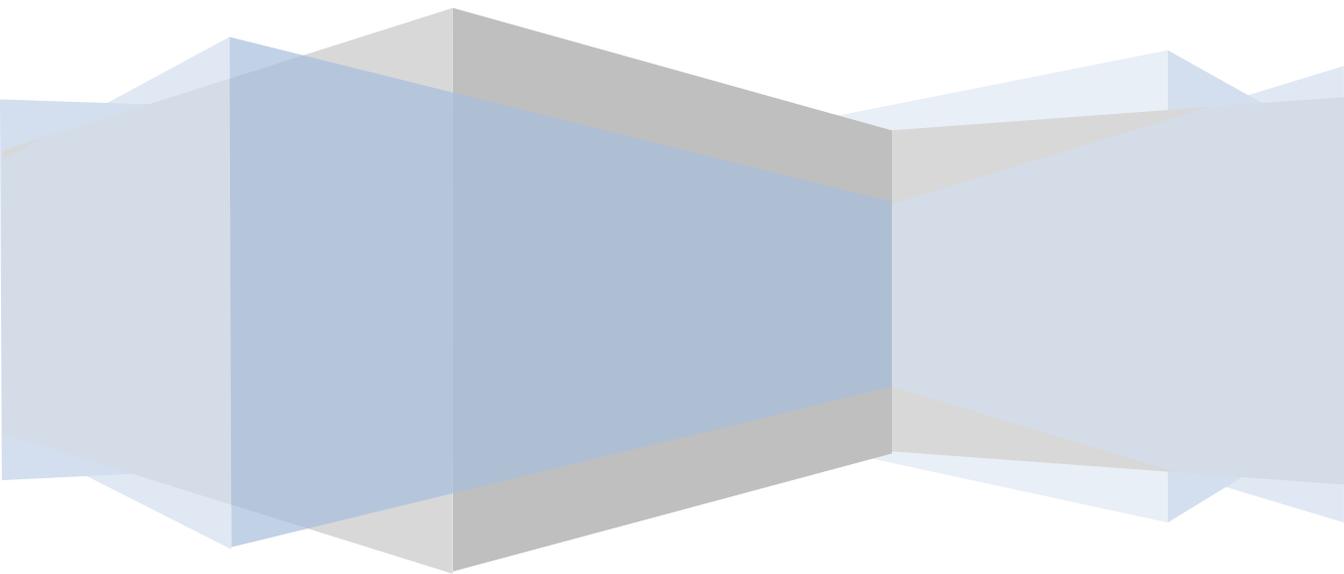


MALAYSIAN QUALIFICATIONS AGENCY (MQA)

**GUIDELINES TO  
GOOD PRACTICES:  
WORK-BASED  
LEARNING  
(GGP: WBL)**



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ISBN:

All the Agency's publications are available on our web site: [www.mqa.gov.my](http://www.mqa.gov.my)

Printed copies are available from:  
The Standards Division  
Malaysian Qualifications Agency

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## **Foreword**

I am pleased to introduce the Guidelines to Good Practice: Work-Based Learning (GGP: WBL) guidebook which forms part of MQA work to support the higher education providers in the area of employability and industry engagement.

The GGP: WBL is designed to provide a general guideline on the development and implementation of WBL approaches at the programme/course levels for HEP, industry, students, employees, tutor, coach, and any individual who may be interested in the WBL activities. It does this by highlighting the various approaches of WBL, WBL curriculum design and delivery methods, assessment, roles and responsibilities of WBL key players, as well as the administration and monitoring of successful WBL implementation. Where appropriate, this guideline has included examples of good practices in the form of appendices for consideration.

It is the spirit of WBL that HEPs and industry should work together to meet the requirement of higher level skills among graduates/employees as improved skills are vital to productivity and prosperity of a nation. In WBL, the industry plays an essential role by often providing input into the design of the programme curricular, assisting with the teaching input, providing support to the students, having involvement in the assessment of students, and potentially paying some of the costs. The range of responsibilities for aspects of teaching, support and assessment will vary and should be negotiated. This requires extra effort and at times additional resources, policies, quality assurance and staff development arrangements to be put in place.

Hence, the publication of the guidebook is timely. HEPs and industry working in partnership are mutually beneficial, both economically and socially. For industry, engagement with higher education can contribute to workforce development, improve productivity and expose employees and employers to innovative research and knowledge transfer. As for HEPs, WBL recognised the workplace as a legitimate and fundamental site of learning. Through WBL, students should be able to develop and enhance their employability skills and be provided with a range of opportunities relevant to employability and career development.

Finally, I would like to thank all those who contributed to the development of this GGP: WBL, in particular the panel members (Refer Appendix 1).

Thank you.

**Dato' Prof. Dr. Rujhan bin Mustafa**

Chief Executive Officer

Malaysian Qualifications Agency

## **Abbreviation**

- |                          |  |
|--------------------------|--|
| 1. APEL                  | Accreditation of Prior Experiential Learning                 |
| 2. CDD                   | Curriculum Design and Delivery                               |
| 3. CEX                   | Clinical Evaluation Exercise                                 |
| 4. COPPA                 | Code of Practice: Programme Accreditation                    |
| 5. CQI                   | Continual Quality Improvement                                |
| 6. DL                    | Dependent Learning   |
| 7. DSD                   | Department of Skills Development                             |
| 8. MOHR                  | Ministry of Human Resource                                   |
| 9. ELT                   | Effective Learning Time                                      |
| 10. GGP                  | Guidelines to Good Practices                                 |
| 11. HEP                  | Higher Education Provider                                    |
| 12. IG                   | Industrial Guidance  |
| 13. IL                   | Independent Learning   |
| 14. LO                   | Learning Outcome   |
| 15. MEB 2015 – 2025 (HE) | Malaysian Education Blueprint 2015 – 2025 (Higher Education) |

16. MoA	Memorandum of Agreement
17. MQA	Malaysian Qualifications Agency
18. MQF	Malaysian Qualifications Framework
19. MSAD	Malaysia Skills Advanced Diploma
20. MSC	Malaysia Skills Certification
21. MSD	Malaysia Skills Diploma
22. NDTs	National Dual Training System
23. NOSS	National Occupational Skills Standard
24. ODL	Open and Distance Learning
25. OSHA	Occupational Safety and Health Act
26. OSCL	Object Structured Clinical Examination
27. PPE	Personal Protective Equipment
28. SLT	Student Learning Time
29. SME	Small and medium-sized enterprises
30. SOP	Standard Operating Procedure
31. WBL	Work-Based Learning

## **Purpose of GGP: WBL**

The purpose of the Guidelines to Good Practices: Work Based Learning (GGP: WBL) is to provide the general guidelines on the development and implementation of WBL approaches at the programme/course levels for HEPs, industry, students, employees, tutors, coaches, and any individuals who may be interested in the WBL activities.

The guidelines book is divided into 8 distinct chapters. The first chapter serves as a general introduction and provides a background to the WBL guidelines. The chapter introduces the concept of WBL and explores definitions of WBL from the relevant literature reviewed.

Chapter 2 outlines the aims and objectives of the guidelines, and briefly highlights the aims and objectives and learning outcomes of the WBL. The chapter also highlights the benefits of WBL.

Chapter 3 explores various approaches of WBL curriculum designs and delivery methods. In particular, the chapter highlights certain requirements in developing WBL curriculum. The chapter also discusses WBL curriculum structure and the calculation of SLT in relations to students' contact hours and credit allocations. Examples of WBL curriculum design, delivery approaches, and calculation of credits are provided in this chapter.

Chapter 4 presents the assessment methods relevant to WBL context. The chapter starts with the key elements of WBL assessment and continues with highlighting various types of assessment methods for WBL and the persons responsible to assess the learning outcomes of WBL experiences. Key players in WBL implementation and operations are presented in Chapter 5. This chapter describes each WBL player, identifies their minimum qualifications, and highlights some of their main roles and responsibilities.

Chapter 6 describes educational resources and support services required by students and other key players for WBL to succeed. Administration of WBL is discussed in Chapter 7, while WBL programme monitoring and review are provided in Chapter 8.

## **1. Introduction**

Work-based learning is not a new type of activity. It has a long history associated, for example, with various types of apprenticeships. It is also not new within higher education, in so far as areas such as medicine, education, and social work have included work-based learning as the central element in their programmes for many years. Higher education has always been associated with preparation for work, particularly in relation to entry to the professions.

In addition, employment patterns have undergone considerable upheaval over the last few years. Traditional career patterns are breaking down and full-time permanent employment is no longer the predominant pattern. Of particular relevance to the present context, is the rise in workers who must undertake the responsibility for managing their own careers and skills development in order to become, or remain, employable. Upskilling and lifelong learning have become the new 'buzz' words associated with the move away from the 'job for life' and the need for individuals to develop new skills and to update existing skills throughout their working lives.

Interest in work-based learning has expanded since the beginning of the 1990s, and currently research in this area is wide-ranging and interdisciplinary. One of the reasons for this expansion is the unprecedented rapid change in society and working life that has taken place during the past few decades. The rapid development of information and communications technology, the growing production of knowledge in the economy, increasing internationalisation and globalisation, as well as changes in occupational structures and in the content and organisation of work have all challenged not only education institutions but also work organisations to engage with new ways of ensuring that the workforce can successfully meet these challenges.

Within the Malaysian context, the Malaysia Education Blueprint 2015-2025 (Higher Education) (MEB 2015-2025 HE) recognised that there is a mismatch in the supply and demand of graduates, with employers reporting that graduates lack the requisite knowledge, skills and attitudes. Thus, WBL hopes to **enhance the student learning experience** by expanding industry collaboration in the design and delivery of programmes; increasing the use of experiential and service learning to develop 21st century skills, and leveraging technology-enabled models to enable more personalised learning to meet the objectives of holistic, talented, and balanced graduates.

Work-based learning is playing an increasingly important part in the development of an individual's lifelong learning through improved academic qualification by obtaining credits for negotiated learning in the workplace. It is also increasingly an important form of provision in which new relationships between higher education and the world of work can be established. WBL can be seen as part of a wider set of changes in the economy, society and the role of higher education. Work-based learning has also been identified as a means of responding to the needs of employers, particularly those in small to medium-sized enterprises (SMEs). This is in line with the MEB 2015-2025 (HE) objectives which stated that lifelong learning will enable Malaysians to meet the changing skill needs of a high-income economy and maximises the potential of individuals who are currently outside the workforce through reskilling and upskilling opportunities by using WBL approaches.

It is suggested that the pressure to compete in the increasingly global contexts means that employers need their workers to engage in continuous skills development, to improve productivity and to enable organisations to meet the challenges posed by competitors. Thus, work-based learning is becoming increasingly important (i) for organisations needing professional development to create dynamic, flexible workforces, and (ii) to higher education institutions in recognising the workplace as a legitimate and fundamental site of learning. Work-based learning will take time to develop, where institutions need to address the issue of participation, which is greater in some areas of education than in others. An attitudinal and cultural shift must be engaged with to overcome the traditional reliance on classroom-based learning in order to successfully develop new work-based learning approaches.

### **1.1. Definitions of WBL**

Work-based learning (WBL) is a subset of workplace learning. WBL refers specifically to the achievement of 'planned learning outcomes' derived from the experience of performing a work role or function. WBL, therefore, differs from conventional education in that it involves conscious reflection on actual experience. That reflection on practice offers an advantage of providing a way in which learners can be supported in structuring their workplace experience to identify their learning from that experience. One thing, however, is clear: there is no single or simple definition of what WBL entails beyond the notion that it is about learning (not teaching) and occurs in the workplace (rather than on campus). It should not be assumed that WBL in the higher education context is specifically about training; WBL may take many forms and be undertaken for a number of different purposes; and it is not restricted to performance-related learning in a narrow sense. Instead, the emphasis is on identifying and demonstrating learning that has occurred through work-based activity, wherever and however this may have been achieved.

The term WBL includes a wide range of provision where the focus is on situations in which the main location for the student is the workplace. The WBL curriculum meets the needs of both HEP and industry and is jointly planned, delivered and assessed. The teaching pedagogy uses the immediacy of the work context to provide practice and to encourage reflection on real issues leading to meaningful applicable course or programme learning outcomes. WBL provides the reality of an authentic context for learning which produces the currency of transferable credit, enriches student's learning, creates a well-qualified workforce and opens up new markets for HEPs.

A broad and multiple definitions of WBL are offered in literature. For example, in *Work-Based Learning: A New Higher Education* (Boud & Solomon, 2001), the authors defined WBL to include meeting the requirements of learners and the contribution that this learning will have in the development of the organisation in the long-term.

'Work-based learning is the term being used to describe a class of university programmes that bring together universities and work organizations to create new learning opportunities in workplaces.' (Boud & Solomon, 2001)

A further definition of WBL which encompasses student as an employee is provided by Sodiechowska and Maisch (2006):

'.. where students are full-time employees whose programme of study is embedded in the workplace and is designed to meet the learning needs of the employees and the aims of the organization.' (Sodiechowska & Maisch, 2006)

In addition, the term WBL can also be used to describe a diverse range of learning situations which have differing influences on HEPs, students, employers, and employees. Within this context, Lineham and Sheridan (2009) identified four different forms of WBL:

1. WBL used to access higher education programmes – wherein the previous/current experience of employees is recognised by HEP as a valid form of learning. In addition of allowing these employees to enter higher education programmes, their experiences may count towards credits for particular units through the recognition of prior learning process.
2. WBL as general preparation for the real world – whereby HEP includes work-based competency skills in course programmes as well as course delivery methods.
3. WBL as primary form of study - whereby full-time employees take on the additional role of students. Learning takes place within the workplace with support from HEP to discuss and share ideas generated from workplace.
4. WBL as preparation for future employment - wherein a period of work-experience in an industrial, commercial or service environment is incorporated into HEP's courses.

