BHEP UiTM Perak Caw. Tapah [3.4.2k] Laporan BHEP untuk Mesyuarat Senat Ogos 2021 [3.4.2l]
Institut Kepimpinan Pelajar(IKP)	Kemudahan Fizikal Institut Kepimpinan Pelajar UiTM Shah Alam [3.4.2m]	Kewangan IKP [3.4.2n]	Laman Facebook IKP UiTM Shah Alam [3.4.2o]
Pusat Pembangunan Pelajar	Kemudahan Fizikal Majlis Perwakilan Pelajar UiTM	Laporan Aktiviti MPP UiTM 2020 [3.4.2q]	Laman Facebook MPP UiTM Shah Alam [3.4.2r]

	[3.4.2p]		Laman Facebook MPP UiTM Perlis Caw. Arau [3.4.2s] Laman Facebook UiTM Pulau Pinang [3.4.2t]
Pusat Ko-Kurikulum	Physical Resources Unit Kokurikulum [3.4.2u]	Surat Kelulusan Peruntukan Mengadakan Kursus Kor SISPA [3.4.2v] Surat Kelulusan Peruntukan Program Khidmat Masyarakat [3.4.2w] Surat Kelulusan Peruntukan Program Taklimat Ijazah [3.4.2x] Surat Kelulusan Peruntukan Program Wildlife Guardian [3.4.2y] Surat Kelulusan Peruntukan Training of Trainers [3.4.2z]	Laman Facebook Pusat Kokurikulum UiTM Shah Alam [3.4.2aa] , Data Sulam ODL A+ 2021 [3.4.2ab] Pelaporan SULAM [3.4.2ac]
Pusat Sukan UiTM	Kemudahan Sukan UiTM [3.4.2ad]	Kewangan Pusat Sukan [3.4.2ae]	Laman Facebook Pusat Sukan UiTM [3.4.2af]

Pusat Kerjaya dan Kaunseling	Pautan Video Lokasi Unit Kerjaya & Kaunseling UiTM Johor Caw. Pasir Gudang [3.4.2ag] Kemudahan Fizikal Pusat Kerjaya & Kaunseling [3.4.2ah]	Senarai Perbelanjaan Program Pelajar [3.4.2ai]	Buku Laporan Pencapaian PKK 2019 [3.4.2aj] Laporan Aktiviti Kerjaya & Kaunseling 2019 [3.4.2ak] , Buku Laporan Pencapaian PKK 2020 [3.4.2al] Laporan Pencapaian PKK 2018 [3.4.2am]
Pusat Kesihatan UiTM	Kemudahan Fizikal Pusat Kesihatan [3.4.2an]		Laman Facebook Pusat Kesihatan UiTM Shah Alam [3.4.2ao]
Unit Kolej Kediaman(UKK)	Pautan YouTube Kolej Mawar UiTM Shah Alam [3.4.2ap] Pautan YouTube College House Tour UiTM Dengkil [3.4.2aq] Kemudahan Kolej Kediaman [3.4.2ar]	Laporan Program Majlis Penyerahan Sumbangan Jom Sedekah! [3.4.2as] Laporan Program Malaysia Data Innovation Talent (MDIT) X DOSM Virtual Datathon 2021 [3.4.2at] Laporan Program New Norm Bazaar [3.4.2au]	Laman Facebook UPKNR [3.4.2av] Laman Instagram Kolej Mawar [3.4.2aw] Laman Instagram Kolej Melati [3.4.2ax] Laman Instagram Kolej Perindu [3.4.2ay] Laman Instagram Kolej Teratai [3.4.2az]

[3.4.2ba], [3.4.2bb], [3.4.2bc] and [3.4.2bd] are activity reports of students who apply for trust fund allocation to carry out learning activities for the year 2018 until 2021. The Student Affairs Division allocates a large amount of budget each year to develop and implement student activities as shown in Table 3.4.2.

Table 3.4.2 Budget and Learning Activity 2018-2021

Google Drive Link	Year	Budget (RM)	Number of Learning Experience Activity
[3.4.2ba]	2018	34,906,437.42	282
[3.4.2bb]	2019	37,271,500.36	1520
[3.4.2bc]	2020	13,746,899.85	700
[3.4.2bd]	2021	10,426,431.54	418

The process of obtaining new equipment and facilities as well as upgrading these facilities requires a budget and needs to be in line with the students' social improvement planning. There are three methods used by the Student Affairs Division in reviewing and improving the management of physical resources:

- a. Studies, analysis and needs show that a unit/centre needs new physical facilities such as the construction of a sports complex at UiTM Perlis Branch.
- b. Studies and reports show that physical facilities are required to be upgraded based on several demands such as the addition of students beyond capacity, obsolete facilities, and other urgent requests. For example, upgrading residential college facilities by exchanging old furniture on branch campuses.
- c. Data and reports from the University Transformation Unit (BTU) that require physical facilities necessary to be upgraded or rebuilt to achieve the UiTM Strategic Plan 2021-2025.

Applications for the purpose of building new or upgrading facilities in the UiTM system are through the process as described in Figure 3.4.2 (b). For the application to upgrade WIFI at residential college, UiTM Perlis Branch, the application was submitted on October 2020 through a proposal entitled [3.4.2be] Proposal Working Paper on Upgrading Wireless Network Systems

(WIFI) at UiTM Residential College Perlis Branch Arau Campus. The application was debated by the [\[3.4.2bf\]](#) MKSP Meeting Committee at UiTM Perlis and approved through meeting minutes bill 1/2021 dated 14th September 2021. UiTM Perlis Branch WIFI upgrade application has been forwarded to the Infrastructure Development and Upgrading Budget Committee chaired by the Deputy Vice Chancellor of Infrastructure and has been accepted using KY (Income Fund) through circular letter [\[3.4.2bg\]](#) No.0.5/2020 dated 30 November 2020. Therefore, the approval budget of RM931,535.00 has been acknowledged with a letter dated 30th November 2020 reference number 100-PPII (PTA.9/10/5/2). The process of applying for new or upgrading physical facilities is through the same process as Figure 3.4.2b where the approval budget is at the Infrastructure Development Office level.

Process	Evidence
<pre> graph TD Start([Start]) --> Paperwork[Paperwork, proposal, report] Paperwork --> Meeting[Branch/Faculty Level Committee Meeting (JKE/JAF/MKSP)] Meeting --> Committee[Development and Infrastructure Upgrading Budget Committee] Committee --> Approve{Approve?} Approve -- Reject --> Approve Approve -- Accept --> Letter[Issue Approval Letter] Letter --> End([End]) </pre>	<p>[3.4.2be] Proposal Working Paper on Upgrading Wireless Network Systems (WIFI) AT UiTM Residential College Perlis Branch Arau Campus.</p> <p>[3.4.2bf] Minutes Meeting MKSP Perlis Branch</p> <p>[3.4.2bh] Minutes Meeting Development and Infrastructure Upgrading Budget Committee at UiTM Shah Alam.</p> <p>[3.4.2bi] Approval Letter</p>

Figure 3.4.2b The process of applying for allocations for improvement or new construction of physical facilities

EVIDENCES	
3.4.2a	Carta Organisasi HEP 2019
3.4.2b	Student Support Services
3.4.2c	Laporan Analisa Kepuasan Pelanggan BHEP 2020
3.4.2d	Student Support Services
3.4.2e	Kelulusan Tabung Amanah 2018
3.4.2f	Kelulusan Tabung Amanah 2019
3.4.2g	Kelulusan Tabung Amanah 2020
3.4.2h	Kelulusan Tabung Amanah 2021
3.4.1i	Laman Facebook BHEP UiTM Perlis Caw. Arau
3.4.1j	Laman Facebook BHEP Shah Alam
3.4.1k	Laman Facebook BHEP UiTM Perak Caw. Tapah
3.4.1l	Laporan BHEP untuk Mesyuarat Senat Ogos 2021
3.4.2m	Kemudahan Fizikal Institut Kepimpinan Pelajar UiTM Shah Alam
3.4.2n	Kewangan IKP
3.4.2o	Laman Facebook IKP UiTM Shah Alam
3.4.2p	Kemudahan Fizikal Majlis Perwakilan Pelajar UiTM
3.4.2q	Laporan Aktiviti MPP UiTM 2020
3.4.2r	Laman Facebook MPP UiTM Shah Alam
3.4.2s	Laman Facebook MPP UiTM Perlis Caw. Arau
3.4.2t	Laman Facebook UiTM Pulau Pinang
3.4.2u	Physical Resources Unit Kokurikulum

EVIDENCES	
3.4.2v	Surat Kelulusan Peruntukan Mengadakan Kursus Kor SISPA
3.4.2w	Surat Kelulusan Peruntukan Program Khidmat Masyarakat
3.4.2x	Surat Kelulusan Peruntukan Program Taklimat Ijazah
3.4.2y	Surat Kelulusan Peruntukan Program Wildlife Guardian
3.4.2z	Surat Kelulusan Peruntukan Training of Trainers
3.4.2aa	Laman Facebook Pusat Kokurikulum UiTM Shah Alam
3.4.2ab	Data Sulam ODL A+ 2021
3.4.2ac	Pelaporan SULAM
3.4.2ad	Kemudahan Sukan UiTM
3.4.2ae	Kewangan Pusat Sukan
3.4.2af	Laman Facebook Pusat Sukan UiTM
3.4.2ag	Pautan Video Lokasi Unit Kerjaya & Kaunseling UiTM Johor Caw. Pasir Gudang
3.4.2ah	Kemudahan Fizikal Pusat Kerjaya & Kaunseling
3.4.2ai	Senarai Perbelanjaan Program Pelajar
3.4.1aj	Buku Laporan Pencapaian PKK 2019
3.4.2ak	Laporan Aktiviti Kerjaya & Kaunseling 2019
3.4.2al	Buku Laporan Pencapaian PKK 2020
3.4.2am	Laporan Pencapaian PKK 2018
3.4.2an	Kemudahan Fizikal Pusat Kesihatan
3.4.2ao	Laman Facebook Pusat Kesihatan UiTM Shah Alam
3.4.2ap	Pautan YouTube Kolej Mawar UiTM Shah Alam

EVIDENCES	
3.4.2aq	Pautan YouTube College House Tour UiTM Dengkil
3.4.2ar	Kemudahan Kolej Kediaman
3.4.2as	Laporan Program Majlis Penyerahan Sumbangan Jom Sedekah!
3.4.2at	Laporan Program Malaysia Data Innovation Talent (MDIT) X DOSM Virtual Datathon 2021
3.4.2au	Laporan Program New Norm Bazaar
3.4.2av	Laman Facebook UPKNR
3.4.2aw	Laman Instagram Kolej Mawar
3.4.2ax	Laman Instagram Kolej Melati
3.4.2ay	Laman Instagram Kolej Perindu
3.4.2az	Laman Instagram Kolej Teratai
3.4.2ba	Kelulusan Tabung Amanah 2018
3.4.2bb	Kelulusan Tabung Amanah 2019
3.4.2bc	Kelulusan Tabung Amanah 2020
3.4.2bd	Kelulusan Tabung Amanah 2021
3.4.2be	Kertaskerja Naiktaraf Sistem Rangkaian WiFi di Kolej Kediaman UiTM Perlis
3.4.2bf	Minit Mesyuarat Kaji Semula Pengurusan Bil 1_2021
3.4.2bg	Kelulusan TNC Bagi Peralatan Server dan Sistem Rangkaian WiFi Kolej 2020
3.4.2bh	Projek Wifi
3.4.2bi	Surat Kelulusan Wifi Kolej

RESPONSE	
3.5 Financial Resources	Self-Review Rating: 4
3.5.1 The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of each department.	3.5.2 Those responsible for an academic programme should be given sufficient autonomy to appropriately allocate resources to achieve the programme goals.
<p>UiTM has a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of each department in the university which is also addressing the current and future challenges. Departments that are responsible for an academic programme such as the Office of The Deputy Vice Chancellor (Academic and Internationalisation) and Institute of Quality and Knowledge Advancement (InQKA) are given sufficient autonomy to appropriately allocate resources to achieve the programme goals and to maintain high educational standards.</p> <p>Narrative 3.5</p>	

NARRATIVE	
AREA 3: TALENT AND RESOURCES	
3.5 Financial Resource	
3.5.1 The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of each department.	
<p>The Estimated Operating Budget of UiTM is presented in the meeting of University Budget Examination Committee (<i>Jawatankuasa Pemeriksaan Belanjawan Universiti – JPBU</i>) [3.5.1a] and subsequently approved in the meeting of the University Executive Council (<i>Mesyuarat Eksekutif Universiti – MEU</i>). This budget is brought to the University Board of Directors Meeting (LPU) for approval before submitted to the Ministry of Higher Education (MOHE) [3.5.1b] where UiTM has to defend the budget proposal before it is finalized and submitted to the Ministry of Finance (MOF). Once the budget is approved by the Parliament, UiTM will receive an annual budget warrant as a guide to prepare a detailed budget distribution to all respective departments in UiTM. The distribution is made based on the commitment of the departments and in line with the UiTM Strategic Planning. However, UiTM prioritizes the distribution for emolument,</p>	

maintenance and utilities expenses as to ensure the teaching and learning services are not affected.

The operational budget is disbursed to PTJs by 1st January every year to facilitate the implementation of all pre-planned activities and academic programmes as indicated in [\[3.5.1c\]](#), [3.5.1d](#), [3.5.1e](#), [3.5.1f](#), [3.5.1g](#). With effect from 2012, the MOF has introduced the *Outcome Based Budgeting* (OBB) system to replace the *Modified Budgeting System* (MBS). The OBB system focuses on the outcomes rather than outputs. In 2019, this budgeting system was improved with Zero Based Budgeting (ZBB) which emphasizes the key needs / commitments of the university.

Prior to 2017, the annual budget distribution process is in accordance with the needs of the respective departments as determined by their Head. However, starting in 2017, the departments have to comply with the proposed allocation of the University Budget Department for mandatory/essential expenditure due to the reduction of government grants as well as limited revenue and reserves as shown in [\[3.5.1h\]](#). This is to ensure the budget allocations are adequately distributed.

3.5.2 Officers responsible for academic programmes should be given sufficient autonomy and appropriate allocated resources to achieve the programme goals and maintain high educational standards.

With effect in 2022, the Heads of departments that are responsible for the academic programmes such as the Office of The Deputy Vice Chancellor (Academic and Internationalisation) and Institute of Quality and Knowledge Advancement (InQKA) are given the autonomy to purchase assets, renovate facilities/equipment/buildings, furniture and vehicles using the Trust Fund to ensure the procurement process is conducted efficiently [\[3.5.2a\]](#) This is to ensure that all programme goals are achieved and the high educational standards are guaranteed.

The purchase of assets, renovation of facilities/equipment/buildings, furniture and vehicles amounting to RM3,000 and above using the allocation of *Kumpulan Wang Pengurusan* and *Kumpulan Wang Pendapatan*, must be approved by the *Jawatankuasa Pembangunan dan Naik Taraf Prasarana* as shown in [\[3.5.2b\]](#). While purchases below RM3,000 are subject to the approval of the Heads of PTJs. The rules and expenditure control are as stated in the Vice Chancellor's Circular No. 19 of 2021 [\[3.5.2c\]](#).

For the benefit of UiTM's staff and students in an environment of service and learning to address the current and future challenges, UiTM has approved the allocation for ICT expenditure such as

Metro Ethernet subscription fees, software, network services and Laptop Grant facilities amounting to RM50 million per year. In addition, UiTM also approved an allocation of RM5 million for IR4.0 initiatives such as the construction of Smart Classrooms throughout the campus for the convenience of staff and students [3.5.2d]. Meanwhile, as to support the Green Campus initiative under the SDGs, UiTM has approved an allocation of RM200,000 to UiTM Green Center [3.5.2e]. Due to the COVID-19 pandemic, UiTM suffered a significant reduction in income generation. The challenge for UiTM is to diversify funding resources in order for UiTM to achieve financial sustainability. Thus, UiTM has formulated initiatives as follows:

1. Increase enrollment & fees for competitive courses such as Accountancy, Dentistry, Medicines, Art and Design, etc.)
2. Implement hot seat programmes
3. Increase student fees (tuition & services)
4. Increase investment activities – double layer investment (daily sweeping)
5. Promoting UiTM's waqf and endowment
6. Increase commercialization / patents
7. Promoting cashless university agenda

Under the 2J Strategy of '*Jana dan Jimat*', the Heads of PTJs must adopt a prudent spending policy in the implementation of programmes and activities as well as intensifying the university's income generation efforts. The saving initiatives stated in the Vice Chancellor's Circular are saving on utilities, maintenance, review of contract staff and requirements of part-time lecturers, staff training courses, events organization, staff entertainment, use of paper, office stationery, printing and other related items. The '*Jana dan Jimat*' initiatives have been registered as University's Key Performance Index (KPI) and Performance Indicator (PI) under the supervision of the *Bahagian Transformasi Universiti (BTU)*. The analysis of utilities and maintenance savings is reported monthly and the whole initiatives are presented to the top management on a quarterly basis to review the effectiveness of implemented strategies as depicted in [3.5.2f]. On top of that, the expenditure analysis is prepared periodically based on specific expenditure codes and reported at the *Mesyuarat Pengurusan Kewangan Universiti (MPKU)* as indicated in [3.5.2g, 3.5.2h, 3.5.2i, 3.5.2j].

To further strengthen the effective cost management, several circulars have been issued to provide guidance to all departments in UiTM. For example, cost saving circular regarding the implementation for existing facilities management services contracts and new contracts have been issued to all the departments [3.5.2k]. This is one of the measures taken to strengthen the budget management and to control the University's expenditure.

EVIDENCES	
3.5.1a	Mesyuarat Pemeriksaan Bajet Mengurus UiTM
3.5.1b	Permohonan Bajet 2022 ke KPT
3.5.1c	Strategi Bajet 2017
3.5.1d	Strategi Bajet 2018
3.5.1e	Strategi Bajet 2019
3.5.1f	Strategi Bajet 2020
3.5.1g	Strategi Bajet 2021
3.5.1h	Prosedur Pengurusan Belanjawan Mengurus PK.PBUiTM.PPK
3.5.2a	Surat Waran Peruntukan Tahunan UiTM
3.5.2b	Surat Kelulusan Bajet Peralatan Makmal UiTM Bukit Besi
3.5.2c	Pekeliling Garis Panduan Strategi Bajet Universiti Teknologi MARA Tahun 2022
3.5.2d	Peruntukan Smart Classroom
3.5.2e	MEU Bil. 34 2020 Penubuhan UiTM Green Centre
3.5.2f	Pembentangan KPI PI 2021- Q3 2021_BENDAHARI
3.5.2g	Minit MPKU bil 1.2020 - Para 4.6
3.5.2h	Minit MPKU bil 1.2021- Para 4.4.4
3.5.2i	Slaid Bajet - Mesyuarat MPKU 1_2021 15 MAC 2021 - Page 11
3.5.2j	Slaid Bajet - Mesyuarat MPKU - 11.10.2021 - Page 8-9
3.5.2k	Pekeliling TNC Pembangunan Bil. 1 2021 -Penjimatan Kos Kontrak Perkhidmatan Fasiliti

AREA 4
CONTINUAL QUALITY IMPROVEMENT
AND SUSTAINABILITY

RESPONSE	
4.1 Mechanisms for Programme Monitoring, Review and Evaluation	Self-Review Rating: 5
a) Policy on Programme Monitoring, Review and Evaluation	
4.1.1 The HEP must have a policy on monitoring, reviewing and evaluation of its programmes, covering the need and/or benchmarking analysis, teaching-learning activities, student assessment, administration and related educational and support services, which must be regularly reviewed and updated .	
UiTM has established clear policies on programme monitoring, reviewing and evaluation covering the need of benchmarking analysis, teaching-learning activities, student assessment, administration and related educational and support services, which are regularly reviewed and updated. The policy on programme monitoring, reviewing and evaluation exercise has resulted in programme improvement. Narrative 4.1	

NARRATIVE	
AREA 4: CONTINUAL QUALITY IMPROVEMENT AND SUSTAINABILITY	
4.1 Mechanisms for Programme Monitoring, Review and Evaluation	
a) Policy on Programme Monitoring, Review and Evaluation	
4.1.1 Programme Monitoring, Review and Evaluation Policies	
UiTM has established clear policies on programme monitoring, reviewing and evaluation stipulated via various policies structured under <i>Dasar Pengajaran dan Pembelajaran 2021 (4.1.1c 8.0 Had Kuasa Tadbir Urus Akademik - Page 15-23/106)</i> dan <i>Tadbir Urus Akademik UiTM - Part 3 (4.1.1b 4.2. Kurikulum Pemandu PdP - Page 21/32)</i> and supported by UiTM's Quality Assurance System Policy (QAEP) (4.1.1a 18. Monitoring of Quality - Page 23/28).	