Based on the above definitions, WBL students or learners can be identified as follows:

- full-time students who enroll and follow WBL approaches;
- WBL students or learners who are employed or in a recognised relationship with an external organisation/employer; and
- WBL students or learners who may be undertaking paid or unpaid work in various forms including traditional employment, part-time or self-employment, entrepreneurial activity or voluntary forms of engagement.

Within the context of the above WBL definitions and the guidelines, the scope of WBL encompasses individuals/students undertaking units of study for which credit is awarded, through work placements to whole/part of course/programme negotiated with industry which can be assessed as being at HEP level, and can be recognised in terms of standard HEP academic credit within the MQF. Hence, within the context of the guidelines, WBL will display some or all of the following characteristics:

- facilitate the development of student-centered curriculum within the context of programme requirements, whereby the experience they have results in the enhancement of their skills and/or academic knowledge with regards to the work setting;
- flexible in terms of access, delivery and curriculum, feedback and assessment;
- promote active partnerships with industry/external organisations via industry negotiated programmes; and
- promote innovative teaching, learning, support and assessment strategies applicable to the workplace and course/programme requirements.

There are many WBL pathways involved throughout the education system in HEP and businesses, and there are many means by which the student is engaged and assessed. HEP and industry must work together in order to achieve the objectives of WBL where the main location for the student is the workplace. Thus, the curriculum must meet the needs of both HEP and employer and is jointly planned, delivered and assessed. Hence, for the purpose of the guidelines, the following are considered in the definition of WBL:

- HEP courses that send students out on block/schedule placement or day release in industry as part of curriculum pedagogy delivery;
- students take an internship module within industry as part of their programme requirement;
- students in vocational areas undertake professional qualifications part-time using their work context as a key component of their learning and assessment as part of their programme requirement; and

- students undertake general degree studies using their work context for learning and assessment as part of their programme requirement.

Whereas, students/employees who study by distance learning, evening class, day release, block release or blended learning which is not linked to the work context are not included as WBL approaches.

It is however worth emphasizing that WBL is not restricted to work placement and there are several forms of WBL. Table 1 provides an insight into different generic models associated with WBL and their typical attributes.

Table 1: Models and Typical Attributes of WBL

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

Model	Typical Attributes
Change management partnership	Content largely negotiated with industry

From the above definitions and characteristics of WBL, it can be generally said that WBL embraces a broad range of learning approaches and activities and varies in terms of characteristics including location, disciplines, teaching and learning methods, duration and assessment.

## **2. Aims and Learning Outcomes of WBL**

In today's more competitive world, our economy needs more people in the workplace with higher level skills. Many industries and HEPs are already working together to achieve this. More and more HEPs see engaging with employers as an everyday activity.

HEPs and employers can work together to add to the stock of higher level skills among graduates/employees as improved skills are vital to productivity and prosperity of a nation. In work-based programmes the employer plays an essential role by often providing input into the design of the programme, assisting with the teaching input, providing support to the students, having involvement in the assessment of students, and potentially paying some of the costs. The range of responsibilities for aspects of teaching, support and assessment will vary and should be negotiated. This requires extra effort and at times additional resources, policies, quality assurance and staff development arrangements to be put in place.

### **2.1. Aims of WBL**

Aims and objectives are described in a broad and general statement of learning and teaching intention, encapsulating the general contents and direction of a unit course or programme.

“A programme’s stated aims, objectives and learning outcomes reflect what it wants the learner to achieve. It is crucial for these aims, objectives and learning outcomes to be expressed explicitly and be made known to learners and other stakeholders alike.” (COPPA, 2008, pp.10).

A clear and appropriate statement of aims forms an important element in programme design, quality assurance, and focusing student learning experiences. A good formulation of aims enables a clear understanding of what the unit of course or programme intends to achieve within the specific level of qualification.

In the context of WBL, the aim is on learning in and from workplaces and its relevance to students or learners in terms of enhanced skills, knowledge, understanding and increased critical self-awareness and personal potential. Specifically, the aim of WBL is for the students to develop industry specific skills and knowledge from the workplace environment that will help them to meet the learning outcomes of their programme or unit of study. Through WBL, students should be able to develop and enhance their employability skills and be provided with a range of opportunities relevant to employability and career development. WBL is also highly relevant for industry/employers in terms of enhanced employee and organisational performance, increased innovative capacity, employee contribution and output.

## **2.2. Learning Outcomes of WBL**

Learning outcomes are statements that explain what students should know, understand and can do upon the completion of a period of study. Learning outcomes are references for standards and quality as well as for the development of curriculum in terms of teaching and learning, the determination of credits and the assessment of students. In MQF, learning outcomes are asserted in three categories:

- i. levels of qualification;
- ii. fields of study; and
- iii. programme.

In general, the learning outcomes of WBL must be in line with the unit course outcomes and supportive to the overall learning outcomes of the specific programme. These learning outcomes will be clearly identified within programme or unit specifications, either as part or all of a course unit/module or separately within practice credits. Hence, WBL programmes should be of sufficient length and quality to ensure that the identified set of learning outcomes can be met.

As a general guideline, statement of WBL learning outcomes should also take into consideration the 8 main domains of learning outcomes as per stated in MQF.

The 8 domains are:

1. knowledge;
2. practical skills;
3. social skills and responsibilities;
4. values, attitudes, and professionalism;
5. communication, leadership and team skills;
6. problem solving and scientific skills;
7. information management and lifelong learning; and
8. managerial and entrepreneurial skills.

The objective of WBL is for the students to develop industry specific skills and knowledge from the workplace environment that will help them to meet the learning outcomes of their programme or unit of study. Hence, WBL learning outcomes can include:

- learning outcomes stated in terms of MQF levels;
- knowledge - often knowledge frameworks or methods of information literacy that are important as knowledge changes;
- general graduate skills recognised as employability requirements;
- specific competencies - often in relation to a professional body; these may be required before a person can be licensed to operate within a profession;
- specific skills required by the employer in relation to the nature of the employment;
- personal attitudes and attributes expected of a person behaving in a professional, ethical and responsible manner;
- work targets which may need to be achieved but can be used as evidence of competence; and
- career and development aspirations which may be identified by in-house review procedures.

### **2.3. Benefits of WBL**

The following are the benefits of WBL for students, HEPs, tutors, and organisations/employers.

#### 2.3.1. Benefits for students:

STUDENTS have the opportunity to:

- i. foster learning autonomy, self-development, self-appraisal, and synthesise theory with practice by developing skills of critical reflection;
- ii. develop specialist knowledge, theory and skills by using the workplace as a context for project-based or practice evidenced learning;
- iii. obtain an understanding of employment opportunities and responsibilities through direct on-the-job experience;
- iv. achieve a positive attitude toward work and co-workers as well as improve interpersonal skills resulting from WBL with experienced workers;
- v. learn, both in class and on-the-job, through significant workplace experiences and able to link academic study and theory to real industrial practice;
- vi. acquire attitudes, skills and knowledge necessary for success in chosen career;
- vii. develop a greater sense of responsibility and work habits necessary for individual maturity and job competency;
- viii. develop employability skills and knowledge that are better taught in the work setting, with minimal loss of personal time or workplace time;
- ix. obtain WBL that can lead to full-time employment for the students after graduation;
- x. enter the full-time employment market with work experience, thus enhancing chances of success and advancement;

- xi. enhance professional development and future career paths; and
- xii. Engender ethical understanding and promote ethically aware practice at individual and corporate levels.
- xiii. aid progression for students after graduation; and
- xiv. be assisted in clarifying career goals and provided a practical means of reaching them

2.3.2. Benefits for industries or employers:

INDUSTRIES or EMPLOYERS have the opportunity to:

- i. bring in fresh enthusiasm and new ideas to the organisations through students;
- ii. have a good way to test a potential new recruit which will lead to a cost effective solution to an organisation's recruitment needs;
- iii. meet skills shortages and able to grow the organisation's workforce;
- iv. have direct links to further qualifications and continuing professional development for their employees;
- v. create a pool of skilled and motivated potential employees with the ability to adapt to an ever-changing, global job market;
- vi. reduce future recruiting/training/ cost for new employees;
- vii. increase employee morale, motivation and retention; and
- viii. improve the public image of the industries/employers through participation in a community endeavour to prepare people for occupation and adult citizenship.

2.3.3. Benefits for tutors:

TUTORS have the opportunity to:

- i. maintain contact with the world of industry;
- ii. enhance their professional/industry expertise;
- iii. highlight potential research topics;
- iv. identify potential sources of sponsorship;

- v. enable development of curriculum and supporting teaching materials relevant to industry;
- vi. become WBL speakers/promoters; and
- vii. develop better informed course design through feedback from industry.

#### 2.3.4. Benefits for higher education providers (HEPs)

HEPs have the opportunity to:

- i. allow utilisation of community resources to expand the curriculum and provide individualised instruction;
- ii. enrich the curriculum by providing school-to-work experiences needed in the effective preparation of specific career major goals;
- iii. improve a means of evaluating the efficiency and success of the curriculum;
- iv. enable HEP personnel to stay up-to-date on constantly changing industry's procedures and practices; thus, course content can be updated accordingly;
- v. use the facilities of cooperating organisations in the community as a laboratory for practical WBL;
- vi. enable a stronger school-to-work system to be developed by combining the efforts of employers and HEP personnel in WBL;
- vii. further maintain a close relationship between school and community; and
- viii. be furnished with an excellent method of giving students a better understanding of the elements to good human relations in the work environment.
- ix. achieve graduates' employability targets.

### **3. Curriculum Design and Delivery**

Work-based programmes typically employ different structures, approaches and processes from those used in subject-based academic programmes (Helyer, 2010). However, the shared characteristics of WBL programmes usually include at least one or more of the following curriculum elements:

1. accreditation of certificated or experiential learning;
2. learning agreements including industry partner as well as learners;
3. location of learning in the workplace or 'work' as the subject of learning; and
4. workplace or professional practice related 'applied' projects.

The 'curriculum,' although is largely structured around template and project modules, often involves a three-way negotiation between student, university and industry or employer. It will typically be grounded in and defined by a context rather than a subject-area or academic discipline (Costley Dikerdem, 2011).

The Guidelines to Good Practices: Curriculum Design and Delivery (GGP: CDD) states that a curriculum design cycle typically has four stages as illustrated in Figure 1.

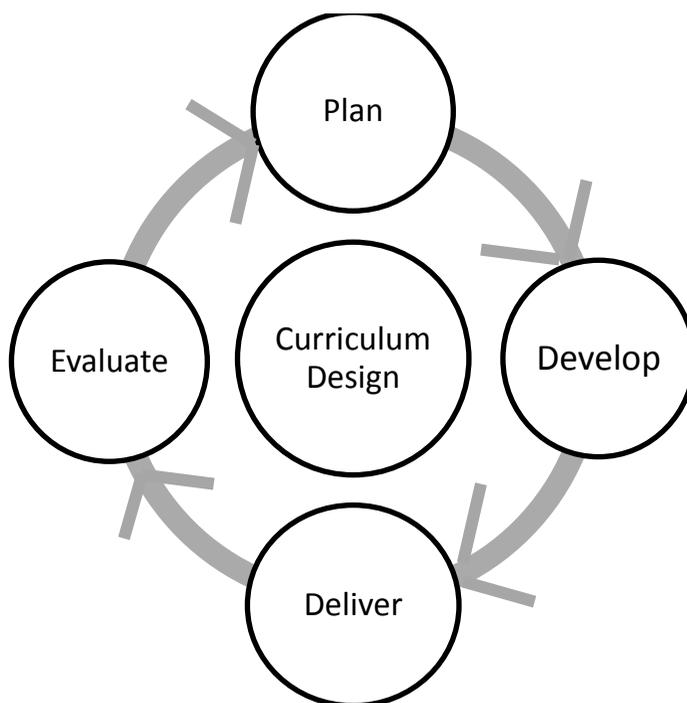


Figure 1: Curriculum Design Cycle

WBL curriculum design should:

- adhere to eight MQF learning outcome domains and/or programme/course learning outcomes;
- be designed with identifiable general skills and competences and be able to develop students' personal attributes;
- follow professional bodies and MQA programme standards and is recommended to refer to online open and distance learning (ODL) guidelines should any blended learning activities are involved;
- be facilitative, not restrictive; and
- have a formal process that involves a Curriculum Committee consisting of panel members from the HEP, professional bodies, and industry partners; Curriculum Committee can be formed either for a whole WBL programme or a particular WBL course in a programme.

### 3.1. Key Characteristics of WBL Curriculum Design

When designing curriculum for WBL programmes/courses, the curriculum should adhere the following requirements:

- national and institutional policies;
- specific programme standards and/or professional body requirements;
- programme/course learning outcomes;
- types of WBL approach e.g. day release, block release; and
- WBL assessment methods.

### 3.2. WBL Curriculum Design

#### 3.2.1. WBL Curriculum Structure

WBL curriculum can be designed as:

- i. a day release structure; or
- ii. a block release structure.

Examples of both structures can be found in Appendix 2 (a): Day release and Appendix 2 (b): Block release – Execution of National Dual Training System (NDTS) Training Programme.

For a good WBL curriculum structure, **it is suggested** to allocate a minimum 20% of total credits using WBL approaches depending on the level and field of study.

A course can also be delivered through 100% WBL approach. However, if there is a mix of delivery methods, **it is suggested** that 30% of the course content should be delivered through WBL approaches.

#### 3.2.2. Emphasis of Different Industries

It is recognised that WBL requirements and structures may vary from different industries, and flexibility is granted for HEPs and industry partners to design the most suitable WBL curriculum structure which reflects a student-centred learning outcome with employability and skill development taken into consideration.

### 3.2.3. Criteria for WBL Approach

There is no standardised approach of either WBL or an integrated curriculum and it is often highly dependent upon the agreement between HEP and industry partner.

Therefore, the flexibility is given to HEP and industry partner when designing a suitable curriculum to fulfil the objectives of WBL and meet learning outcomes for that particular course/programme.

### 3.2.4. Involvement of Industry in Curriculum Design

It is essential to the success of WBL to:

- i. have industry involvement in the curriculum planning stage;
- ii. ensure learning outcomes are fully understood and accepted by industry; and
- iii. appoint industry advisor in curriculum design.

### 3.2.5. Relationship of Credits to Student Learning Time (SLT)

Credits awarded in WBL depend on the design and delivery methods. The credits awarded should follow the MQF, programme standards and SLT for the particular programme/course. The following are examples of calculating SLT and credits.

### 3.2.6. Calculation of SLT

#### **Examples of SLT and Credits Calculation for WBL<sup>1</sup>**

#### **i. Theory and Work**

- a) WBL students will experience work as part of their learning. This is much different when compared with the theory and practical approach used in non-WBL courses. Through work activities, students are expected to practice theories learned from previous or current semesters.

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<sup>1</sup>The example is taken from Jabatan Pengajian Politeknik (2014). Work-Based Learning: *Pelaksanaan di Politeknik Malaysia Edisi Pengenalan* document.

Two theory approaches practised in WBL are theories learned during work and outside work/online. Time calculated for theory can be divided into 2 components i.e. Dependent learning (DL) and Independent Learning (IL).

- b) Work is defined as all industry guided-work activities during their study. Through work activities, students are encouraged to put into practice theories knowledge they have learned from the previous and current semesters. Learning gained will be recorded and assessed through reflective journal and interview.

## ii. Industrial Guidance (IG)

- a) Industrial Guidance refers to the total number of hours allocated for courses guided, mentored and assessed by industry coach at the industry workplace. The total hours of industrial guidance should abide to the hours allocated as specified in the curriculum. Examples of total number of Industrial Guidance hours needed by WBL courses are as follows:
  - (i) 2 WBL courses per semester = Course A (400 hours) + Course B (400 hours) = 800 hours;
  - (ii) 3 WBL courses per semester = Course A (300 hours) + Course B (300 hours) + Course C (200 hours) = 800 hours;  
and
  - (iii) 4 WBL courses per semester = Course A (200 hours) + Course B (200 hours) + Course C(200 hours) + Course D(200 hours) = 800 hours.
- b) Depending on the WBL approach and duration adopted by HEP, each WBL student will be exposed to learning in a work environment for 8 hours @ 5 days per week. For example, a 8-hours @ 16-weeks WBL programme student will have to go through 640 hours of industrial work.

However, for each WBL course, either using face-to-face or industrial guidance, the total number of hours should meet the number of hours determined by the curriculum.

c) Examples:

(i) Block Release

- Industrial Work = 640 hours

(ii) Day Release

- Course A (2 hours x 5 days x 20 weeks = 200 hours)
- Course B (3hours x 5 days x 20 weeks = 300 hours)
- Course C (4hours x 5 days x 20 weeks = 400 hours)

### iii. Assessment Hours

The total student learning hours allocated at the workplace (WBL) is inclusive of the assessment hours.

#### 3.2.6.1. Calculating Credits based on Student Learning Time

- i. The learning approach in WBL courses is different from non-WBL courses. Therefore, calculating the SLT for WBL courses is also different from non-WBL courses. Longer duration during work and effective learning time should also be given consideration in calculating SLT and credits for WBL courses. Based on the reality of work environment, it is estimated that around 20% of the time at work cannot be determined as effective learning time. For examples, time used for tea & lunch breaks, office chatter, work adjustments and travelling to work.

Based on those considerations, effective learning time for WBL courses, for example, offered by Malaysian Polytechnics is about 80%.

ii. In order to calculate the SLT and credits for WBL courses, it is recommended to include the following components:

a) Effective Learning Time (ELT)

(i) Theory (dependent learning and independent learning)

(ii) Industrial guidance

(iii) Assessment (during work and outside work)

$$\text{ELT} = (\text{Theory} + \text{Industrial guidance} + \text{Assessment}) \times 80\%^2$$

b) Credits

Effective Learning Time (ELT)/40 Malaysian Notional Hour **(ELT/40)**

iii. Examples of SLT and credits calculation

a) Example of Editing and Compositing Course

The SLT for Theory component is learned outside of work. Using the above formula, the credits will be:

$$16 \text{ (Dependent Learning)} + 16 \text{ (Independent Learning)} + 200 \text{ (Industrial Guidance)} + 22.5 \text{ (Assessment Outside Work)} = 254.5$$

$$(254.5 \times 80\%)/40 = 5 \text{ credits}$$

b) Following is another example of the SLT and credit calculation for WBL from Nursing Science

(Guidelines on Standards & Criteria for Approval/Accreditation of Nursing Programmes.)

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<sup>2</sup> Refer para 3.2.6.1 Calculating Credits based on Student Learning Time .

Practical = continuous 7 hours per day x 6 days in  
clinical practice for 2 weeks  
= 2 weeks = 84 hours = 1 credit

- c) Another example of SLT is taken from Engineering  
Programme Accreditation Manual

Industrial training shall be for a minimum of 8  
weeks of continuous training. One credit hour is  
allocated for every two weeks of training subject to  
a maximum of six credit hours. The training shall  
be adequately structured, supervised and recorded  
in log books/report. The industrial training must be  
conducted before the final semester.

All the above calculations are only examples. Every WBL  
programme should make appropriate adjustments to its  
own curriculum and course design. It is suggested that the  
implementation of courses with large credits be properly  
supervised by both HEP and industry to prevent negative  
outcomes such as preventing students from easily gaining  
big credits with low level assignments or avoiding students  
from failing to achieve good grades by expecting too much  
work or assignment outputs. Instruments such as Company  
Appraisal, Learning Contract, Interviews, and Portfolio can  
be used to measure students' learning outcomes.

### 3.3. WBL Curriculum Delivery

- Curriculum delivery is a process to achieve learning outcomes of the programme/course and should be supported by assessment.
- The instructional design to support the achievement of the programme/course learning outcomes should be collegial involving heads and coordinators, tutors, support staff and coaches.

#### 3.3.1. Structure

##### i. **Curriculum Delivery for a day release structure**

Classes or WBL experiences can be conducted at the workplace by either academic staff/tutor from the HEP or a qualified industry coach appointed by the HEP and workplace management.

##### ii. **Curriculum Delivery for a block release structure**

Classes or WBL experiences must be held at the workplace that provides structure of WBL agreed by both HEP and industry partner and conducted by qualified industry coaches and/or academic staff/tutor from the HEP.

Academic tutor and industry coach need to support students to achieve their learning outcomes by developing approaches to teaching that motivate and inspire students to learn. The following questions should be considered in selecting suitable teaching methods:

- What content is to be learned?
- What learning styles suit the students?
- What teaching methods and facilities are available at the HEP?
- What teaching methods and facilities are available in the workplace?
- What particular mix of teaching methods is appropriate?

Since the teaching and learning activities occur at the workplace, industry should provide required support to WBL students including but not limited to working environment, WBL facilities, qualified coach and other needed support services. Furthermore, WBL mode cannot be effectively operated without the strong support from the industry, and the quality of coach from the industry is crucial for delivering industry standard training at the workplace.

## **4. Assessment**

Assessment is a process of finding evidence that the LOs, which are the minimum performance or competence level, have been achieved when students have successfully completed a certain course or graduated from a certain programme offered by the HEP.

In WBL assessment, the assessment methods should be constructively aligned with the achievement of the LOs. The assessment methods should also support the learners in their learning progress (formative assessment) and validate their achievement of the LOs at the end of the process (summative assessment). For example, if the LO is to be able to give an explanation about energy conservation in thermodynamic processes, then the assessment methods and tasks chosen must involve the students providing explanations about energy conservation in thermodynamic processes.

As a part of quality assurance, the purpose of assessment is to ensure that effective learning of the content of each course has taken place. Evidence of this learning, or the application of the learning, is required for each unit. The assessment of the evidence relates directly to the assessment criteria for each unit, supported by the generic grade descriptors. The assessment of WBL course is criterion-referenced and both HEP and industry partner are required to assess learners' evidence against stated learning outcomes and assessment criteria from the signed agreement.

An assessment strategy should reflect the type of learning/learner and the nature of each element of study within the qualification. Assessment may include a variety of formal and informal, formative and summative techniques, provided that they are all capable of measuring learning outcomes.

### **4.1. Key Elements of Work-Based Learning Assessment**

In developing a WBL assessment system, the following factors should be taken into consideration:

- i. relevant to the academic course taken by students, achieve course and programme learning outcomes and related to industry practice;
- ii. able to generate data and provide feedback to promote personal or collective reflection on competence or performance;

- iii. able to identify, wherever possible, areas of practice where further learning should be focused;
- iv. conducted in environments that are safe, without threats of litigation or fear of failure;
- v. relevant to each dimension of academic practice: educational practice, research practice and administrative practice;
- vi. able to review and verify student evidence to support achievement in practice, at both formative and summative stages of the course/programme; and
- vii. able to provide constructive feedback through formative and summative meetings, which enables the student to consolidate learning and identify continuing learning needs.

#### **4.2. Purpose of Assessment**

Work-based assessment is often viewed as a component of assessment focused on the tools or approaches that evaluate students' performance during WBL duration. In general, the purpose of assessment can be divided under two general categories.

##### **4.2.1. Summative assessment**

Summative assessments are one of the mechanisms to *evaluate student learning* at the end of an instructional unit by comparing it against some standards or benchmark. Summative assessments are often *high stakes*, which means that they have a high point value that meet minimal professional competency expectations that defined standards to enable decisions regarding whether students passed or failed.

Summative *assessments* for WBL must be jointly conducted by industry coach and HEP academic staff.

#### 4.2.2. Formative assessment

The goal of formative assessments is to *monitor student learning* to provide on-going feedback that can be used by tutors, coaches or instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work; and
- help faculty and industry recognise where students are struggling and address problems immediately.

Formative assessments for WBL can be either solely conducted by industry coach or jointly conducted by industry coach and HEP academic staff.

#### 4.3. Methods of Assessment

Depending on the approach and structure of WBL, suitable assessments must be formulated to assess the learning outcomes. The following are some examples of the assessment methods for WBL.

**Table 2: WBL Assessment Methods**

Method	Objectives	Remarks
At work Observation	To consistently monitor students' working skill, attitude and other competences	May not be an independent assessment component, can also reflect observation feedback in industry assessment report
Work Log Book	For self-record as a learner	Designed by HEP and/or industry
Feedback from Coach	For HEP coordinator/tutor to understand workplace tasks and receive evidence from assigned coach	Conducted by HEP coordinator/tutor at work place, at regular intervals

<b>Method</b>	<b>Objectives</b>	<b>Remarks</b>
Final Report	To reflect skills and knowledge learnt from the industry	The report needs to cover what has been learnt
Presentation	To reflect students' learning experience and indicate knowledge and skills obtained from industry which should match intended learning outcomes from the WBL	Recommended to be presented to HEP/industry
Industry assessment Report (coach)	To evaluate students' performance and competency based on WBL structured training.	WBL assessment form is to be co-designed by HEP and industry. Example: Appendix 3
Assignment	To reflect learned theories and capability to apply into real work situation	This assignment should be an agreed project among tutor, coach and student
Project	Projects, and other work-based activities, enable work-based students to consider, create or construct proposals/business plans for work/practice development and change	This should be an agreed project among tutor, coach and student
Dissertation	The highest level of WBL project for a focused research discipline/workplace problem	This assignment should be an agreed project among student, research supervisor and coach

To ensure the attainment of learning outcomes and evaluate students' working ability, well-planned assessments must be in place. Table 3 provides examples of possible tasks and the suggested grading instruments for WBL.

**Table 3: Tasks and Grading Instruments for WBL Assessment**

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

<b>Types of Workplace-Based Immersion Programmes</b>	<b>Examples of Outcomes to be Measured</b>	<b>Examples of Assessment tasks</b>	<b>Suggested Grading Instruments</b>
Studio project	Ability to plan projects assigned	Proposals	Rubrics
	Ability to explore and experiment on the project	Drawings Portfolios	Rubrics
	Ability to synthesise the body of work	<ul style="list-style-type: none"> <li>• Final products</li> <li>• Journals</li> <li>• Presentations</li> </ul>	Rubrics
	Ability to communicate the project work.	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Presentations</li> </ul>	Rubrics
Clinical Training	Ability to solve clinical problems	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral tests</li> </ul>	Answer schemes
	Ability to show analytic skills	<ul style="list-style-type: none"> <li>• Objective structured clinical examinations (OSCE)</li> </ul>	Answer schemes
	Ability to demonstrate critical thinking skills	<ul style="list-style-type: none"> <li>• Objective structured clinical examinations (OSCE)</li> <li>• Long case examinations</li> </ul>	Answer schemes
	Ability to communicate effectively	<ul style="list-style-type: none"> <li>• Objective structured clinical examinations (OSCE)</li> </ul>	Answer schemes Rubrics

Types of Workplace-Based Immersion Programmes	Examples of Outcomes to be Measured	Examples of Assessment tasks	Suggested Grading Instruments
		<ul style="list-style-type: none"> <li>• Long case examinations</li> <li>• Mini Clinical evaluation Exercise (CEX)</li> </ul>	
	Demonstrate patient management skills	Portfolios	Rubrics

In WBL, an agreement can work well if assessment methods are realistic and relevant for all stakeholders; students must find it challenging and satisfying; employers must find it relevant to the work context; and HEPs must find it provides evidence of achievement at an appropriate level. The assessment should be closely linked to the aims, meet the learning outcomes of the course/programme and help to set up a learning agreement related to the specific needs of students.