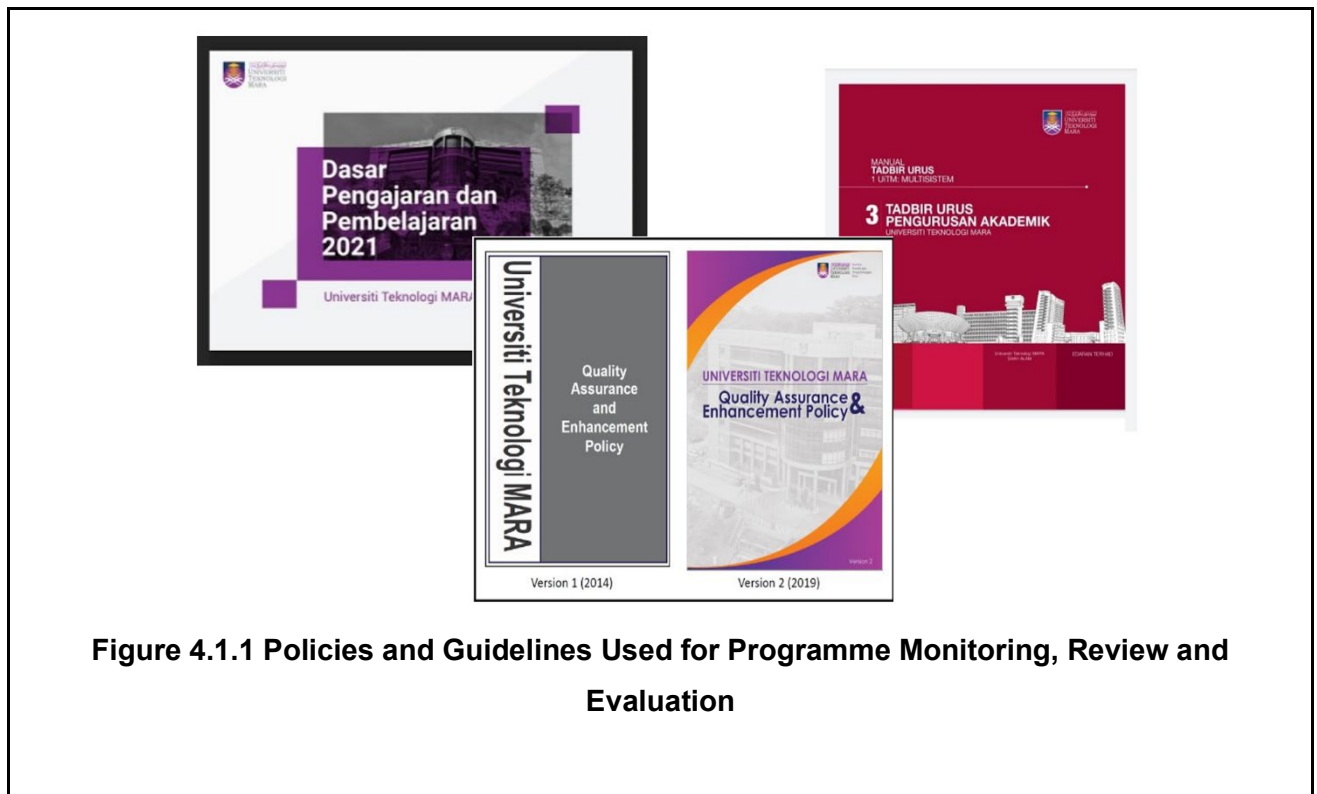


Figure 4.1.1 Policies and Guidelines Used for Programme Monitoring, Review and Evaluation

RESPONSE		
4.1 Mechanisms for Programme Monitoring, Review and Evaluation		Self-Review Rating: 5
b) Processes and Outcomes of Programme Monitoring, Review and Evaluation		
4.1.2 The programme monitoring, review and evaluation exercises must be headed by designated coordinators and must involve all parties managing the programme, including collaborative partners, if applicable.	4.1.3 The review and evaluation processes for programmes must include student progression and performance analysis, covering the passing, attrition and employability rates, and review by the programme external advisors to ascertain attainment of the learning outcomes and must be performed with sufficient impartiality.	4.1.4 The results of the programme review and evaluation as well as the recommendations and areas of improvement must be brought to the attention of the highest relevant authorities in the HEP.
<p>The programme monitoring, review and evaluation exercises in UiTM are headed by designated coordinators and involve all parties relevant to the programme. The review and evaluation processes for the programme include student progression and performance analysis, as well as review by the programme external advisors to ascertain attainment of the learning outcomes. The input has resulted in significant improvement and enhancement of students' learning experience and the accomplishment of the educational goals. The improvement that needs to be done and recommendations yielded from the review and evaluation processes are shared at faculty level, and brought to the attention of the highest relevant authorities in UiTM.</p> <p>Narrative 4.1</p>		

NARRATIVE

AREA 4: CONTINUAL QUALITY IMPROVEMENT AND SUSTAINABILITY

4.1 Mechanisms for Programme Monitoring, Review and Evaluation

b) Processes and Outcomes of Programme Monitoring, Review and Evaluation

4.1.2 Management of Programme Monitoring, Review and Evaluation

The coordination of monitoring, reviewing and evaluation of all the programmes generally involves three levels of management namely: Strategic Level (Senate and *Lembaga Pengarah University (LPU)*), Executive Levels (various divisions/committees) and operational level (faculties/campuses). The roles, responsibilities, authorities, and relevant policies involved are delineated in the *Tadbir Urus Akademik UiTM (4.1.1b)*. The policies and guidelines used for monitoring, review and evaluation of programmes shown in **Figure 4.1.1** and **Figure 4.1.2** are regularly reviewed and updated ([4.1.2a](#), [4.1.1b](#), [4.1.2b](#), [4.1.2c](#), [4.1.2d](#), [4.1.2e](#), [4.1.2f](#)). All of the policies, guidelines and procedures can be accessed online via BHEA Website ([4.1.1e](#)).

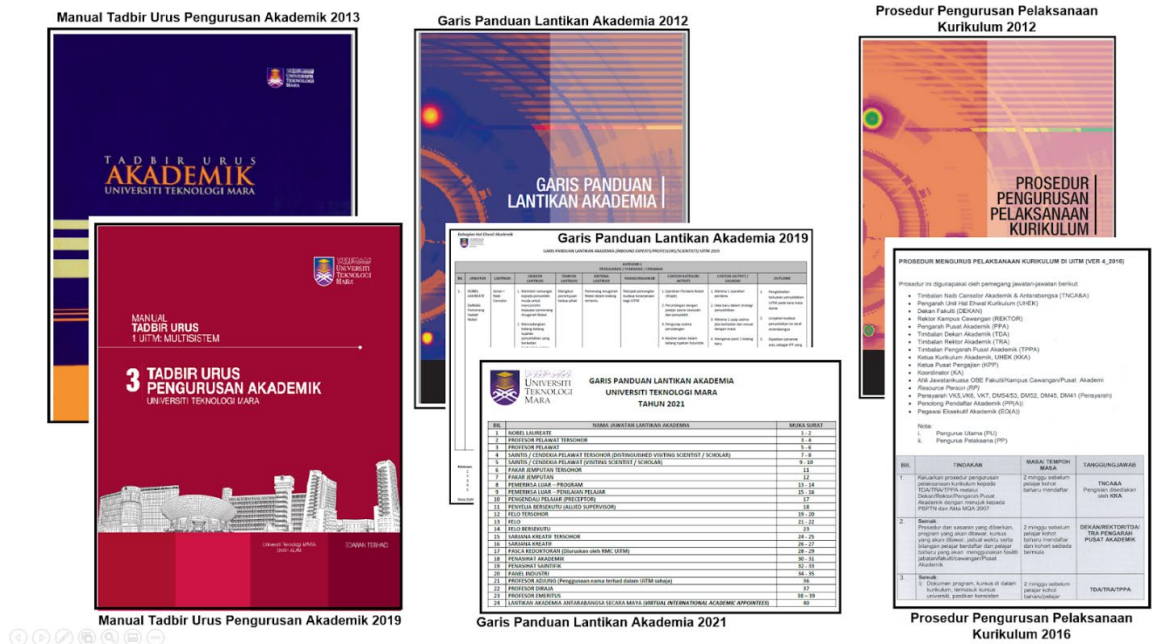


Figure 4.1.2 UiTM Policies are Regularly Being Reviewed and Updated

4.1.3 Programme Review and Evaluation Processes

UiTM has a clear and defined process to establish, review and evaluate the curriculum according to the guidelines (4.1.2f) and process shown in **Figure 4.1.3**. The programmes are reviewed every 3 to 5 years (4.1.1b, 4.1.1c).

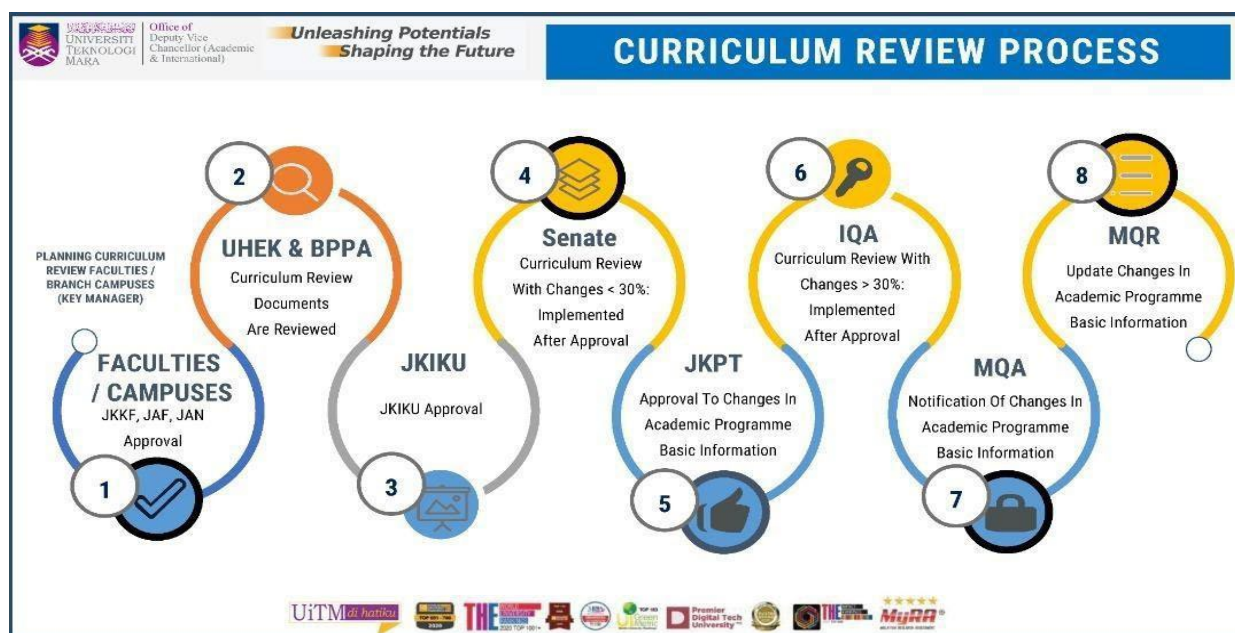


Figure 4.1.3 Curriculum Review Process

The input for programme reviews and evaluation includes benchmarking analysis, student progression, performance analysis of the program (eg: PEO attainment with alumni [within 3 to 5 years after graduating] and PLO attainment via students' feedback [every end of the semester) , covering the passing, attrition and employability rates, and review by the programme external advisors to ascertain attainment of the learning outcomes administration and related educational and support services (4.1.3a, 4.1.3b, 4.1.3c, 4.1.3d, 4.1.3e, 4.1.3f, 4.1.3g, 4.1.3h, 4.1.3i, 4.1.3j).

4.1.4 Approval on Programme Reviews

The output of the programme review includes the recommendations and areas of improvements are brought upon to the relevant parties involved (4.1.3f) and presented to the highest relevant UiTM authorities if applicable.

EVIDENCES	
4.1.1a	Quality Assurance & Enhancement Policy (QAEP) Version 2 (2019, page 11&12 Clause 10.2 –10.4)
4.1.1b	Tadbir Urus Akademik Bah 3
4.1.1c	Dasar PdP UiTM 2021
4.1.2a	Tadbir Urus Akademik UiTM 2013
4.1.2b	Garis Panduan Lantikan Akademia 2012
4.1.2c	Garis Panduan Lantikan Akademia 2019
4.1.2d	Garis Panduan Lantikan Akademia 2021
4.1.2e	Prosedur Pengurusan Pelaksanaan Kurikulum 2012
4.1.2f	Prosedur Pengurusan Pelaksanaan Kurikulum UiTM 2016
4.1.3a	Cadangan Semakan Kurikulum Program S. Muda Kej. (Kepujian) Awam (EC220), PKA, UiTM Shah Alam
4.1.3b	Cadangan Semakan Kurikulum AM700_UHEK_JKIKU
4.1.3c	Cadangan Semakan Kurikulum AM700_UHEK_JKIKU
4.1.3d	Comparison CDLCQI data
4.1.3e	Laporan Peperiksaan dan GOT 2017-2021
4.1.3f	Relevant minutes meetings
4.1.3g	Data Pelajar Tidak Aktif 2017-2021 - Attrition Information
4.1.3h	Student Performance Report
4.1.3i	Lantikan Koordinator Penyelaras Pelbagai Program
4.1.3j	List of Internal & External Assessors with Appointment letters
4.1.3f	Relevant minutes meetings

RESPONSE	
4.2 Involvement of Stakeholders	Self-Review Rating: 5
<p>4.2.1 The programme review and evaluation exercises must involve relevant stakeholders, including alumni, employers and external experts and the feedback must be systematically documented, analysed and considered in the curriculum and the changes be disseminated.</p>	
<p>UiTM has a systematic mechanism in conducting the curriculum review and evaluation exercises. The programme review and evaluation involves relevant stakeholders including the current students. All feedback from stakeholders are documented, analysed and given proper attention to ensure the curriculum of the programme offered is dynamic and relevant. Changes of curriculum is disseminated to appropriate parties involved</p> <p>Narrative 4.2</p>	

NARRATIVE	
AREA 4: CONTINUAL QUALITY IMPROVEMENT AND SUSTAINABILITY	
4.2 Involvement of Stakeholders	
<p>The curriculum review process in UiTM is shown in Figure 4.2a. The process starts by planning and preparation of curriculum review paper work initiated at faculty/campus level. The paperwork is then reviewed by the <i>Unit Hal Ehwal Kurikulum (UHEK)</i> and <i>Bahagian Penilaian dan Pentaksiran Akademik (BPPA)</i>, and approved (subject to changes) by Senate / JKPT. Significant changes will be further evaluated by the Institute Quality and Knowledge Advancement (the IQA unit) and will be brought up to the Malaysian Qualification Agency (MQA) for accreditation and registration purposes (4.2.1a) (4.2.1b).</p>	

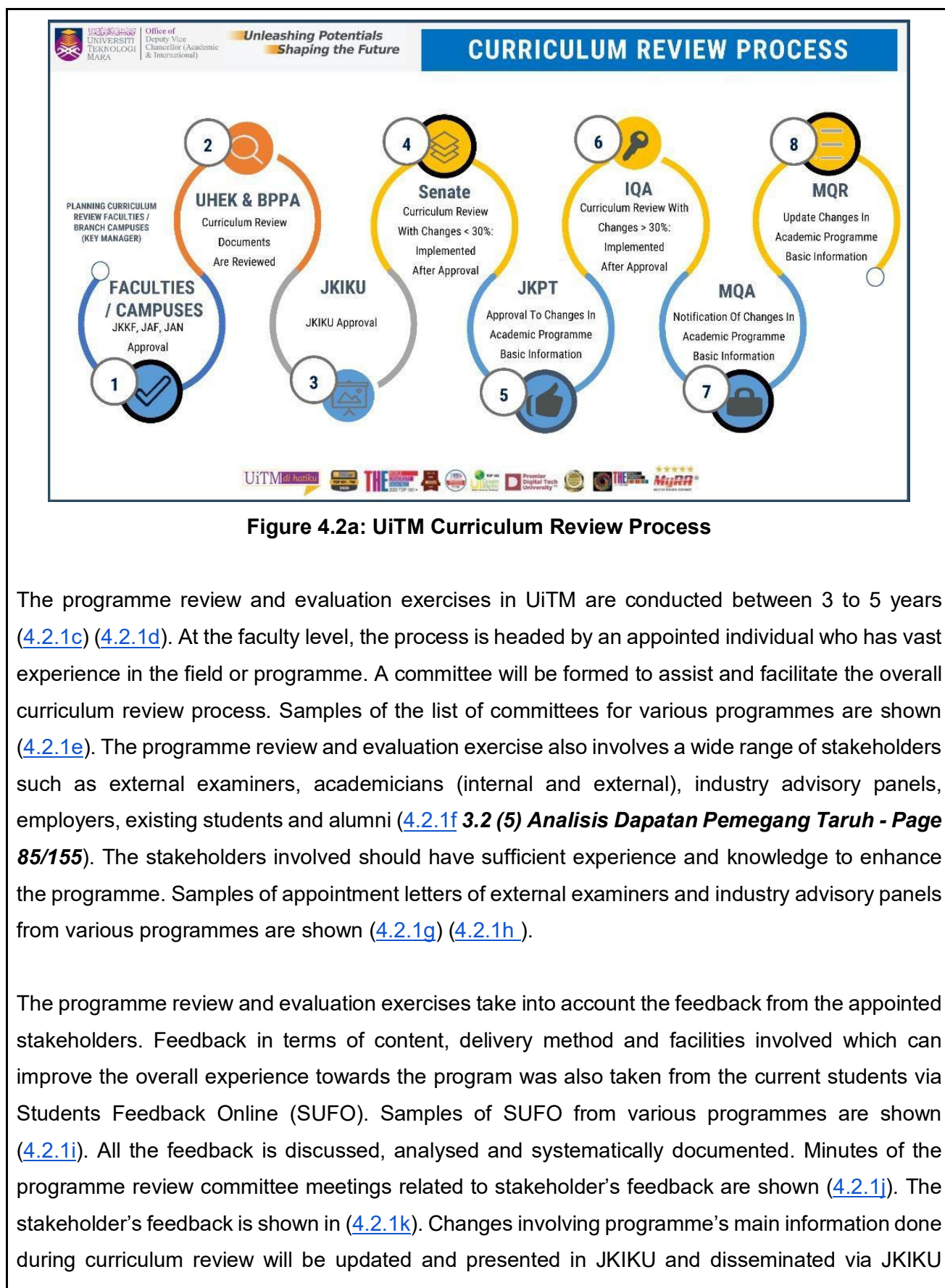


Figure 4.2a: UiTM Curriculum Review Process

The programme review and evaluation exercises in UiTM are conducted between 3 to 5 years ([4.2.1c](#)) ([4.2.1d](#)). At the faculty level, the process is headed by an appointed individual who has vast experience in the field or programme. A committee will be formed to assist and facilitate the overall curriculum review process. Samples of the list of committees for various programmes are shown ([4.2.1e](#)). The programme review and evaluation exercise also involves a wide range of stakeholders such as external examiners, academicians (internal and external), industry advisory panels, employers, existing students and alumni ([4.2.1f](#) **3.2 (5) Analisis Dapatan Pemegang Taruh - Page 85/155**). The stakeholders involved should have sufficient experience and knowledge to enhance the programme. Samples of appointment letters of external examiners and industry advisory panels from various programmes are shown ([4.2.1g](#)) ([4.2.1h](#)).

The programme review and evaluation exercises take into account the feedback from the appointed stakeholders. Feedback in terms of content, delivery method and facilities involved which can improve the overall experience towards the program was also taken from the current students via Students Feedback Online (SUFO). Samples of SUFO from various programmes are shown ([4.2.1i](#)). All the feedback is discussed, analysed and systematically documented. Minutes of the programme review committee meetings related to stakeholder's feedback are shown ([4.2.1j](#)). The stakeholder's feedback is shown in ([4.2.1k](#)). Changes involving programme's main information done during curriculum review will be updated and presented in JKIKU and disseminated via JKIKU

minutes of meeting ([4.2.1i1](#)) ([4.2.1i2](#)). The latest information about all programmes can be accessed in MQR website [Malaysian Qualification Registration \(MQR\)](#).

The engagement between the university and the stakeholders is maintained to ensure effective and high-impact relations through various collaboration activities ([4.2.1m1](#)) ([4.2.1m2](#)), which add value to the programme offered and ensure the marketability of graduates. The guidelines implemented by the Alumni Networking Center (ANC), Office of Industry, Community and Alumni Networking (ICAN) have become main references to intensify networking between the faculties / campuses and stakeholders ([4.2.1n1](#), [4.2.1n2](#), [4.2.1n3](#), [4.2.1n4](#)).

EVIDENCES

4.2.1a	Carta Alir Proses Kerja Semakan Kurikulum
4.2.1b	Surat Makluman Keputusan JKPT
4.2.1c	Objektif Kualiti UiTM 2019-2025
4.2.1d	Manual Tadbir Urus Pengurusan Akademik UiTM
4.2.1e	Programme Curriculum Review Committee for Various Programmes <ul style="list-style-type: none"> • Sarjana Muda Kejuruteraan Elektrik • Sarjana Sains Maklumat Geografi • Diploma Pengurusan Perpustakaan • Sarjana Muda Undang-Undang Kepujian • Sarjana Pengurusan Hospitaliti
4.2.1f	Garis Panduan Pembangunan Program Akademik Universiti Awam Edisi 2
4.2.1g	Appointment Letter of External Examiners for Various Programmes <ul style="list-style-type: none"> • Akademi Pengajian Bahasa (APB) • College of Engineering • Faculty of Education • Faculty of Education • Faculty of Business & Management • Faculty of Pharmacy • Fakulti Sains Matematik

EVIDENCES	
	<ul style="list-style-type: none"> Faculty of Mass Communication
4.2.1h	<p>Appointment letter of Industry Panel for Various Programmes</p> <ul style="list-style-type: none"> College of Engineering Faculty of Art & Design Faculty of Chemical Engineering, UiTM Johor Faculty of Civil Engineering
4.2.1i	<p>Samples of SUFO for Various Courses & Programmes</p> <ul style="list-style-type: none"> Fundamentals of Data Structures (CSC248), Faculty of Computer & Mathematical Sciences Sustainability Management (ECD738), Faculty of Civil Engineering Digital Systems 1 (ECE351), Faculty of Electrical Engineering, UiTM Johor Electrical Machines (EPO243), Faculty of Electrical Engineering, UiTM Johor Digital Electronics (ITT270), Faculty of Computer & Mathematical Sciences
4.2.1j	<p>Samples of Minutes of Meeting with Stakeholders for Various Programmes</p> <ul style="list-style-type: none"> 2019 Minutes of Meeting Industry Advisory Panel (IAP) for Programme Bachelor of Engineering (Hons) Electrical Engineering 2019 Minutes of Meeting Industry Advisory Panel (IAP) for Programme Bachelor of Engineering (Hons) Electrical Engineering 2020 Minutes of Meeting Programme Committee for Programme Bachelor of Laws (Honours) 2019 Minutes of Meeting External Examiner for Programme Bachelor of Laws (Honours) 2020 Minutes of Meeting with Adjung Professor for Programme Bachelor of Laws (Honours)
4.2.1k1	<p>Alumni and Employer Survey for Programme Master of Geographical Information System, Faculty of Architecture, Planning & Surveying, 2015</p>
4.2.1k	<p>Samples of Stakeholders Feedback</p> <ul style="list-style-type: none"> External Examiner's Report for Programme Master of Geographical Information System, Faculty of Architecture, Planning & Surveying, 2015 2017 External Examiner's Report for Programme Bachelor of Engineering (Hons) Electrical Engineering