The quality of WBL assessment is improved if it is monitored and reviewed on an on-going basis. Therefore, reports and feedbacks on assessment must be collected and reviewed to ensure the currency of the assessment. Sources in determining currency and best practices of assessment may include:

- i. external assessors of study programmes;
- ii. reports on/analysis of the achievement of Los;
- iii. vetting committees at the department or faculty level;
- iv. students' feedback;
- v. industry's feedback;
- vi. tutor's feedback; and
- vii. coach's feedback.

## **5. WBL Key Players**

In WBL, it is of utmost importance to have the commitment of the following key players. They are namely, the tutor, coach, coordinator and the student who are clear of the objectives and the training outcomes.

### **5.1. WBL Tutor**

#### **5.1.1. Who**

A tutor is an academic staff of HEP who is an expert in the field of a particular knowledge and who teaches specific subject and/or skills to students.

#### **5.1.2. Qualification**

- Meet minimum academic qualification as per required by programme standards and/or professional bodies according to level of study; AND/OR
- Meet minimum work experience in the related fields as stated in programme standards and/or professional bodies.

#### **5.1.3. Roles and Responsibilities**

A tutor's roles are to:

- i. conduct teaching and learning to ensure that students gain the relevant knowledge, experience and functional skills that lead to achievement of programme/course learning outcomes;
- ii. provide guidance and support to WBL students to raise their confidence and self-esteem, ensuring all problems are resolved and increase students' retention;
- iii. liaise with students' work-based coach from time to time to discuss students' progress;
- iv. attend WBL professional development training;
- v. collaborate with WBL coordinator;
- vi. assist in developing WBL plans/agreements between the students and the industry partners;

- vii. evaluate students' performance, progress and grades;
- viii. keep WBL reports and records;
- ix. design, implement and continually develop WBL schemes of work, session/instructional plans and learning resources;
- x. maintain regular communication with coach and coordinator to ensure smooth implementation of WBL; and
- xi. undertake regular WBL review to monitor performance against individual learning plans to support students' progress.

## **5.2. WBL Coach**

### **5.2.1. Who**

A coach is an employee of an organisation who is appointed by the industry (employer) and agreed upon by the HEP to teach/guide, mentor and assess WBL students at the workplace.

### **5.2.2. Qualification**

- Meet minimum academic qualification as per required by programme standards and/or professional bodies according to level of study; AND/OR
- Meet minimum work experience in the related fields as stated in programme standards and/or professional bodies;
- Meet minimum supervisory work experience in the related field;
- Possess a certificate of attendance on WBL system implementation issued by any HEP partners.

### **5.2.3. Roles and Responsibilities**

A coach's roles are to:

- i. provide training and development to WBL students according to specific programme/course curriculum to meet students' learning outcomes;

- ii. establish positive relationships with students; guiding, mentoring and supporting the students through the WBL;
- iii. provide problem solving and follow-up activities to facilitate on-going business and industry participation in WBL;
- iv. assist in developing WBL instructional manual for teaching and learning;
- v. ensure safety and health provisions are being adhered at the workplace as per required by legislation;
- vi. monitor and assess WBL students' progress and attainment;
- vii. maintain regular communication and report any concerns observed to WBL tutor and coordinator to ensure smooth implementation of WBL;
- viii. assist tutor and coordinator in diagnosing curricular weaknesses through interim assessment;
- ix. assist and counsel students in familiarising with the working environment;
- x. provide career counselling support to students within the scope of their interest and programme placement; and
- xi. participate in coaching training and professional development.

#### 5.2.4. Coach Welfare

As the coaches are appointed by the companies to take on the extra tasks, companies/HEPs are encouraged to pay allowances or other forms of benefits as a form of motivation and recognition to these selected persons.

### 5.3. WBL Coordinator

#### 5.3.1. Who

The coordinator shall be appointed as administrative personnel by the HEP and/or the industry to manage the operations of WBL.

The coordinator will act as the liaison officer between HEP, students, industry, tutor, and coach. The coordinator needs to work closely with all the stakeholders to ensure the smooth implementation of WBL. The coordinator must have enough knowledge on the administration and operations of WBL.

#### 5.3.2. Roles and Responsibilities

The coordinator will assist the students in planning for a WBL placement in the area of study that will lead to achievement of learning outcomes and employment in the industry. The coordinator will work closely with all stakeholders including HEP staff, tutor, coach, guardians, students, industry, and other relevant agencies to ensure effective implementation of WBL. Among others, the responsibilities of a WBL coordinator are to:

- i. identify and select appropriate WBL industry partners;
- ii. prepare a WBL agreement between HEP, industry partner and students;
- iii. promote WBL programmes to industries, students and community;
- iv. develop informational and promotional materials pertaining to WBL programme;
- v. assist in resolving any concerns related to the WBL students that arise while at the workplace;
- vi. maintain frequent and effective communication between HEP, industry partner, coach, tutor and students; and
- vii. secure and maintain all students' files pertaining to WBL.

## **5.4. WBL Students**

### **5.4.1. Who**

WBL students are those students/employees who are registered and enrolled as students in a recognised HEP, pursuing a programme/course using WBL approaches.

### **5.4.2. Qualification**

Meet the minimum entry requirements for a particular programme of study prescribed in the specific programme standards and/or national educational policy.

### **5.4.3. Roles and Responsibilities**

Among others, students' roles are to:

- i. achieve programme/course learning outcomes;
- ii. attend all briefing session, teaching and learning activities, assessment activities conducted by HEP and industry;
- iii. adhere to rules and regulations of HEP/industry;
- iv. establish positive relationship with peers and superiors at the workplace;
- v. submit all assignments, reports, etc. within time given;
- vi. provide inputs and feedback to tutor/coach for CQI of WBL;
- vii. be fully responsible towards HEP/industry;
- viii. follow the occupational safety and health provisions as per required by the industry;
- ix. comply with the business secrecy/intellectual property/product innovation; and
- x. maintain a record of their hours of work. Forms for this purpose will be provided and kept by the WBL coordinator; this record must be updated weekly by the students.

#### 5.4.4. Students' Welfare

- i. The HEP/industry is encouraged to provide allowances and/or other forms of benefits for the purpose of subsidising the students' daily expenses during their duration of WBL.
- ii. HEP and/or industry should ensure that students are covered by current and adequate Public Liability insurance.

## **6. Educational Resources and Support Services**

“Adequate educational resources are necessary to support the teaching-learning activities of the programme. These resources among others include finance, expertise, physical infrastructure, information and communication technology, and research facilities.

Adequate quantity of physical and financial resources and services are crucial. Equally important, if not more so, is the quality, relevance, accessibility, availability and delivery of such resources and services, and their actual utilisation by students. These considerations must be taken into account in evaluating the effectiveness of educational resources,” (COPPA, 2008, pp. 23-24).

Within HEP, the physical facilities of a programme are largely guided by the needs of the specific field of study. These facilities include the space, and the necessary equipment and facilities for administration, for large and small group learning (e.g., libraries, resource centres, lecture halls, auditoriums, tutorial rooms), for practical classes (e.g., science and computer laboratories, workshops, studios), and for clinical learning (e.g., hospitals, clinics).

Where appropriate, research facilities are included as part of educational resources because a research-active environment improves the quality of higher education. A research culture attracts high calibre academics that engender critical thinking and enquiring mind, contributing further to knowledge advancement. Active researchers are best suited to interpret and apply current knowledge for the benefit of academic programmes and the community. Active researchers also attract grants that increase the number of staff and their morale. Interdisciplinary research has positive effects on academic programmes.

Educational experts are specialised staff from various disciplines who have been trained or who have considerable experience in effective teaching-learning methodologies and related matters of higher education.

They would deal with problems and provide training as well as advice on teaching-learning processes and practices. The expertise can be provided by an education unit or division at the HEP or acquired from an external source.

Other facilities, which are essential for supporting teaching-learning activities such as dormitories, transport, security, recreation and counselling, are equally important. A balanced and proportional increase in the direct and indirect educational resources supports effective teaching-learning.

Since the context of WBL is learning at the workplace, the industry partner must provide the necessary physical facilities for learning and teaching to occur effectively. In principle, industry partner should have compatible and appropriate workplace facilities and resources to support the achievement of programme/course learning outcomes.

## **6.1 Safety and Health Requirements at Workplace**

Besides sufficient facilities, the workplace must also comply with the safety and health requirements, among others:

- meet standards of workplace health and safety requirements e.g. Occupational Safety and Health Act (OSHA);
- comply with Personal Protective Equipment (PPE) requirements;
- comply with equipment safety regulations; and
- comply with the requirements of programme standards and professional body.

## **6.2. Support Services**

To ensure the quality implementation of WBL in providing opportunities for real learning, it is important for all parties involved to be appropriately supported by the administration of both HEP and industry. The following are some essential basic support services needed by students, tutors, coordinators, HEPs and industries in ensuring the success of WBL programmes:

### **6.2.1. General Support Services from HEP**

HEP plays an important strategic role in the implementation of WBL.

Following are some of the important support services required from HEP:

- i. have a clear policy and procedures on WBL programme;
- ii. need to have an effective WBL programme leadership to continuously lead, plan and manage the implementation of WBL;
- iii. maintain good rapport and effective communication with all stakeholders; students, guardians, industries, and academic staff;
- iv. identify, source and allocate needed resources for WBL implementation; and
- v. adequate financial support to implement WBL programmes.

#### 6.2.2. Students' Support Services

Since the learning activities occur at the workplace, students must be given appropriate support services. Among others, support services to students must include:

- i. students' handbook on WBL;
- ii. appropriate guidance and support before, during and after WBL experiences;
- iii. student academic support services on matters related to:
  - overcoming challenges of learning at work and pressure of work.
  - good documentation practice of work experience by preparing appropriate log book, manual, reports, SOPs and notes. Examples of log book and report are shown in Appendix 4 (a): Sample for Hospitality Industry Placement Assessment – Logbook and Appendix 4 (b): Sample for Hospitality Industry Placement Assessment – Report.
  - dealing with assessment - e.g. guidelines and best practices for report writing, reflective writing, projects, demonstrations, and oral presentations.
  - time management for students/employees.

- information on the nature and extent of the WBL experience and its relationship to programme/course learning outcomes undertaken by students.
  - the availability of additional knowledge and skills preparation (for examples, language or skills preparation).
- iv. students' workplace guidance on matters related to:
- adapting to real-time and hands-on learning strategies.
  - interpersonal communication at work.
  - support provided for disability.
  - support that is provided for students in identifying and securing a WBL workplace.
  - induction to the placement environment, including health and safety requirements.
  - any legal or ethical considerations (for example, working in a high risk sector or client confidentiality).
- v. appropriate insurance coverage for WBL students;
- vi. travelling documents, procedures and other considerations related to travel advice from the Foreign Office in respect of any overseas travels;
- vii. the rights on any intellectual property that might develop from WBL experience;
- viii. Students' workplace guidance on matters related to their responsibilities:
- as representatives of the HEPs for maintaining goodwill within the host organisation, fulfilling contracted obligations including any agreed weeks of placement, demonstrating commitment and appropriate attitudes and behaviours towards industry partners and their customers/clients/patients/employees/students.
  - for managing their learning and professional relationships, including ethical considerations.

- for recording their progress and achievements.
  - for alerting the HEP to problems that might prevent the progress or satisfactory completion of the placement or WBL opportunity including any health and safety or ethical matters.
  - for undertaking any assessments during the WBL experience which may be required in fulfillment of the programme/course regulations.
- ix. Students are informed by the appropriate programme team(s) of their rights to:
- a safe environment.
  - be treated in accordance with applicable legislation.
  - be provided with feedback on their placement or WBL experience.
  - be aware of the nature and scope of the learning support they can expect from HEP tutor and industry coach.
  - be fully informed of their responsibilities whilst undertaking WBL.
  - be informed of any other workplace in-house regulations.

#### 6.2.3. Tutor Support Services

To ensure effective learning and teaching, HEP tutors must be given adequate support. The support may include:

- i. strong and effective programme leadership to ensure the ongoing success of the programme.
- ii. professional and continual staff development on:
  - knowledge to develop WBL curriculum and methodologies.
  - competency in supervising WBL students.
  - assessment skills, tools and strategies on WBL.

- latest technology advancement.
  - instructional strategies pertaining to WBL.
- iii. frequent and effective communication between tutors and coaches.
  - iv. adequate financial support.

#### 6.2.4. Industry Support Services

The success of WBL is highly dependent on industry participation and support. In particular, the following supports are required from the HEP:

- i. guidelines and resources on high quality WBL practices and sustained engagement for industry partners which shall include:
  - shared responsibilities between industry and HEP.
  - quality assurance, with joint evaluations and reviews.
  - selection, training and professional development for industry coaches.
  - expertise, information, advice and support.
- ii. guidelines on learning, teaching and assessment approaches and strategies in a workplace environment.