EVIDENCES	
	<ul style="list-style-type: none"> • 2020 External Examiner's Report for Programme Bachelor of Engineering (Hons) Electrical Engineering • Industry Feedback Report for Programme Bachelor of Laws (Honours)
4.2.1I1	<p>Sample of Except of Minutes of Meeting <i>Jawatankuasa Induk Kurikulum Universiti (JKIKU)</i></p> <ul style="list-style-type: none"> • JKIKU Ke-76_15 September 2021, Program Diploma Perancangan Bandar Dan Wilayah. • JKIKU Ke-70_18 Mac 2021, Program Sarjana Komunikasi Massa. • JKIKU Ke-74_15 Julai 2021, Program Diploma Pengajian Perbankan.
4.2.1I2	<p>Sample of Curriculum Review Presentation for Various Programmes</p> <ul style="list-style-type: none"> • Programme Master of Geographical Information System • Programme Bachelor of Engineering (Hons) Electrical Engineering • Programme Bachelor of Engineering (Honors) (Civil) • Programme Bachelor of Laws (Honours)
4.2.1m1	<p>Engagement between University and Stakeholders</p> <ul style="list-style-type: none"> • Laporan Pelaksanaan Program CEO@Faculty • Industry Panel in Final Year Design Project Presentation, 2020
4.2.1m2	Industry Panel as a Speaker in Programme Sustain The World! Virtual Camp
4.2.1n1	Garis Panduan Jaringan Alumni
4.2.1n2	Garis Panduan Jaringan Industri
4.2.1n3	Garis Panduan Jaringan Komuniti
4.2.1n4	Pekeliling Pemakluman Garis Panduan Jaringan Industri, Komuniti dan Alumni UiTM Bilangan 2, Tahun 2020

RESPONSE			
4.3 Quality Improvement and Enhancement		Self-Review Rating: 5	
4.3.1 The HEP must establish policies and procedures for regularly reviewing and updating its internal quality assurance system and processes to ensure continual quality improvement.	4.3.2 The HEP must have an independent department or unit dedicated to, and responsible for, the internal quality assurance system that has given a prominent status with the direct line of reporting to the head of the institution or the governing board.	4.3.3 The HEP must promote quality culture through participatory and cooperative processes across all levels to assure quality in education, research, service, and management of the institution.	4.3.4 The HEP must have mechanisms to implement recommendations for quality improvement and quality enhancement plans, which must be linked with the institutional goals.
<p>UiTM has policies for regular reviewing of its current policies, practices, and internal quality assurance system while promoting quality culture through participatory and cooperative processes across all levels. Furthermore, UiTM has a dedicated independent department responsible for the internal quality assurance system with a prominent status and direct reporting line to UiTM's governing board. In addition, UiTM has mechanisms to implement recommendations for quality improvement and quality enhancement plans linked with UiTM's vision, mission, and goals.</p> <p>Narrative 4.3</p>			

NARRATIVE
AREA 4: CONTINUAL QUALITY IMPROVEMENT AND SUSTAINABILITY
4.3 Quality Improvement and Enhancement
<p>4.3.1 Quality Improvement and Enhancement Policies</p> <p>In terms of internal quality assurance, UiTM has established its own internal quality assurance system policy called "UiTM Quality Assurance & Enhancement Policy (QAEP)" to ensure continual quality improvement in UiTM (4.3.1a, 4.3.1e) as shown in Figure 4.3a. QAEP implementation started in May 2014 until today. It underwent several revisions in May 2015, June 2016, and July 2018 (4.3.1b) as</p>

a continuous improvement effort towards improving the UiTM policy. QAEP or other policies used in UiTM will undergo review/ revision/ amendment periodically, (if necessary), as compliant with the policy stated in Manual Kualiti UiTM Pindaan 2 Tahun 2020 ([4.3.1c](#), [4.3.1d](#)).



Figure 4.3a UiTM's Quality Assurance System Policy

4.3.2 Internal Quality Assurance Department

UiTM as an enormous institution has an Institute of Quality & Knowledge Advancement (InQKA) ([4.3.2a](#)) that acts as a dedicated department and is responsible for the internal quality assurance system and other quality-related responsibilities ([4.3.2b](#)) led by a competent Assistant Vice-Chancellor InQKA ([4.3.2c](#), [4.3.2d](#), [4.3.2e](#)) and is given a prominent status with the direct line of reporting to the UiTM Vice-Chancellor ([4.3.2f](#)). At faculty and branch campuses, the role of InQKA was entrusted to the Head of Quality (KUK) (refer to **Figure 4.3b**) for each UiTM Faculty or Campus with a direct line of reporting to the Dean or Rector ([4.3.2g](#), [4.3.2h](#), [4.3.2i](#), [4.3.2j](#), [4.3.2k](#)).

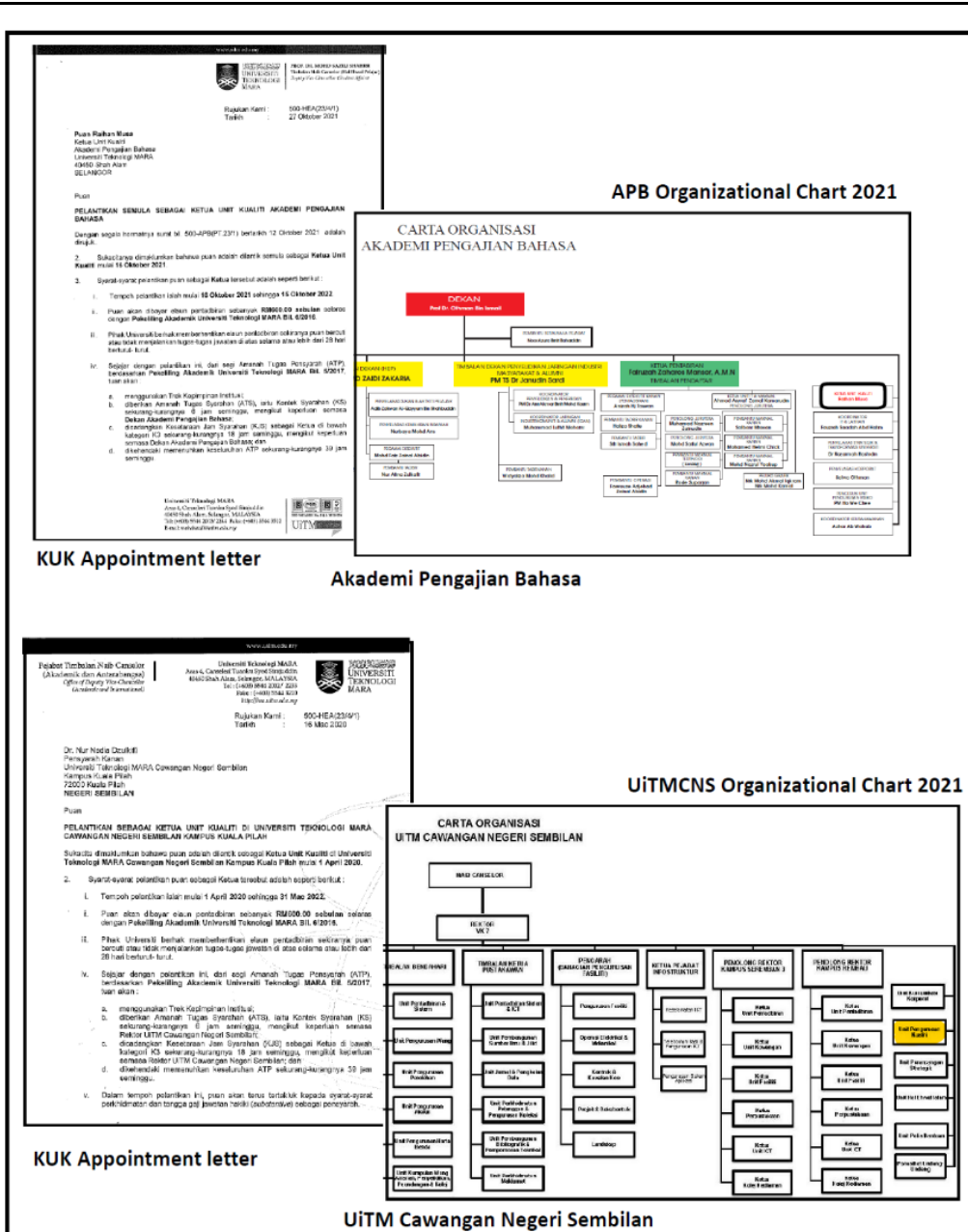


Figure 4.3b Head of Quality (KUK) Position in Faculty and Branch Campus

4.3.3 Quality Culture Implementations

In addition, UiTM has a comprehensive quality manual across (refer to **Figure 4.3c**) all levels to assure quality in education, research, service, and management of the institution ([4.3.3a](#), [4.3.3b](#), [4.3.3c](#), [4.3.3d](#)) and promotes quality culture through participatory and cooperative processes ([4.3.3e](#), [4.3.3f](#), [4.3.3g](#), [4.3.3p](#), [4.3.3q](#), [4.3.3r](#), [4.3.3s](#), [4.3.3t](#)).

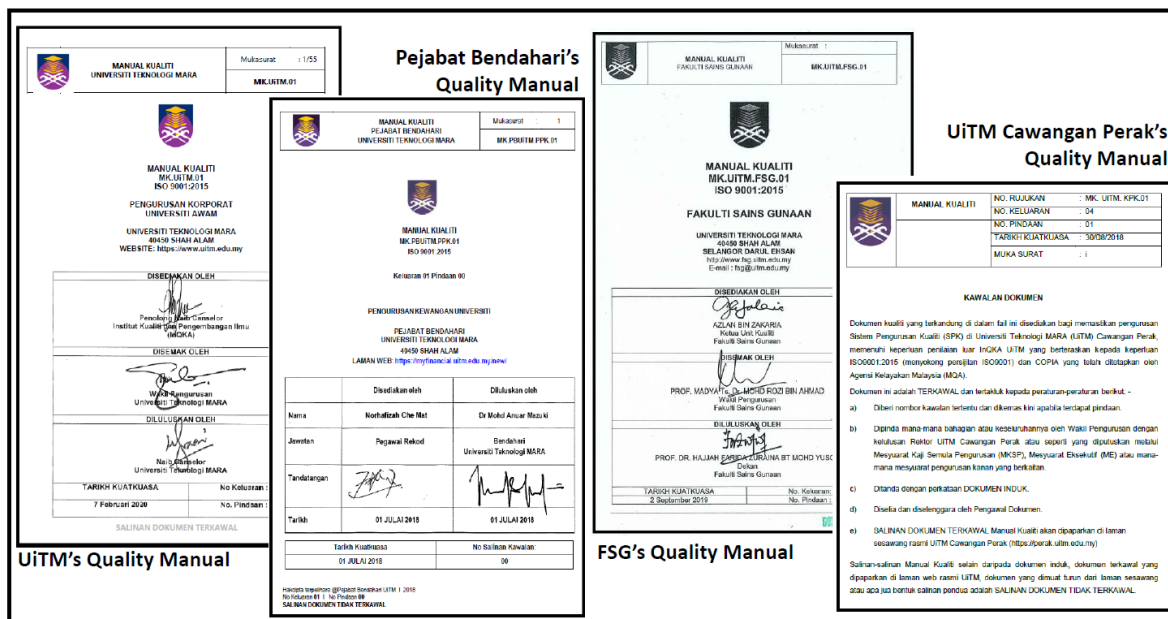


Figure 4.3c Quality Manual for UiTM, Its Departments, Faculty and Branch Campus

Furthermore, quality cultures are being internalized (refer to Figure 4.3d) throughout UiTM System via several activities such as Anugerah Kualiti Naib Canselor (AKNC) (4.3.3w), Kumpulan Inovatif Kreatif (KIK) (4.3.3x), and Operational Excellence (OE) (4.3.3y).

Quality Culture Activities	Quality Processes
Risk Identification in SAP Q2 Presentation 2021	Prosedur Promosi Program FKM Tahun 2017
Mesyuarat Jawatankuasa OBE-iCGPA UiTM Sarawak Tahun 2019	Prosedur Pengurusan Peperiksaan Akhir FKM Tahun 2017
Senarai Aktiviti SKKO Tahun 2017-2021	Prosedur Pendaftaran Kursus Pelajar FKM Tahun 2017.
ER iQMS Kitaran 5 Tahun 2021	Manual_Kualiti UPR Tahun 2020
Bicawara Transformasi & Motivasi Transformasi programmes BTU 2020-2021	Tindakan Yang Diambil Untuk Menangani Risiko dan Peluang. Manual_Kualiti UPR Tahun 2020
Program Motivasi Transformasi DFMK 29 March 2021	Buku Panduan Pengurusan Risiko UiTM Kelantan Tahun 2016
Program Bicawara Transformasi April - May 2021	Prosedur Pengurusan Risiko FSG Tahun 2019
Audit Pensijilan Semula MS ISO 9001-2015	Daftar Risiko ICAN – eRMS
Laporan AKNC 2019 UiTM Kedah	MQA Self-Accreditations for UiTM 2021
Dokumen KIK UiTM	ISO Accreditations for UiTM 2008-2015
Buku Program Simposium OE 2020	

Figure 4.3d Example of Quality Culture Activities and Processes in UiTM

In managing risks, Unit Pengurusan Risiko (UPR) in UiTM and campuses has a policy ([4.3.3z](#), [4.3.3h](#), [4.3.3i](#)) and guidelines ([4.3.3j](#), [4.3.3k](#), [4.3.3l](#)) on quality plans, including action plans and risk treatment plans for quality improvement and enhancement ([4.3.3m](#), [4.3.3u](#)). Moreover, UiTM is currently being audited and accredited by Malaysia Qualification Agency (MQA) for Self-Accreditation University Status Certificate ([4.3.3n](#)), MS ISO 9001: 2015 by SIRIM ([4.3.3v](#)) and was accredited by Lloyd's Register Quality Assurance Ltd (LRQA) in 2006 until 2015 for complying to ISO 9001: 2000 and ISO 9001: 2008 standards ([4.3.3o](#)).



Figure 4.3e Example of Accreditation by Professional Bodies

4.3.4 Mechanisms to Implement Quality Improvements

In terms of quality improvements, UiTM has mechanisms to implement recommendations for quality improvement and quality enhancement plans that are linked with the institutional KPI through Majlis Eksekutif Universiti (MEU) and Mesyuarat Kajisemula Pengurusan (MKSP) meetings at the university, department, faculty, and campuses levels ([4.3.4a](#), [4.3.4b](#), [4.3.4c](#), [4.3.4d](#), [4.3.4h](#), [4.3.4i](#), [4.3.4j](#), [4.3.4k](#)). Meanwhile, UiTM's KPIs monitoring process was conducted by Bahagian Transformasi Universiti (BTU) for every three (3) months ([4.3.4e](#), [4.3.4f](#), [4.3.4g](#)) using several methods including University Electronic Programme Management Office [UePMO v2] system (refer to **Figure 4.3f**) and presentations. In faculty and campus, Unit Kualiti plays an important role in monitoring quality improvements and quality enhancement plans through activities such as external audits ([4.3.4m](#)) and internal audits ([4.3.4l](#)).

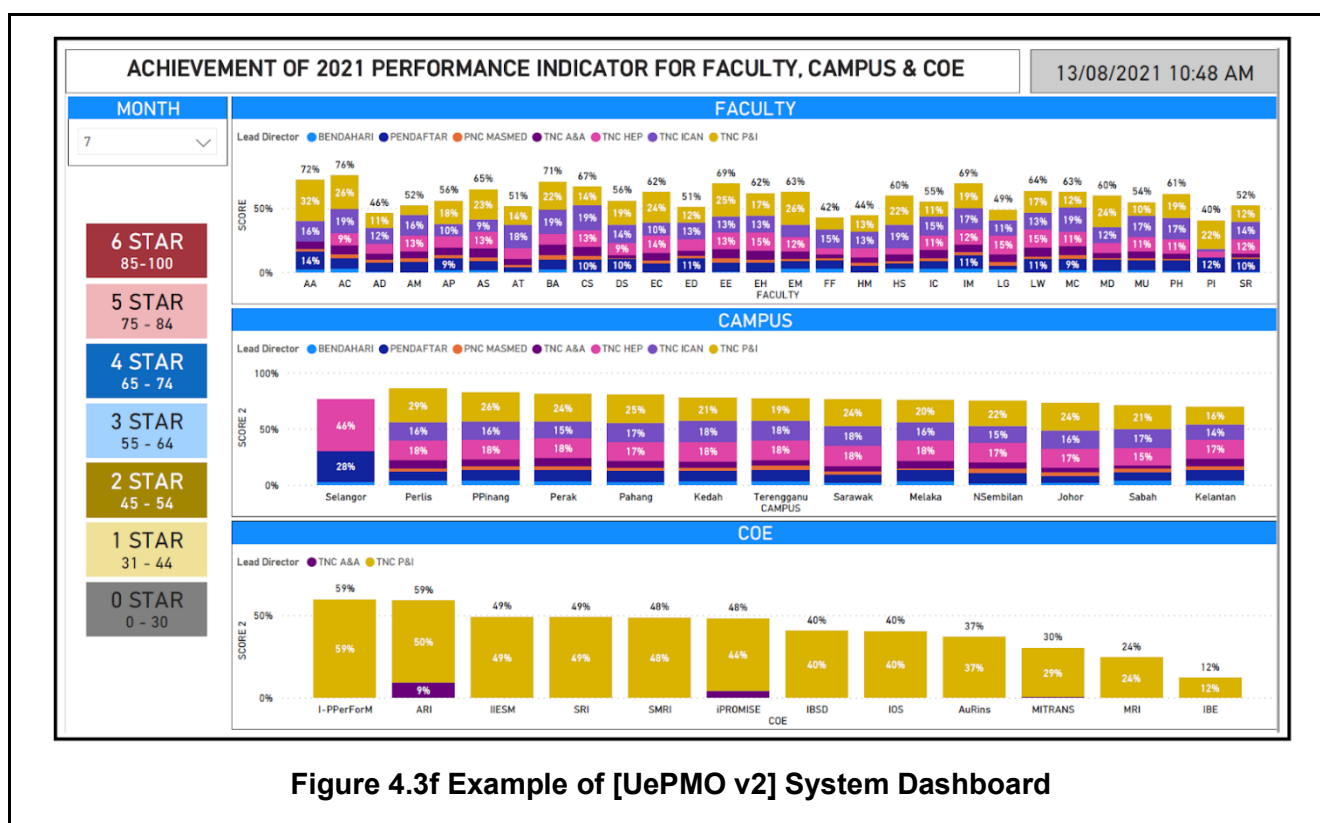


Figure 4.3f Example of [UePMO v2] System Dashboard

EVIDENCES	
4.3.1a	Quality Assurance & Enhancement Policy (QAEP) Version 2 (2019).
4.3.1b	QAEP Revision and Approval Date. Quality Assurance & Enhancement Policy (QAEP) Version 2 (2019). Page 19/22.
4.3.1c	Clause 7.5: Maklumat Yang Didokumenkan. Manual Kualiti UiTM Pindaan 3. Berkuatkuasa 7 February 2020. Page 34/55.
4.3.1d	Manual Kualiti UiTM Pindaan 3. Berkuatkuasa 7 February 2020.
4.3.1e	Quality Assurance & Enhancement Policy (QAEP) Version 1 (2014).
4.3.2a	Introduction to InQKA UiTM
4.3.2b	InQKA's Responsibilities on Internal Quality Assurance of UiTM
4.3.2c	InQKA's Organisational chart 2021
4.3.2d	Assistant Vice-Chancellor InQKA Appointment Letter. Prof. Datin Dr Suzana Sulaiman. Reference Number: 500-UiTM(NC 23/4/6)Jld.3. Dated 21 December 2020.

EVIDENCES	
4.3.2e	TOR and appointment criteria for Assistant Vice-Chancellor InQKA
4.3.2f	UiTM's Organisational Chart 2021
4.3.2g	Head of Quality Reappointment Letter with TOR for APB. Puan Raihan Musa. Reference Number: 500-HEA(23/4/1). Dated 27 October 2021.
4.3.2h	APB Organisational Chart 2021
4.3.2i	Head of Quality Appointment Letter with TOR for UiTMCNS. Dr Nur Nadia Dzulkifli. Reference Number: 500-HEA(23/4/1). Dated 16 March 2020.
4.3.2j	UiTMCNS Organisational Chart 2021
4.3.2k	Head of Quality Unit Appointment Criteria. Quality Assurance & Enhancement Policy (QAEP) Version 2 (2019) Page 5/22.
4.3.3a	Manual Kualiti UiTM Pindaan 2 Tahun 2020. Reference Number: MK.UiTM.01.
4.3.3b	Manual Kualiti Pengurusan Kewangan Universiti Tahun 2018. Reference Number: MK.PBUiTM.PPK.01.
4.3.3c	Manual Kualiti FSG Tahun 2019. Reference Number: MK.UiTM.FSG.01.
4.3.3d	Manual Kualiti UiTM Perak Tahun 2018. Reference Number: MK.UiTM.KPK.01
4.3.3e	Prosedur Promosi Program FKM Tahun 2017. Reference Number: PK.UiTM.FKM.(OA).04
4.3.3f	Prosedur Pengurusan Peperiksaan Akhir FKM Tahun 2017. Reference Number: PK.UiTM.FKM.(OA).11
4.3.3g	Prosedur Pendaftaran Kursus Pelajar FKM Tahun 2017. Reference Number: PK.UiTM.FKM.(OA).05
4.3.3h	Manual_Kualiti UPR Tahun 2020. Reference Number: MK.UPR.01
4.3.3i	Clause 6.1: Tindakan Yang Diambil Untuk Menangani Risiko dan Peluang. Manual_Kualiti UPR Tahun 2020. Reference Number: MK.UPR.01. Page 21/43.
4.3.3j	Buku Panduan Pengurusan Risiko UiTM Kelantan Edisi Pertama. Tahun 2016

EVIDENCES	
4.3.3k	Prosedur Pengurusan Risiko FSG Tahun 2019. Reference Number: P.UiTM.FSG.01
4.3.3l	Slide Risk Identification in SAP Q2 Presentation 2021
4.3.3m	Slide Mesyuarat jawatankuasa OBE-iCGPA UiTM Sarawak Tahun 2019. (Refer Slide Number 11-13.
4.3.3n	MQA Self-Accreditations for UiTM 2021
4.3.3o	ISO Accreditations for UiTM 2008-2015
4.3.3p	Senarai Aktiviti SKKO Tahun 2017 - 2021
4.3.3q	Jadual ER iQMS Kitaran 5 Tahun 2021
4.3.3r	Schedule Bicarawara Transformasi & Motivasi Transformasi Program BTU 2020 – 2021.
4.3.3s	Survey Program Motivasi Transformasi DFMK 29 March 2021
4.3.3t	Survey Program Bicarawara Transformasi April - May 2021
4.3.3u	Daftar Risiko ICAN - eRMS
4.3.3v	Audit Pensijilan Semula MS ISO 9001:2015
4.3.3w	Laporan AKNC 2019 UiTM Kedah
4.3.3x	Dokumen KIK UiTM
4.3.3y	Buku Program Simposium OE 2020
4.3.4a	Example of Minit Mesyuarat Kajisemula Pengurusan (MKSP) UiTM Bil.1/2020. Agenda D159. Laporan JKSP ke-6 Bil 1/2018. Page 6-10/32. Dated 1 July 2020.
4.3.4b	Example of Minit Mesyuarat Kajisemula Pengurusan (MKSP) ICAN Bil.1/2019. Agenda B1.0. Objektif Kualiti. Page 3/5. Dated 1 August 2019.
4.3.4c	Example of Minit Mesyuarat Kajisemula Pengurusan (MKSP) FKA. Bil.2/2018. Agenda D.4. Laporan Prestasi Proses dan Keakuran Produk. Page 10-15/23. Dated 16 January 2019.