#### 6.2.5. Coach Support Services

Strong and effective coaching is essential to ensure the success of the implementation of WBL programme/course at the workplace. The following support shall be provided by the HEP and industry partner:

- i. sufficient prior briefing, induction, training or orientation pertaining to WBL;
- ii. knowledge to interpret and implement WBL curriculum and methodologies;
- iii. competency in instructional strategies and coaching WBL students;
- iv. assessment skills, tools and strategies on WBL;
- v. awareness of HEP's policies;

- vi. effective communication between coaches and tutors; and
- vii. appropriate incentives for coaches.

#### 6.2.6. Coordinator Support Services

HEP and/or industry partners must provide appropriate support to WBL coordinators which include:

- i. essential knowledge on WBL programme/course;
- ii. proper training of effective communication skills;
- iii. adequate financial support for WBL coordination activities and processes; and
- iv. suitable working space with relevant office resources.

### 6.3. Memorandum of Agreement (MoA)

Commitment from all stakeholders such as HEPs, industry partners and students are important to ensure the successfulness and sustainability of WBL. Commitment from all parties needs to be stated in a formal agreement. These agreements can be in the form of Memorandum of Understanding, Memorandum of Agreement or learning agreement. Some examples of these agreements are provided in Appendix 5 (a) Memorandum of Agreement – MyCenThe and Appendix 5 (b) Memorandum of Agreement – NDTs, Source: DSD, MOHR.

## 7. Administration of WBL

This section discusses guidelines on administration for the WBL programmes. They are aimed at assisting HEPs and industries to attain at least benchmarked standards administration and to stimulate both parties to continuously improve the quality of WBL programmes.

The department **should** have a comprehensive, interconnected and institutionalised committee system responsible for programmes that takes into consideration, among others, internal and external consultation, feedback, market needs analysis and employability projections.

COPPA (2008) states that the respective programmes must have appropriate coordinator and team of academic staff responsible for the planning, implementation, evaluation and improvement of the WBL programme.

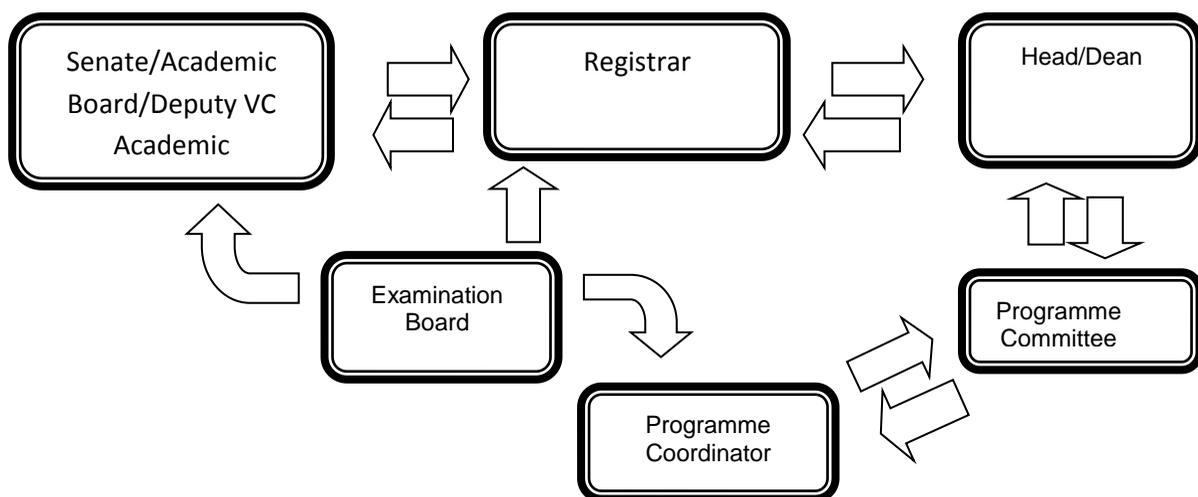
### 7.1. Academic Leadership of WBL Programme

- i. The criteria for the appointment and the responsibilities of the academic leadership for the programme **must** be clearly stated.
- ii. The academic leadership of the programme must be held by those with the appropriate qualifications and experience, and with sufficient authority for curriculum design, delivery and review.
- iii. Mechanisms and processes must be in place to allow for communication between the programme and the HEP leadership in relation to matters such as staff recruitment and training, student admission, and allocation of resources and decision making processes.
- iv. The academic leadership should be evaluated at defined intervals with respect to the performance of the programme.
- v. The academic leadership should take on the responsibility of creating a conducive environment to generate innovation and creativity.
- vi. The respective Programme Standards developed by MQA or other relevant authorised agencies/bodies would provide guidelines on programme leadership.

Where such document is not already available, institutions should generally ensure that the programme leadership is made up of person/s who have the subject knowledge and experience to sufficiently deal with WBL curriculum design and delivery.

- vii. For WBL programmes, the programme leader or coordinator must be supported by a programme committee, membership of which may include relevant external stakeholders including industry, alumni and students.
- viii. The leader or coordinator (and the programme committee) must have the autonomy to ensure that the programme is delivered in a manner that meets its learning-teaching needs.
- ix. The Senate or the academic board or any person given the authority by the senate or the academic board may appoint a programme committee.
- x. The programme committee will advise, plan and implement the programme and evaluate its progress.
- xi. The programme committee will be supported by the HEP and provided with adequate resources and autonomy to carry out its functions. In providing for the programme committee, the HEP must allocate sufficient financial and other resources (reflective to the number of students and nature of programmes) to ensure all activities undertaken are met.
- xii. A programme committee must establish its terms of reference and the procedures involved in the management of the curriculum giving timelines and a flowchart of the activities.
- xiii. In deciding this, the committee should normally consider the following:
  - (a) the commencement and termination of semesters;
  - (b) assessment schedules (e.g. setting of questions, moderations, marking, external examiners' evaluation, appeals and publication of results);
  - (c) project and assignment deadlines;

- (d) dates for adding and dropping courses; and
  - (e) advanced standing, transfer of credits and exemptions.
- xiv. The HEP should establish procedures to link the activities of the programme committee with the other divisions of the institution involved in the academic process.
- xv. There should be procedures through which the Senate or the academic board or any person given the authority to affirm that the programmes are supported with adequate academic, administrative and physical resources. This relationship may be reflected in a diagrammatic format as given in the following Figure 2: A Sample of Internal Academic Authority and Process.



**Note:**

Normally, the department/faculty/school board passes the list of programmes before sending it to the senate for approval. The terminologies and positions may vary between HEPs.

Figure 2: A Sample of Internal Academic Authority and Process

## **7.2. Administrative and Management Staff of WBL Programme**

- i. According to COPPA (2008) the administrative staff of the department must be appropriate and sufficient to support the implementation of the WBL programme and related activities, and to ensure good management and deployment of the resources.
- ii. The department must conduct regular performance review of the programme's administrative and management staff.
- iii. The department **should** have a training scheme for the administrative and management staff to fulfil the specific needs of the WBL programme.

## **7.3. WBL Academic Records**

- i. According to COPPA (2008) the departmental policies and practices concerning the nature and security of students and academic staff's records must be consistent with that of the HEP.
- ii. The department must implement policies that have been established by the HEP on the rights of individual privacy and the confidentiality of records.
- iii. The department should continuously review policies on security of records including increased use of electronic technologies and their safety systems.
- iv. Because of the diversity of WBL activities, a good system of keeping records and managing paper flow is essential. Functionally designed forms and a central data storage system will avert many problems and facilitate the programme's operation.

## **7.4. Absenteeism**

- i. The HEP tutor/coordinator is required to account for students' attendance in HEP and, consequently, at the work-based learning station.
- ii. Written procedures should be built into the WBL programme to address absenteeism.

- a) Students sign an agreement form at enrolment time.
- b) Students submit attendance and work report on which employers/industry certify the work hours.
- c) Students are to inform both the work-based learning coach and the tutor/coordinator when an illness or emergency occurs.
- d) The work-based learning coach is to phone the tutor/coordinator when the student is absent without prior excuse.
- e) A system is developed in advance for the tutor/coordinator to secure an excused absence from the employer for doctor's appointments, funerals for immediate family, etc.
- f) Approved absence is given only if prior approval is obtained from the tutor/coordinator or coach/industry.

### **7.5. Transfers**

- i. Once students are placed at a work-based learning station, they should not be transferred to another company without good cause. Rotations from job to job or between departments within the same company are usually part of the work-based learning plan.
- ii. Transfers should be made only after the situation becomes unsolvable by other means. Transfers may be necessary if the student is unable to meet the work-based learning requirements, if a safety or health problem occurs, or if there is a serious personality conflict between the student and the work-based learning coach.

## 7.6. Dismissals

- i. A student may be dismissed because of lack of skill or poor attitude. The WBL coach should notify the tutor/coordinator before taking such action – and this statement should appear on the WBL Plan/Agreement. This notification provides the tutor/coordinator time to serve as referee and may allow the problem to be solved without dismissal.
- ii. General instate policies should provide guidelines and procedures for handling problems such as theft on the job and insubordination. Great care must be taken to ensure the student's rights to due process so that accusations are not made unfairly. One method that can be used to ensure fairness to all parties is through the refereeing process.

### 7.6.1. The Referee Process

Refereeing means determining what the issue/problem is, what caused it, and how to solve it; then the referee assists in gaining the cooperation of both parties in taking action to solve it. Balancing the needs, interests, and problems of the student, the training sponsor, and the institute's responsibility demands many refereeing and arbitration skills of the tutor/coordinator. This aspect of the tutor/coordinator's job is equally as important as the development of the technical skills for a specific occupation.

The referee's role is a difficult one to fulfil – it takes finesse and persuasion, calmness, and an understanding of human beings. The following are recommended steps in the refereeing process.

#### Steps in the referee process

- i. Determine what the problem is by:
  - a) questioning the coach.
  - b) questioning the student.
- ii. Summarise the facts to:
  - a) separate conflicting ideas.
  - b) avoid jumping to conclusions.
- iii. Try to determine the cause(s) of the problems, such as:
  - a) misunderstanding.
  - b) failure of student to do work properly.
  - c) attitude.
  - d) failure of coach to teach necessary job skills.
  - e) failure of coach to inform students.
  - f) student's schedule conflicts.
  - g) violation of law or WBL plan.
  - h) other employees at fault.
- iv. Plan alternatives by:
  - a) thorough review and analysis of facts.
  - b) determining what you think will be feasible in terms of policy of institute and WBL station.
  - c) discussing alternatives with coach and student.
- v. Reach a decision satisfactory to all parties and:
  - a) summarise a plan of action in writing.
  - b) give each party a copy of the decision and plan of action.
  - c) follow-up soon to determine if plan of action is working or needs adjustment.

In implementing the WBL policy, HEPs must have due regard for the following procedures which are designed to underpin the quality of WBL provision. HEPs are required to:

- i. ensure that all WBL is assessed in accordance with the HEPs' Academic Regulations;
- ii. monitor and review policies and procedures for securing and allocating effective WBL opportunities to students as part of the process for Academic Review;
- iii. meet any requirements and standards set out by professional bodies (if applicable);
- iv. provide clear information regarding the responsibilities of each party to the WBL learning contract or other agreement e.g. learner, university, and employer;
- v. ensure students are adequately prepared for WBL;
- vi. ensure support for the development of the students in the workplace;
- vii. ensure that the WBL learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme;
- viii. regularly assess/audit the contribution of partner organisations' abilities to meet the needs of the students and programme;
- ix. demonstrate that all learning contracts or agreements are in place;
- x. ensure that clear strategies are in place to support the identification, negotiation and organisation of work-based activities for students, commensurate with the students' learning needs and the significance of this learning to the programme/course outcomes of which it forms a part; and
- xi. ensure that all arrangements for WBL take full account of the requirements of equal opportunities and health and safety legislation.

## **8. WBL Programme Monitoring and Review**

### **8.1. Module Monitoring**

Module monitoring is an ongoing process of collecting information to ensure all planned aspects of a module meet the aims and performance targets, and to ensure that the content aligns with the accepted standards or intended learning outcomes. It enables the tracking of students' performance across modules.

### **8.2. Programme Monitoring**

Programme monitoring looks at each academic programme in its entirety, including the constituent modules, the curriculum, the learning and teaching, the assessment methods, the learning environment, physical and educational resources (including digital educational resources), the staff, student and industry advisory board input. It is undertaken on a timely basis to track the quality of the programme and to identify areas of risk as they arise. It thus provides information for timely programme improvement.

### **8.3. Periodic Programme Review**

Review of programmes is a process that is more comprehensive than module or programme monitoring, and is undertaken periodically to make judgments about the degree to which the programme:

- meets the requirements of: (1) Malaysian Qualifications Framework (MQF); (2) Malaysian Qualifications Agency Code of Practice for Programme Accreditation (COPPA), and (3) MQA Programme Standards, including standards from professional bodies;
- contributes to the HEP's strategic directions and goals; and
- provides a quality student's experience.

**Table 4: Overview of Module Monitoring, Programme Monitoring and Periodic Programme Review**

Focus	Module monitoring	Programme Monitoring	Periodic Programme Review <sup>3</sup>
When?	Every semester where the WBL subject operates	Normally is undertaken every semester or annually	At least once every 5 years or earlier if required (as stated in the Programme Standards)
Why?	<ol style="list-style-type: none"> <li>1. Monitor WBL students' performance</li> <li>2. Improve WBL module content, methods of delivery and assessment</li> <li>3. Obtain feedback from stakeholders</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain and improve academic standards<sup>4</sup></li> <li>2. Monitor and enhance quality of WBL students' experience</li> <li>3. To adapt to changing trends and technologies in industries</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure the programme is consistent with the HEP's strategic directions including stakeholders, as well as educational priorities and academic standards</li> <li>2. Provide confirmation of fitness for purpose of the curriculum</li> <li>3. Provide evidence of the effectiveness of annual monitoring processes</li> </ol>

<sup>3</sup>Please note that professional body accreditation reviews takes precedence over HEP monitoring and review reports

<sup>4</sup>Academic standards are the standards that degree awarding bodies set and maintain for award of their academic credit or qualification. Likewise, threshold academic standards are minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award (QAA, 2013).

Focus	Module monitoring	Programme Monitoring	Periodic Programme Review <sup>3</sup>
What?	<ol style="list-style-type: none"> <li>1. WBL Students' performance</li> <li>2. WBL Module review (content, teaching and learning, assessment)</li> <li>3. Collaboration between HEP and industry</li> <li>4. Sustainability of WBL programme</li> </ol>	<ol style="list-style-type: none"> <li>1. academic standards</li> <li>2. WBL students' experience</li> </ol>	<ol style="list-style-type: none"> <li>1. fitness for purpose</li> <li>2. academic standards</li> <li>3. WBL students' experience</li> <li>4. contribution of the programme to industry, profession</li> <li>5. programme currency, relevancy, comprehensiveness and challenge to students in their learning</li> </ol>
Source of information	<ol style="list-style-type: none"> <li>1. Students' performance               <ol style="list-style-type: none"> <li>a) Attainment of WBL learning outcomes</li> <li>b) Moderation outcomes</li> <li>c) Students' performance at module level</li> <li>d) Students' progression and attrition rates</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Student Enrolment Numbers</li> <li>2. Articulation, pathway and students' performance (including progression and attrition)</li> <li>3. Curriculum changes from module monitoring</li> </ol>	<ol style="list-style-type: none"> <li>1. Developments in the discipline, practice and pedagogy</li> <li>2. Stakeholders' feedback including students, employers and alumni.</li> <li>3. Audit reports from internal and external examiners<sup>5</sup></li> <li>4. Benchmarking reports</li> <li>5. Job Market Analysis</li> </ol>

<sup>5</sup>The practice of using external examiners is compulsory at MQF qualification level 6 and above as required by COPPA Section 2.4.1.

Focus	Module monitoring	Programme Monitoring	Periodic Programme Review <sup>3</sup>
	2. Curriculum review 1. Students' evaluation 2. Academic staff input 3. Stakeholders' feedback – industry 4. Coordinator, tutor and coach's performance	4. Graduates' achievement of programme outcomes 5. Changes in external regulatory and industry requirements : acts, policies, standards, market demand 6. Academic staff and educational resources review 7. Where relevant, ethics approval for research activities	6. Student Enrolment 7. Articulation, pathway and students' performance (including progression and attrition) 8. Curriculum changes from module monitoring 9. Graduates' achievement of programme outcomes 10. Changes of external regulatory and industry requirements: acts, policies, standards, market demand 11. Academic staff and educational resources review 12. Where relevant, ethics approval for research activities 13. Benchmarking reports from offshore partners' programmes.

Focus	Module monitoring	Programme Monitoring	Periodic Programme Review <sup>3</sup>
			14. Tracer study for marketability and employability of students 15. Industry feedback on graduates' performance
Who?/ responsibility	1. Examiner committee 2. Programme Coordinator 3. Module Tutor 4. Industry Coach	1. Head of programme 2. Chair/ Programme director 3. HEP/Industry Coordinator	1. Relevant school/department academic committee 2. industry
Reporting/ authority	Relevant school/department academic committee	Relevant school/department academic committee	HEP highest academic body Industry management

## **Conclusion**

The purpose of this GGP: WBL is to provide the general guidelines for the development and implementation of WBL approaches at the programme or course level. The guidelines have defined and highlighted various approaches of WBL that can be implemented depending on the suitability of the programmes/courses or strength of the HEP/industry. In particular, curriculum design, delivery and assessment with regards to WBL approaches are provided, and where appropriate, examples in the form of appendices are given.

The success and sustainability of WBL depend on the commitment and close collaboration among all key players which include among others HEP, industry, coach, tutor, and student. Hence, the roles and responsibilities of these key players are highlighted in the guidelines. Further, it is important to acknowledge since WBL can come in many forms, flexibility in the design and implementation must be taken into consideration to suit the level and field of study, specific industry requirements, resources available, and the ability of the HEP in order to ensure the learning outcomes are achieved. Nevertheless, each WBL programme/course must adhere to the national and institutional policies and the specific programme standards or professional body requirements.

The main location of learning for WBL occurs at the workplace, and the main purpose of WBL is for the students to develop industry specific skills and knowledge which would enhance their employability opportunities and career growth. Hence, it is hoped that this GGP: WBL will help in providing directions for development and implementation of WBL.

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## Appendices

### Appendix 1: Panel Members

No.	PANEL MEMBERS	ORGANISATION
1.	Assoc. Prof. Dr. Mohamad Abdullah Hemdi <b>- Chairman -</b>	Universiti Teknologi Mara (UiTM)
2.	Assoc. Prof. Dr. Li Jianyao	UCSI University
3.	Mr. Roslan Salim	Kementerian Sumber Manusia
4.	Mr. Khaairuddin Khalil	Politeknik Kota Kinabalu
5.	Mr. Cho Chee Seng	Malaysia Automotive Institute (MAI)
6.	Mr. Chong Toong Shing (Vincent)	MASC Tech
7.	Mr. Cheah Swee Hee (Sam)	Malaysian Association of Hotels (MAH)
8.	Mr. Riswardi Abdul Rajak	Mydin Retail Academy (MYRA)

## Appendix 2 (a): WBL Day release

Scheduled hours or days within the course when the students are released to attend a credit earned WBL experience or to practice knowledge learned from educational course(s) with the industry.

### TEACHING PLAN – HH204 FRONT OFFICE & MANAGEMENT

WEEK	DATE	TOPICS	ACTIVITIES	READINGS	REMARKS
1	6 <sup>th</sup> May	Ice Breaking Session	- <b>Class Activities</b>		
2	13 <sup>th</sup> May	Topic 1: Introduction to Front Office Operation	- <b>Lectures</b> - <b>Quiz</b>	<b>Book:</b> Sudhir Andrews, 9 <sup>th</sup> Edition, Front Office Management & Operations, Mc Graw Hill (2013)  <b>Additional Materials:</b> Front Office Manual / Handbook	<b>Assessments will be based on ongoing assessment</b> (quizzes, WBL - weekly report and industry assessment & 2 hours final practical)  1 <sup>st</sup> phase: theory class (week 1 – week 8)
3	20 <sup>th</sup> May	Topic 2: Layout of Front Office Department  Topic 3: Effective Interdepartmental Communication	- <b>Lectures</b> - <b>Quiz</b>		
4	27 <sup>th</sup> May	Topic 4: Guest Cycle	- <b>Lectures</b> - <b>Quiz</b>		
5	3 <sup>rd</sup> June	Topic 5: Reservations  Topic 6: Receptions	- <b>Lectures</b> - <b>Quiz</b>		
6	10 <sup>th</sup> June	Topic 7: Uniformed Service  Topic 8: Concierge Services	- <b>Lectures</b> - <b>Quiz</b>		
7	17 <sup>th</sup> June	Topic 9: Guest Relation  Topic 10: Telecommunications	- <b>Lectures</b> - <b>Quiz</b>		
8	24 <sup>th</sup> June	Topic 11: Front Office Cashier  Topic 12: Night Audit	- <b>Lectures</b> - <b>Quiz</b>		

<b>WEEK</b>	<b>DATE</b>	<b>TOPICS</b>	<b>ACTIVITIES</b>	<b>READINGS</b>	<b>REMARKS</b>
<b>9</b>	<b>1<sup>st</sup> July</b>	WBL - reservations	- <b>WBL</b>		2 <sup>nd</sup> phase: work-based learning (week 10 – week 14)
<b>10</b>	<b>8<sup>th</sup> July</b>	WBL - receptions	- <b>WBL</b>		
<b>11</b>	<b>15<sup>th</sup> July</b>	WBL - concierge service	- <b>WBL</b>		
<b>12</b>	<b>22<sup>nd</sup> July</b>	WBL - guest relation	- <b>WBL</b>		
<b>13</b>	<b>29<sup>th</sup> July</b>	WBL - front office cashier	- <b>WBL</b>		
<b>14</b>	<b>5<sup>th</sup> August</b>	WBL - night audit	- <b>WBL</b>		
<b>15</b>	<b>12<sup>th</sup> August</b>	<b>Final practical examination</b>			

Lecturer : \_\_\_\_\_

Head of : \_\_\_\_\_

Department

Signature : \_\_\_\_\_

Signature : \_\_\_\_\_

Date : \_\_\_\_\_

Date : \_\_\_\_\_

**Appendix 2 (b): Block Release – Execution of National Dual Training System (NDTS) Training Programme**

Level	Training Duration Guidelines (In Hours)		Total (Hours) Please refer to “Training Hour Summary” in relation to NOSS	Remark
	NDTS Training Institute (HEP) (20-30%)	Training Company (WBL) (70-80%)		
L1 only	80-120	420-480	600	
L2 only	80-120	420-480	600	Apprentice with Level 1 MSC
L3 only	160-240	560-640	800-1200	Apprentice with Level 1 & Level 2 MSC
L3	320-480	840-960	1200	Execution of programme that begins at Level 3
	320-480	1680-1920	2400	Execution of a Single Tier programme (L1+L2+L3) for NOSS Standard begins at Level 1
	320-480	1260-1440	1800	Execution of a Single Tier programme (L2+L3) for NOSS Standard begins at Level 2

Level	Training Duration Guidelines (In Hours)		Total (Hours) Please refer to “Training Hour Summary” in relation to NOSS	Remark
	NDTS Training Institute (HEP) (20-30%)	Training Company (WBL) (70-80%)		
MSD only	160-240	560-640	800-1200 (including Final Year Project)	For apprentice(s) with Level 3
MSD	480-720	1680-1920	2400-3600 (including Final Year Project)	Execution of programme that begins at Level 4
MSAD only	240-360	840-960	1200-1800 (including Final Year Project)	For apprentice(s) with MSD
MSAD	720-1080	2520-2880	3600-5400 (including Final Year Project)	Execution of programme that begins at Level 5

Source: Jabatan Pembangunan Kemahiran, Kementerian Sumber Manusia (2015)  
 Panduan Pelaksanaan Sistem Persijilan Kemahiran Malaysia (SPKM) Berasaskan  
 Kredit Kemahiran bagi Sistem Latihan Dual Nasional, ms 21

#### WBL Block Release

1. A block release allows WBL students to undertake a structured skill practice with a selected industry partner for a block of time. For example, full-time for four months.

2. A method by which WBL students are released from their registered academic providers to attend practical training at a workplace for a specified period (block) each year, for example, full-time for 4 months.

Sample:

Besides the day release WBL approach, the Faculty of Hospitality & Tourism Management at XXX University has also designed a block release mode and is implemented since 2014.

Unlike the conventional programme with one internship at the end of the programme and day release with working and studying at the same time, the block release mode creatively offers students two structured industry placements with one at the 3<sup>rd</sup> semester and another one at the last semester, and both of industry placements are in a full-time basis for 16 weeks.

Benefits:

With one industry placement at the 3<sup>rd</sup> semester, students can have the opportunity to experience the hospitality industry at the early stage and what they have experienced from the 1<sup>st</sup> industry placement enables them to understand classroom theory better and faster.

Block release approach balances study and work load and can also focus on specific skill training at each stage. The 1<sup>st</sup> block release is mainly for general skill training and the second block release is designed for each student with particular interest in one or two areas. After completing the block release mode diploma programme, students have been equipped with industry ready skills and attitudes for immediate employment.

### Appendix 3: Example of WBL Task Assessment (by Student and Coach)

*For Apprentice – Accredited Centre (Company)*

#### TRAINING OCCUPATION: RETAIL SALES OPERATION (NOSS: DT-010-1/2/3)

#### CWP 8: STOCK TAKES

#### CWA 8.1: Perform Pre-Stock Take Activity

#### Learning Objectives Checklist

The apprentice is required to perform pre-stock take activity. This assignment requires you to:

- determine on stock take date and stock take preparation check list.
- plan on stock take manpower, duties and responsibility.
- confirm on pre-stock take requirement and activity.
- perform pre-stock take activity.
- evaluate pre-stock take activity and stock take preparation checklist.

Instruction: Assess whether you have achieved the following learning objectives.

No	Learning Objective	Achieved	Not Achieved	Remarks
<b>A</b>	<b>Setting Goal</b>			
1.	Understand pre-stock take activity requirement.			
2.	Understand planogram and store layout.			
3.	Understand company SOP.			
4.	Identify stock take schedule.			

No	Learning Objective	Achieved	Not Achieved	Remarks
5.	Identify manpower requirement.			
6.	Identify required equipment and stationery.			
7.	Understand stock take preparation checklist.			
<b>B</b>	<b>Planning</b>			
1	Plan manpower allocation.			
2	Identify duties and responsibility.			
3	Review stock takes preparation checklist.			
4	Identify products to be returned before stock take.			
5	Identify stock take location address.			
6	Plan for pre-stock take activity.			
7	Arrange required equipment and stationery during stock take.			
<b>C</b>	<b>Decision Making</b>			
1	Confirm stock take schedule/ date.			