EVIDENCES	
4.3.4d	Example of Minit Mesyuarat Kajisemula Pengurusan (MKSP) UiTM Sabah. Bil.15/2018. Agenda B.1 Laporan Pencapaian Objektif Kualiti Page 4-11/12. Dated 27 September 2019.
4.3.4e	Timeline for Performance Review Every Quarter (Reporting Process) BTU 2021
4.3.4f	Strategic Action Plan (SAP) Q2 Presentation Slide BTU 2021
4.3.4g	Example of University Electronic Programme Management Office [UePMO v2] system Dashboard
4.3.4h	Surat Jemputan Sesi Pembentangan Pelaporan Pencapaian Prestasi Universiti Suku Kedua Tahun 2021. Reference number: 100-BTU (PT.36/5/6). Dated 15 July 2021.
4.3.4i	Keputusan Mesyuarat MEU Bil 10/2021. Cadangan Kelulusan Penetapan Sistem pengiraan Pemberat Untuk Skor i-UiTM tahun 2021. Reference Number: 100-UiTM(NC 36/3/12/2). Dated 15 March 2021.
4.3.4j	Keputusan Mesyuarat MEU Bil 39/2020. Cadangan Kelulusan Sasaran Bagi KPI & PI UiTM Tahun 2021. Reference number: 100-UiTM(NC 36/3/12/2). Dated 30 November 2020.
4.3.4k	Keputusan MEU Bil 14/2021. Permohonan Mewujudkan JK Ranking Universiti. Reference Number:100-UiTM(NC 36/3/12/2). Dated 4 May 2021.
4.3.4l	Laporan Audit Dalam Bil 1/2020 UiTM Johor. Dated 23 Nov 2020.
4.3.4m	Laporan Audit Luar iQMS Cycle 5 2020 UiTM Kelantan. Dated 6-8 Oct 2020

RESPONSE	
4.4 Institutional Sustainability	Self-Review Rating: 5
4.4.1 The HEP's strategic and internal processes, including governance, capacity building, quality assurance activities and risk management, must be institutionalised and supported by the highest authority in the HEP to ensure effective implementation and sustainability.	4.4.2 Sufficient resources for establishing and maintaining an effective and sustainable quality culture within the institution must be provided.
<p>UiTM's strategic and internal processes are well institutionalised supported by the UiTM's governing board which addresses the challenges regarding strengths and limitations in sustaining education, research, service, and management quality.</p> <p>Narrative 4.4</p>	

NARRATIVE	
AREA 4: CONTINUAL QUALITY IMPROVEMENT AND SUSTAINABILITY	
4.4 Institutional Sustainability	
4.4.1 Implementation and Sustainability of UiTM's strategic and internal process	
<p>UiTM has institutionalised the strategic and internal processes of its governance through the role of the Registrar's Office 4.4.1(a)(i) and University Transformation Division (BTU) 4.4.1(a)(ii), the capacity building through the role of Institute of Leadership & Development (ILD) 4.4.1(a)(iii), the quality assurance activities through the role of Institute of Quality & Knowledge Advancement (InQKA) 4.4.1(a)(iv), risk management through the role of Risk Management Unit 4.4.1(a)(v) and financial sustainability through the role of Office of the Bursar 4.4.1(a)(vi).</p> <p>The Registrar's Office serves as a facilitator to achieve UiTM's aspirations and transformation initiatives and has direction in cultivating the best university governance. All UiTM governance manuals, policies, guidelines, and procedures related to institutional autonomy and sustainability can be retrieved from the UiTM website for reference purposes 4.4.1(b), 4.4.1(b)(i). The main reference for UiTM governance as one institution throughout Malaysia is Governance Manual on 1UiTM:Multisystem 4.4.1(c)(i), Governance Manual on University Board of Directors (LPU) 4.4.1(c)(ii)</p>	

and Governance Manual on University Executives [4.4.1\(c\)\(iii\)](#). Apart from that, the Registrar's Office is the responsible division for standardizing the policies, procedures and guidelines in managing human resource planning, recruitment, distribution, placement, career development and enhancement, remuneration management, facilities, welfare and service scheme review for the whole UiTM system [4.4.1\(c\)\(iv\)](#).



Figure 4.4.1 Example of Guidelines Related to UiTM's Autonomy and Sustainability

In improving its role, the Registrar's Office has practised Agile Governance [4.4.1\(m\)\(iii\)](#) in ensuring their contribution towards the achievement of UiTM as a Globally Renowned University by 2025 [4.4.1\(m\)\(i\)](#), [4.4.1\(m\)\(ii\)](#). Various improvements can be seen in human resource management as a result of agile governance practices by the Office of Registrar [4.4.1\(n\)](#). The Office of Registrar also conducts audit activities as one of the check and balance mechanisms in measuring the level of agile governance practices at branch campuses and reports based on the score of Self Governing Index [4.4.1\(o\)](#). Findings from the audit also revealed the Human Resource Best Practices implemented by branch campuses [4.4.1\(p\)](#) and this will continuously provide ways for UiTM to successfully practise agile governance in the long term [4.4.1\(x\)](#).

Throughout the Covid-19 pandemic period, UiTM had issued various circulars, guidelines and policies in ensuring the continuation of university operations [4.4.1\(q\)\(i\)](#) such as circular on work from home [4.4.1\(q\)\(vi\)](#), [4.4.1\(q\)\(ii\)](#), implementation of UiTM operations for staff during PKP Phase 1 [4.4.1\(q\)\(iii\)](#) and during PKPD [4.4.1\(q\)\(iv\)](#) and control and prevention of Covid-19 transmission [4.4.1\(q\)\(v\)](#).

Among the improvements made is as follows:

- HR2U apps that allows staff to clock-in and clock-out using mobile phone by downloading HR2U application from Google Play Store [4.4.1\(r\)](#),

- MyATP : Amanah Tugas Pensyarah is a concept introduced at UiTM to identify, document and recognize the duties and responsibilities of a lecturer, which primarily include teaching activities, academic scholarships and services/contributions. ATP functions as a mechanism for lecturers to use as a basis of their semester and annual target work plan, annual performance evaluation and promotion. The ATP is based on the number of hours spent per week for a lecturer in four (4) main tracks namely Teaching & Learning, Research, Industry Practitioner and Institutional Leadership [4.4.1\(s\)](#).
- Others include e-Mesyuarat system [4.4.1\(t\)](#), convocation based on appointment [4.4.1\(u\)](#), official transcript online application [4.4.1\(v\)](#) and scroll claim online application [4.4.1\(w\)](#)

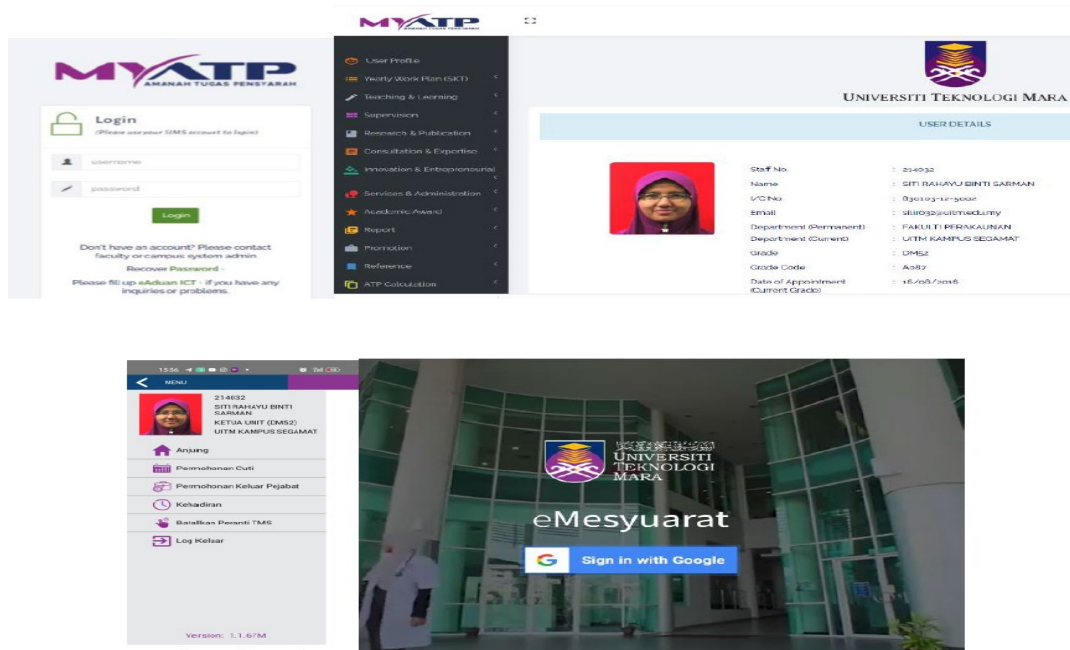


Figure 4.4.2 Example Improvement in UiTM Human Resource Management

In ensuring the university's sustainability and relevancy, the University Transformation Division which is directly placed under the Vice-Chancellor coordinates the university strategic planning [4.4.1\(d\)](#) and manages the university strategic official information [4.4.1\(e\)](#). In addition, it assumes the role of the Institutional Programme Management Office (iPMO) for the Ministry of Higher Education (MOHE). UiTM Educational Goals is formally institutionalized as UiTM Strategic Plan which is systematically monitored by the top management [4.4.1\(f\)\(i\)](#), [4.4.1\(f\)\(ii\)](#).

To produce and sustain staff with exceptional performance as well as outstanding leadership skills, the Institute of Leadership & Development (ILD) conducts leadership and staff development programmes for all UiTM staff consisting of lecturers, managerial and supporting staff. ILD is also responsible for ensuring all the training and human development programmes fulfill the current needs of the university [4.4.1\(y\)](#), [4.4.1\(y\)\(i\)](#). For top management positions, the sustainability of talent to

replace existing candidates is a combination of candidates between 10 to 2 years before retirement while mid-management positions candidates are between 15 to 7 years before retirement [4.4.1\(g\)\(i\)](#), [4.4.1\(g\)\(ii\)](#). Therefore, UiTM shall not have a shortage of talented candidates to hold any strategic positions in the university.

InQKA is responsible as a quality centre at UiTM which manages and catalyzes all quality-related activities [4.4.1\(c\)\(v\)](#) conducted not only at the university and faculty level but also at state-level campuses and branches [4.4.1\(z\)\(i\)](#), [4.4.1\(z\)\(ii\)](#) in ensuring compliance with the Code of Practice for Institutional Audit (COPIA) [4.4.1\(h\)\(i\)](#), [4.4.1\(h\)\(ii\)](#), [4.4.1\(h\)\(iii\)](#), Code of Practice for Accreditation Programme (COPPA) and ISO 9001 [4.4.1\(h\)\(iv\)](#), [4.4.1\(h\)\(v\)](#), [4.4.1\(h\)\(vi\)](#).