No	Learning Objective	Achieved	Not Achieved	Remarks
2	Confirm on manpower allocation.			
3	Confirm required equipment and stationery during stock take.			
4	Decide on stock take training and briefing required.			
5	Confirm on pre-stock take activity.			
6	Confirm products to count and segregate products to count.			
7	Confirm the stock take location address.			
8	Confirm all the goods return process done before stock take.			
9	Confirm stock take preparation checklist.			
<b>D</b>	<b>Executing &amp; Monitoring</b>			
1	Allocate manpower.			
2	Conduct training and briefing before stock take.			

No	Learning Objective	Achieved	Not Achieved	Remarks
3	Arrange equipment and stationery required.			
4	Comply with company SOP requirement.			
5	Perform pre-stock take activity.			
6	Ensure stock take preparation check list is done.			
<b>E</b>	<b>Evaluating</b>			
1	Review manpower allocation.			
2	Evaluate training and briefing before stock take.			
3	Check equipment and stationery required.			
4	Ensure to follow company SOP.			
5	Evaluate pre-stock take activity.			
6	Evaluate stock take preparation checklist.			

**TRAINING OCCUPATION: RETAIL SALES OPERATION (NOSS: DT-010-1/2/3)**

**CWP 8: STOCK TAKES**

**CWA 8.1: Perform Pre-Stock Take**

**Activity Assessment Sheet**

The apprentice is required to perform pre-stock take activity. This assignment requires you to:

- determine on stock take date and stock take preparation checklist.
- plan on stock take manpower, duties and responsibility.
- confirm on pre-stock take requirement and activity.
- perform pre-stock take activity.
- evaluate pre-stock take activity and stock take preparation checklist.

Instructions:

Rate the following areas on a scale of 1 -7.

1-2: Weak 3-4: Average 5-6: Good 7: Excellent

For evaluation of critical areas, 0 marks will be given to apprentices who have not achieved the required standards.

No.	AREAS OF ASSESSMENT	MARKS GIVEN BY APPRENTICE					MARKS GIVEN BY COACH					
		0	1-2	3-4	5-6	7	0	1-2	3-4	5-6	7	
<b>A</b>	<b>Setting Goal, Planning &amp; Decision Making (15%)</b>											
1	Understanding pre-stock take activity requirement.											

No.	AREAS OF ASSESSMENT	MARKS GIVEN BY APPRENTICE					MARKS GIVEN BY COACH					
		0	1-2	3-4	5-6	7	0	1-2	3-4	5-6	7	
2	Understanding planogram and store layout.											
3	Understanding company SOP.											
4	Identifying stock take schedule.											
5	Identifying manpower requirement.											
6	Identifying required equipment and stationery.											
7	Understanding stock take preparation checklist.											
8	Understanding pre-stock take activity requirement.											
9	Planning manpower allocation.											
10	Identifying duties and responsibility.											
11	Reviewing stock take preparation checklist.											
12	Identifying products to be returned before stock take.											
13	Identifying stock take location address.											

No.	AREAS OF ASSESSMENT	MARKS GIVEN BY APPRENTICE					MARKS GIVEN BY COACH				
		0	1-2	3-4	5-6	7	0	1-2	3-4	5-6	7
14	Planning for pre-stock take activity.										
15	Arranging required equipment and stationery during stock take.										
16	Planning manpower allocation.										
17	Confirming on stock take schedule/date.										
18	Confirming on manpower allocation.										
19	Confirming on required equipment and stationery during stock take.										
20	Deciding on stock take training and briefing required.										
21	Confirming on pre-stock take activity.										
22	Confirming on products to count and segregate products to count.										
23	Confirming the stock take location address.										

No.	AREAS OF ASSESSMENT	MARKS GIVEN BY APPRENTICE					MARKS GIVEN BY COACH				
		0	1-2	3-4	5-6	7	0	1-2	3-4	5-6	7
24	Confirming all the goods return processes are done before stock take.										
25	Confirming on stock take preparation checklist.										
26	Confirming on stock take schedule/date.										
	<b>SUBTOTAL</b>	<b>A<sub>1</sub></b>					<b>A<sub>2</sub></b>				
	<b>FULL MARKS</b>	<b>182</b>					<b>182</b>				
<b>B</b>	<b>Executing and Monitoring of Work Process (50 %)</b>										
1	Allocating manpower.										
2	Conducting training and briefing before stock take.										
3	Arranging equipment and stationery required.										
4	Complying with company SOP requirement.										
5	Performing pre-stock take activity.										

No.	AREAS OF ASSESSMENT	MARKS GIVEN BY APPRENTICE					MARKS GIVEN BY COACH				
		0	1-2	3-4	5-6	7	0	1-2	3-4	5-6	7
6	Ensuring stock take preparation checklist is done.										
	SUBTOTAL	<b>B<sub>1</sub></b>					<b>B<sub>2</sub></b>				
	FULL MARKS	<b>42</b>					<b>42</b>				
No.	AREAS OF ASSESSMENT	MARKS GIVEN BY APPRENTICE					MARKS GIVEN BY COACH				
		0	1-2	3-4	5-6	7	0	1-2	3-4	5-6	7
<b>C</b>	<b>Evaluating of Product / Services Quality (35 %)</b>										
1	Reviewing manpower allocation.										
2	Evaluating training and briefing before stock take.										
3	Checking on equipment and stationery required.										
4	Ensuring to follow company SOP.										
5	Evaluating pre-stock take activity.										
6	Evaluating stock take preparation check list										
	SUBTOTAL	<b>C<sub>1</sub></b>					<b>C<sub>2</sub></b>				
	FULL MARKS	<b>42</b>					<b>42</b>				

**CALCULATION TABLE**

<b>AREAS OF ASSESSMENT</b>	<b>MARKS GIVEN BY APPRENTICE</b>	<b>MARKS GIVEN BY COACH</b>	<b>WEIGHTED MARKS GIVEN BY APPRENTICE</b>	<b>WEIGHTED MARKS GIVEN BY COACH</b>
<b>Setting Goal, Planning, Decision Making (15%)</b>	A1	A2	$A1 / 182 \times 15$	$A2 / 182 \times 15$
<b>Executing and Monitoring (50 %)</b>	B1	B2	$B1 / 42 \times 50$	$B2 / 42 \times 50$
<b>Evaluating (35 %)</b>	C1	C2	$C1 / 42 \times 35$	$C2 / 42 \times 35$
Total			X	Y
Ratio of Percentage (Apprentice: Coach)			P%	Q%
Grand Total			$(P/100 \times X) + (Q/100 \times Y)$	

COMMENTS/ RECOMMENDATIONS BY COACH

\_\_\_\_\_  
COACH:

DATE:

\_\_\_\_\_  
APPRENTICE:

DATE:

**Appendix 4 (a): Sample for Hospitality Industry Placement Assessment – Logbook**

**INDUSTRY PLACEMENT LOGBOOK ASSESSMENT  
(TO BE COMPLETED BY ACADEMIC SUPERVISOR)**

**STUDENT ID** : 

--	--	--	--	--	--	--	--	--	--

**STUDENT NAME** : \_\_\_\_\_

**PROGRAMME** : \_\_\_\_\_

**PROGRAMME CODE** : \_\_\_\_\_ **INTAKE** : \_\_\_\_\_

**YEAR** : \_\_\_\_\_

**SEMESTER** :  **JANUARY – APRIL SEMESTER**  
 **MAY – AUGUST SEMESTER**  
 **SEPTEMBER – DECEMBER SEMESTER**

- 1) Kindly use one form for each student.
- 2) This evaluation should be completed by the individual in the best position to assess the student's performance.

***A discussion of the evaluation with the student would be most beneficial to his / her career development.***

Please return the completed evaluation form directly to the University Coordinator (Mr. Yong) at XXX University.

Thank you for your input.

## Section 1: Industry Placement Logbook

*To be completed by lecturer based on the assessment of Industry Placement Logbook submitted by student.*

### Logbook (10%)

- Record your tasks throughout the duration of Industry Practice in a log book according to the format given below.
- Submit the completed log book to your academic supervisor with the report.

### Logbook Format:

FACULTY OF HOSPITALITY & TOURISM MANAGEMENT INDUSTRY PRACTICE LOGBOOK			
Week			
Student's Name			
Student's ID			
Programme			
Host Organisation			
Department			
Supervisor's Name			
Day	Date	Main Tasks	Other Tasks
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

No	ITEM	MARKS
<b>Report Assessment:</b>		Total Marks: / 10

**Remarks:**

*(Any comments or recommendation regarding this student's Industry Placement Logbook)*

**Evaluation done by (Lecturer)**

**Review by (University Coordinator)**

Signature : \_\_\_\_\_

Signature : \_\_\_\_\_

Name : \_\_\_\_\_

Name : \_\_\_\_\_

Date : \_\_\_\_\_

Date : \_\_\_\_\_

**Appendix 4 (b): Sample for Hospitality Industry Placement Assessment – Report**

**INDUSTRY PLACEMENT REPORT ASSESSMENT  
(TO BE COMPLETED BY ACADEMIC SUPERVISOR)**

**STUDENT ID** : 

--	--	--	--	--	--	--	--	--	--

**STUDENT NAME** : \_\_\_\_\_

**PROGRAMME** : \_\_\_\_\_

**PROGRAMME CODE** : \_\_\_\_\_ **INTAKE:** \_\_\_\_\_

**YEAR** : \_\_\_\_\_

**SEMESTER** :  **JANUARY – APRIL SEMESTER**  
 **MAY – AUGUST SEMESTER**  
 **SEPTEMBER – DECEMBER SEMESTER**

- 1) Kindly use one form for each student.
- 2) This evaluation should be completed by the individual in the best position to assess the student's performance.

***A discussion of the evaluation with the student would be most beneficial to his / her career development.***

Please return the completed evaluation form directly to the University Coordinator (Mr. Xxx) at XXX University.

Thank you for your input.

## **Section 1: Industry Placement Report Evaluation**

*To be completed by lecturer based on the assessment of Industry Placement Report submitted by student.*

### **1. Report Format (5%)**

The report must be word-processed, and produced to a professional standard, and it MUST contain the following format:

- A cover page
- Table of contents
- List of figures and tables (if applicable)

### **2. Introduction - Understanding Your Host Organisation (5%)**

- Examine the background or history of the host organisation and/or describe the nature and function of the department/team you are in, in context of the host organisation.
- Discuss the products/services provided by the host organisation and/or the department/team you are in (whichever applicable).
- Analyse the customers of the host organisation and/or the department/team you are in (whichever applicable).

### **3. Contribution - Understanding Your Tasks and Your Worth (10%)**

Explain the significance of the tasks that you perform in your host organisation, covering the following points:

- The role that you play and the tasks that you perform in your organisation / department/team.
- Explain how you contribute to the organisation/department/team.
- Explain the significance of your contributions to your host organisation / department/team.
- Describe if you have been provided with training or were given adequate chances to learn.

**4. Reflective Analysis - Reflective Analysis of the Cooperative Placement (10%)**

- Determine if the theories, techniques and knowledge that you have obtained in your studies have applicability in the workplace. Explain.
- Explain the problems that you have encountered at the workplace. Explain how you have rectified these problems, or if they are to date still unresolved, recommend what can be done about them.
- Explain what you may have learned of the latest technologies and developments from the field. Describe what you have gained from the workplace that were otherwise not obtainable from your studies. Explain also if your work experience has provided you with better clarity of what you have learnt in the classroom.
- Explain in your opinion, how this Co-op experience will help in strategizing your next level of Co-op placement/job.

<b>No</b>	<b>ITEM</b>	<b>MARKS</b>
<b>1</b>	Format – Sequence and Grammar	<b>/ 5</b>
<b>2</b>	Introduction	<b>/ 5</b>
<b>3</b>	Contribution	<b>/ 10</b>
<b>4</b>	Reflective Analysis	<b>/ 10</b>
<b>Report Assessment:</b>		<b>Total Marks: / 30</b>

**Remarks:**

*(Any comments or recommendation regarding this student's Industry Placement Report)*

**Evaluation done by (Lecturer)**

**Review by (University Coordinator)**

Signature : \_\_\_\_\_

Signature : \_\_\_\_\_

Name : \_\_\_\_\_

Name : \_\_\_\_\_

Date : \_\_\_\_\_

Date : \_\_\_\_\_

**Appendix 5 (a): Memorandum of Agreement - MyCenTHE**

**MEMORANDUM OF AGREEMENT  
FOR  
WORK-BASED LEARNING EDUCATION**

*Between*

**XXX Education Sdn. Bhd.  
(Company No.XXXX)**

**a private limited company which wholly owns and manages XXX University and  
is approved**

**by the Ministry of Higher Education, Malaysia**

and is located at:

Address

(hereinafter referred to as 'XXX University')

*And*

**Insert a Hotel details here**

(hereinafter referred to as 'the Patron')

This agreement provides a basis for mutual understanding between the above parties in matters relating to Work-Based Learning Education exclusively in respect of students of XXX University's Work-Based Learning programmes.

**BACKGROUND**

Work-Based Learning Programme is a formalized programme under the direction of XXX University to optimize learning in an alternative setting, hereinafter referred to as "WBL".

The WBL Programme provides experience-based learning for XXX University students in practical, curriculum-related work assignments structured to meet students' interests, abilities and aptitudes while meeting the Patron's needs.