In enabling UiTM to explore the boundaries of institutional limitation in sustaining quality in education, research, service, and management of the university, the Risk Management Unit is a responsible division to ensure consistency in risk management activities throughout UiTM. As a main reference and for standardization throughout UiTM branches, faculty, division and unit, there is a circular on the governance of risk management [4.4.1\(i\)](#), guidelines [4.4.1\(j\)](#), policy and mechanism [4.4.1\(k\)](#) and the use of standardized templates on risk register at responsibility centre [4.4.1\(l\)](#).

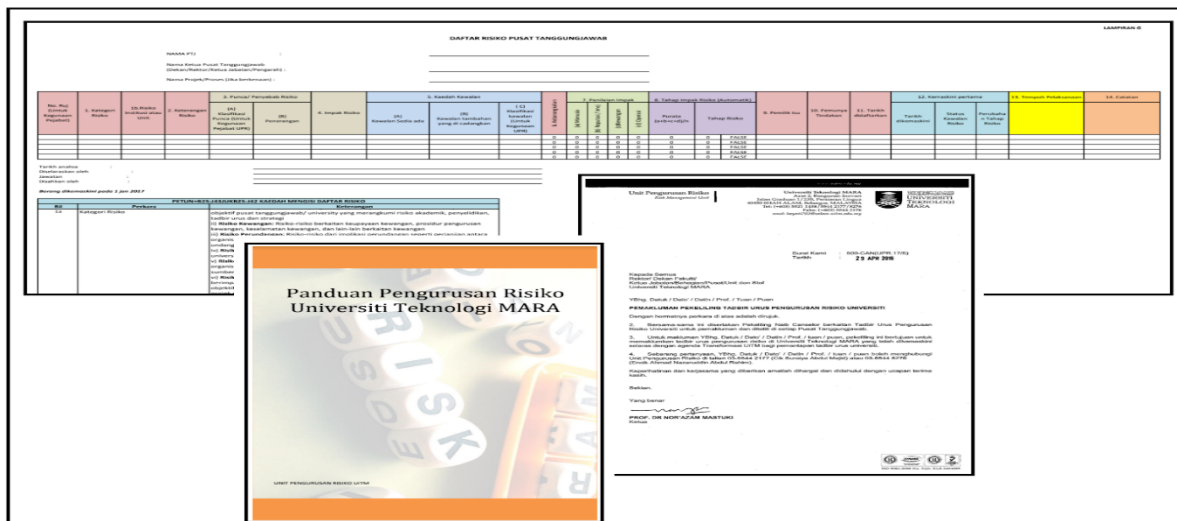


Figure 4.4.3 UiTM's Document Related to Risk Management

4.4.2 Provision of Sufficient Resources

UiTM has a Governance Manual on Financial Management [4.4.2\(a\)](#) in establishing and maintaining effective and sustainable management of financial resources within the institution. Sustainability in terms of institutional finance is well documented on the resource allocation plan [4.4.2\(b\)](#), fund disbursement [4.4.2\(c\)\(i\)](#), [4.4.2\(c\)\(ii\)](#), income generation [4.4.2\(d\)](#) and UiTM's budgeting strategy each year [4.4.2\(e\)\(i\)](#), [4.4.2\(e\)\(ii\)](#), [4.4.2\(e\)\(iii\)](#), [4.4.2\(e\)\(iv\)](#), [4.4.2\(e\)\(v\)](#).

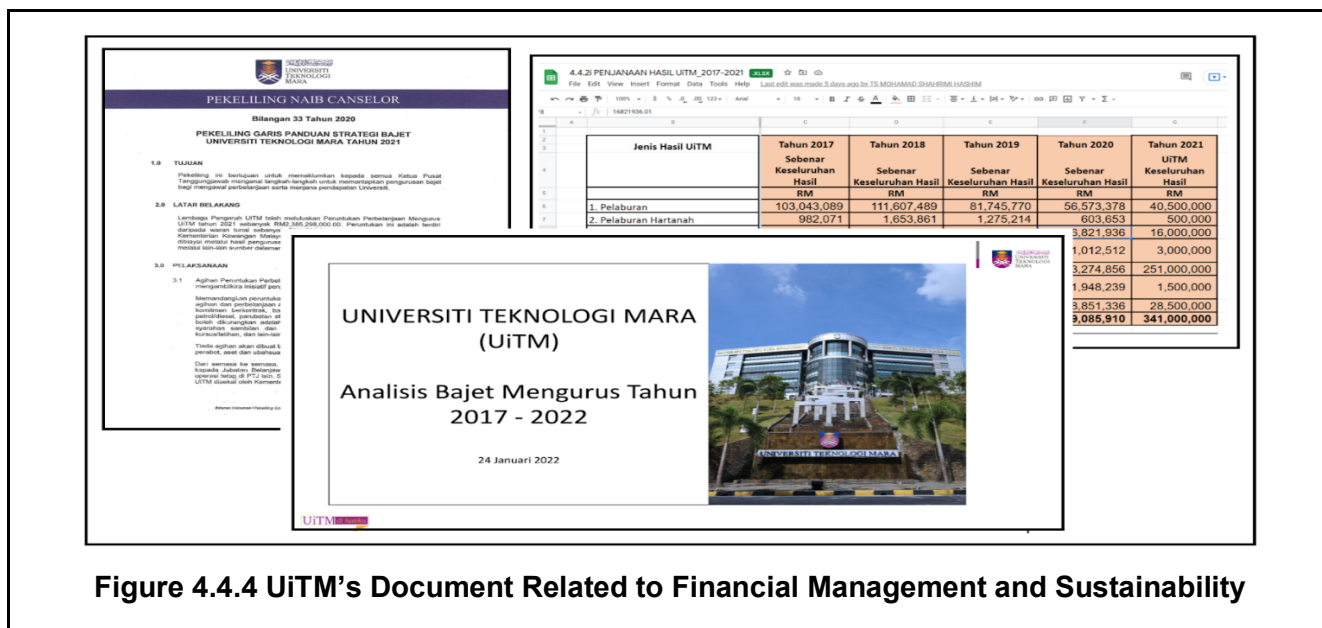


Figure 4.4.4 UiTM’s Document Related to Financial Management and Sustainability

EVIDENCES	
4.4.1(a)(i)	Role of Office of Registrar
4.4.1(a)(ii)	Role of BTU UiTM
4.4.1(a)(iii)	Role of ILD
4.4.1(a)(iv)	Role of InQKA
4.4.1(a)(v)	Role of Risk Management Unit UiTM
4.4.1(a)(vi)	Role of Office of Bursar
4.4.1(b)	List DPocket UiTM
4.4.1(b)(i)	https://pendaftar.uitm.edu.my/dpocket
4.4.1(c)(i)	Manual Tadbir Urus 1 UiTM Multisistem
4.4.1(c)(ii)	Manual Tadbir Urus Lembaga Pengarah Universiti
4.4.1(c)(iii)	Manual Tadbir Urus Eksekutif Universiti
4.4.1(c)(iv)	Manual Tadbir Urus Sumber Manusia UiTM
4.4.1(c)(v)	Manual Tadbir Urus Pengurusan Kualiti UiTM

EVIDENCES	
4.4.1(d)	https://anyflip.com/ynar/xntt
4.4.1(e)	Dasar Pengurusan Maklumat Rasmi Universiti
4.4.1(f)(i)	Q2 Quarterly Achievement Report 2021
4.4.1(f)(ii)	Slide SAP Q1 Quarterly Report 2021
4.4.1(g)(i)	Data Lantikan Pentadbir Akademik UiTM
4.4.1(g)(ii)	Senarai Calon Pelapis Dekan UiTM
4.4.1(h)(i)	Jadual ER iQMS Kitaran 5 2020
4.4.1(h)(ii)	Jadual ER iQMS Kitaran 5 2021
4.4.1(h)(iii)	Laporan ER UiTM Cawangan Pahang
4.4.1(h)(iv)	Pelan Audit Korporat UiTM 2020-2025
4.4.1(h)(v)	Pelan Audit Online Korporat 2020
4.4.1(h)(vi)	Jadual dan Senarai Kumpulan Auditor AD 2021
4.4.1(i)	Pekeliling Tadbir Urus Pengurusan Risiko Universiti
4.4.1(j)	Panduan Pengurusan Risiko UiTM
4.4.1(k)	Arahan Dasar dan Mekanisma Pengurusan Risiko
4.4.1(l)	Template Daftar Risiko PTJ
4.4.1(m)(i)	Garis Masa Pelaksanaan Tadbir Urus Tangkas UiTM
4.4.1(m)(ii)	https://pendaftar.uitm.edu.my/flipbook/tadbir-urus-tangkas/#tadbir-urus-tangkas/page/
4.4.1(m)(iii)	Model Pelaksanaan Tadbir Urus Tangkas UiTM
4.4.1(n)	Current Implementation Agile HR UiTM
4.4.1(o)	Self-Governing Index UiTM
4.4.1(p)	HR Best Practises at branch campuses

EVIDENCES	
4.4.1(q)(i)	Tadbir Urus Covid19 UiTM
4.4.1(q)(ii)	Lampiran A Senarai Tugas Semasa Bekerja Dari Rumah
4.4.1(q)(iii)	Pekeliling Pelaksanaan Pengoperasian UiTM Bagi Staf Di Dalam Tempoh PKP Fasa 1
4.4.1(q)(iv)	Pekeliling Pelaksanaan Pengoperasian UiTM Bagi Staf Di Dalam Tempoh PKPD
4.4.1(q)(v)	Pekeliling Arahan Pentadbiran Berkenaan Kawalan dan Pencegahan Penularan COVID-19
4.4.1(q)(vi)	Panduan BDR UiTM 2020
4.4.1(r)	HR2U mobile phone
4.4.1(s)	MyATP interface
4.4.1(t)	Sistem eMesyuarat UiTM
4.4.1(u)	Infografik Proses Penganugerahan Secara Janji Temu
4.4.1(v)	Infografik Proses Permohonan Transkrip Rasmi UiTM
4.4.1(w)	Infografik Proses Tuntutan Skrol UiTM
4.4.1(x)	Agile HR Strategies During Post Covid-19
4.4.1(y)	Sample ILD UiTM Training Calendar
4.4.1(y)(i)	https://ild.uitm.edu.my/index.php/training/calendarild
4.4.1(z)(i)	Struktur Tadbir Urus Kualiti UiTM
4.4.1(z)(ii)	InQKA Empowered Governance
4.4.2(a)	Manual Tadbir Urus Pengurusan Kewangan UiTM
4.4.2(b)	Peruntukan Bajet Mengurus 2019 2022
4.4.2(c)(i)	Analisis Bajet Mengurus 2017-2022
4.4.2(c)(ii)	Dokumen Sokongan Analisa Belanja PnP

EVIDENCES	
4.4.2(d)	Penjanaan Hasil UiTM 2017-2021
4.4.2(e)(i)	Strategi Bajet 2017
4.4.2(e)(ii)	Strategi Bajet 2018
4.4.2(e)(iii)	Strategi Bajet 2019
4.4.2(e)(iv)	Strategi Bajet 2020
4.4.2(e)(v)	Strategi Bajet 2021

SELF-REVIEW PORTFOLIO UiTM PROJECT TEAM

Patron

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