The WBL programme epitomizes the synergistic partnership which exists between XXX University, the Patron and the student. In order to satisfy the varied needs of these parties, the programme is characterized by a part-time on-the-job training. In total, the students will work part-time with Patron when they take selected core courses in hospitality administration as full-time students in the assigned Venue of the Patron.

### **OBJECTIVES AND PURPOSES OF THE WORK-BASED LEARNING EDUCATION SYNERGESTIC PARTNERSHIP**

The anticipated outcome of this agreement is that each party will assist the other in the accomplishment of its programme objectives. For XXX University it is recognised that such objectives are primarily education in nature.

XXX University's objectives are:

- provide WBL students with the opportunity to apply classroom learning to practical issues on the job.
- enhance WBL students' employability profile.
- provide WBL students with industry working experience.

The Patron's objectives are to:

- utilise the WBL Programme to meet its long term staffing needs.
- form strategic partnership with XXX University in human resource development.
- participate in Education NKEA EPP (10) Tourism and Hospitality Human Resources Development cluster and activities.

Mutual support between the parties in respect of these primary objectives is expected to result in many other benefits, not only to the parties to the agreement, but also to each participating student.

## **RESPONSIBILITES**

In accordance with the provisions outlined in this Memorandum of Agreement, XXX University and the Patron will work together to ensure that the academic and work experience aspects of the WBL Programme are carried out to the mutual satisfaction and benefit of the student participants, by XXX University and the Patron and therein meeting all academic and other relevant requirements applicable to the said WBL Programme.

### **The Patron will:**

- designate a staff member to maintain liaison with XXX University. The Patron's representative is:

**Insert representative's contact detail here**

or such other person as may be appointed by the Patron from time to time.

- provide XXX University with adequate job descriptions, whenever possible in respect of the said industrial placement.
- accept XXX University Bachelor in Hospitality Administration students per semester, three semesters per year as agreed by both parties.
- all students accepted and enrolled into BA in Hospitality Administration by XXX University will participate in this WBL Programme. Provide the student orientation to the Patron's policies and procedures and the student's own specific roles and responsibilities in the organisation.
- relate work assignments as complete and comprehensive as possible to each student's major area of study and make every effort to maximize the student's learning based on his/her experience according to guidelines provided by XXX University.

- offer meaningful and quality supervision throughout the term of on-the-job working experience and co-evaluate each student's performance with XXX University's Lecturers. (This evaluation is to be shared with the student as part of his/her own progress report).
- provide XXX University with each student's performance Evaluation Report which contains 50% of the student's final grade for his/her Industrial Placement Module in WBL.
- inform XXX University of any changes in the student's status during his/her WBL programme.
- allow XXX University and NKEA EPP 10 IMT to print the Patron's logo in all promotional materials subject to the management approval of the Patron.
- allow and assist faculty lecturers to conduct classes during off-peak hours on weekdays on-site.

**XXX University will:**

- designate a staff member to maintain liaison with the Patron. The University's representative is:  
**Name:**  
**Title:**  
**Tel No.:**  
**Email:**  
 or such other person as may be appointed by XXX University from time to time.
- create campus awareness and interest in WBL education and inform all potential candidates of the Patron's educational opportunities.
- correlate work and study in a manner that will ensure maximum learning on the part of each student.
- furnish the Patron with requested information about the student's field(s) of study, academic standing, and other pertinent information.
- seek feedback from the Patron on the student's performance and the WBL programme.

- provide feedback to the Patron on the student's performance and the WBL programme.
- maintain on a Private & Confidential basis a current information file on student participants and the Patron.
- inform the Patron of any changes in the student's status (i.e. grades, change in major, change in career plans, failure to maintain required standards of XXX University) and give the Patron any feedback from the student regarding his/her feelings, reactions and evaluation about the job or other related matters.
- maintain effective and necessary communication with the WBL student and the Patron throughout the internship.

## **CONDITIONS OF STUDENT UNDERGOING WBL**

### **1. Student Eligibility**

The student must:

- be in good academic standing with XXX University and enrolled as a full-time student.
- be enrolled in XXX University's WBL Programme.
- be recommended to the Patron by XXX University's WBL Programme.

### **2. Student Work Schedules**

- Students will be required to work on a part-time basis as part of their WBL programme requirement.
- The Patron and XXX University acknowledge that the Patron retains the right to establish and administer personnel policies and procedures within the organisation.
- The Patron may terminate the student for good cause, having given the student ample opportunity to improve should there be any reason to accordingly but not limited to deficiencies identified by the Patron.

- The Patron will inform XXX University prior to the termination of the student and allow XXX University to investigate and impose appropriate academic disciplinary action based on results of the investigation.
- Each week, students enjoy a day off, on a rotation basis.
- WBL students will enjoy 3 weeks (21 days) of exam break per year.
- WBL students will enjoy public holidays stated by the Malaysian Government and in accordance with the Patron's Human Resource policies, if the students are working on public holidays, they will be compensated with off-days.

### **3. Allowance and Benefits**

- Patron will provide duty meals and uniform.
- Students will enjoy and comply with employment policies and regulations of the patron.

### **4. Student Evaluation**

- Evaluations are required for WBL students to ensure that the work assignment is supportive of the learning process and the student's career planning efforts.
- WBL Student Evaluation Form will be provided by XXX University to the Patron for each student intern to assess the student's performance.

### **5. Industrial Placement Schedule and Departments at the Patron's Venue**

Students will be grouped into groups of five, and will undergo industrial practice, rotating among:

- Front Office
- Housekeeping
- Food and Beverage
- Kitchen

## **GENERAL MATTERS IN RESPECT OF THE MEMORANDUM OF AGREEMENT**

- XXX University and the Patron have every reason to expect a long and fruitful WBL education relationship.
- This Memorandum of Agreement is a legally binding agreement. This Memorandum of Agreement shall at all times be governed by the laws of Malaysia and the parties hereby agree to refer dispute arising out of the Memorandum of Agreement to the courts of law in Malaysia but shall at all times initially enter into mutual discussion in good faith to arrive at mutually agreeable resolution.
- This Memorandum of Agreement shall continue to be operative for a period not exceeding 3 years from the date of execution and shall at all times be subject to be renewed for a further period of 3 years, notice being given by the Patron or XXX University at least 4 months in advance to the relevant termination date.
- This Memorandum of Agreement contains all relevant agreed upon terms and condition and shall be the only operative legal document establishing this arrangement and all prior discussions or otherwise shall have no effect whatsoever.
- Time shall at times be of essence.
- It is hereby agreed that in the event any particular clause or part of this Memorandum of Agreement becomes illegal or inoperative for any purpose whatsoever that particular clause or part of this Memorandum of Agreement shall only be effected and not the entire Memorandum of Agreement.
- It is hereby agreed upon that both parties shall at all times envisage to regularly meet and discuss to ensure the smooth and effective implementation of this Memorandum of Agreement and also to meet any further needs that may arise in respect of the same,

as this Memorandum of Agreement is hereby entered in with a common spirit of goodwill and cooperation and it is impossible to envisage all and every possible factor that may need attention at any given time.

- It is hereby agreed upon that any amendment or changes to this Memorandum of Agreement must be in writing and duly agreed upon, accordingly.

Having read and understood all of the above mentioned the parties hereby through their duly appointed officers execute this Memorandum of Agreement as per the below mentioned on this date as indicated below.

Signed on behalf of

**XXX Education Sdn. Bhd.**

***Insert Hotel Name Here***

Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

Professor XXX

Insert an authorised person's  
name

Dean, Faculty of Hospitality &

and designation here

Tourism Management

XXX University

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Witnessed by:

Witnessed by:

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**NATIONAL DUAL TRAINING SYSTEM AGREEMENT**

BETWEEN

.....  
(COMPANY'S NAME)

.....  
(COMPANY'S REGISTRATION NUMBER)

AND

.....  
(NAME OF APPRENTICE)

.....  
(IDENTIFICATION CARD NUMBER)

---

AGREEMENT DOCUMENT

**SKILLS TRAINING AGREEMENT**

**THIS AGREEMENT** made on date ..... of the year .....

**BETWEEN**

..... (Company Registration No .....), a  
company incorporated under the Companies Act 1965 and having an address at

.....  
.....  
.....  
..... (hereinafter referred as the **“Company”**) as the first party;

**AND**

.....  
(CAPS)

(IC Number.....) which is located at .....  
.....  
.....  
.....  
(hereinafter referred as **“Apprentice”**) as the second party;

.....  
(CAPS)

(IC Number.....) which is located at .....  
.....  
.....  
.....  
(hereinafter referred as the **“Guarantor”**) as a third party.

**WHEREAS** the **Company** agreed to take **Apprentice** and **Apprentice** agrees to accept the recruitment for the purpose of implementing a “**National Dual Training System**” regulated and supervised by **Department of Skills Development (“DSD”)** of the **Ministry of Human Resources**.

**AND WHEREAS**, the **Guarantor** has agreed to guarantee the due performance of the duties and responsibility of **Apprentice** under this agreement and further agrees to indemnify the Company against any losses that may be incurred by the **Company** as a result of a default by the **Apprentice** to the Agreement or any part of this Agreement.

**NOW THEREFORE** it is hereby agreed as follows:

## **1. DEFINITION**

1.1. In this Agreement, and in terms of determination and the schedules attached hereto, unless the context otherwise requires.

1.1.1. "**TRAINING CENTRE**" means institutes that are registered with Department of Skills Development and conduct training jointly with the Company to carry out the NDTs programme;

1.1.2. "**DEPARTMENT OF SKILLS DEVELOPMENT (DSD)**" means a government agency under the Ministry of Human Resources to oversee the National Dual Training System ("NDTS");

1.1.3. "**COMPANY**" means a company registered with the Companies Commission of Malaysia to conduct business and has been approved by DSD to carry out the NDTs programme;

- 1.1.4. "**NATIONAL DUAL TRAINING SYSTEM**" means a training concept that involves training conducted in two places in the industry covering **seventy percent (70%) to eighty percent (80%)** and in training institutions covering **twenty percent (20%) to thirty percent (30%)**;
- 1.1.5. "**APPRENTICE**" means a person who has registered to acquire for qualification skills through **NDTS** Programme;
- 1.1.6. "**GUARANTOR**" means the mother/father/guardian and anyone who has a family relationship with apprentices and meet the following conditions:
- a) with Malaysian citizenship and permanent residence in Malaysia;
  - b) healthy and not pensionable; and
  - c) have a regular job and a strong financial position and is not an undischarged bankrupt.
- 1.1.7. "**CERTIFICATE**" means the skills qualification awarded to a person by the Director General of the Department of Skills Development Malaysian i.e. Skills Certificate (SKM), the Malaysian Skills Diploma or Advanced Diploma Skills Malaysia (DLKM); and
- 1.1.8. "**LOG BOOK**" means a document which records apprentice experience in performing tasks related to the Company confirmed by the coach and / or qualified instructors in the Company concerned.

**IT IS HEREBY AGREED AND DECLARED AS FOLLOWS:**

2. Apprentice, with the permission and consent of the Guarantor hereby agrees that:
- a) Apprentice will sign and solemnly proceed and complete the Apprenticeship training prescribed by the Company as per the Letter of Offer dated...References...) and whose details are set out in the offer;

- b) Apprentice has met the conditions set by the Government, namely:
  - i. is a citizen of Malaysia;
  - ii. between the ages of seventeen (17) years to thirty-five (35) years;
  - iii. apprentice is not an employee of the Company;
  - iv. can speak and write in Bahasa Malaysia and/or English;
  - v. apprentice must be physically fit to participate in the programme NDTs; and
  - vi. apprentice's name has been registered by the Company to undergo NDTs the programme as stated in the certificate of registration of Apprentice.
  
- c) For the purpose of the training, Apprentice will be given training in the Company or in some places in any state as directed by the Company from time to time and that the Apprentice will be in accordance with such regulations and discipline as in force in any place Apprentice is required to attend the training within the time period;
  
- d) Apprentice shall report to the Company on the day and time specified. If this cannot be performed by any reasonable cause, Apprentice must obtain written permission from the Company; and
  
- e) Apprentice must also successfully complete the training within the prescribed period.

### 3. PERIOD OF AGREEMENT

3.1. This agreement is effective for a period of..... (month) starting at.....(hereinafter referred to as the "**Effective Date of the Agreement**" until .....(hereinafter called the "**Agreement Expiry Date**") and Apprentice is required to complete the Apprenticeship Training within the period.

- 3.2. The Company may extend the contract period of **six (6) months** or until the nearest examination or assessment should Apprentice failed in the final examination.

#### **4. CONSIDERATION**

In consideration of the matters aforesaid, the Company hereby agrees to:

- 4.1. provide a place or facility for theoretical or practical training during the training period;
- 4.2. provide consumable materials to Apprentice during the training period;
- 4.3. protect Apprentice from any accidents and injuries during training at the Company's premises or training institutes by contributing to Group Insurance; and
- 4.4. claim Apprentice Allowance from the Department of Skill Development ("**DSD**") of **Ringgit Malaysia: Three Hundred Only (RM300.00)** per month on behalf of the Apprentice.

#### **5. ADDITIONAL ALLOWANCE FROM THE COMPANY**

- 5.1. The Company has the discretion to give extra allowance for Apprentice (if any) other than the allowance received by Apprentice in the apprenticeship training period **of Ringgit Malaysia: Three Hundred Only (RM300.00)** per month which will be paid by the Department of Skills Development ("**DSD**");
- 5.2. However The Company will not demand payment of Apprentice Allowance from the Department of Skills Development ("**DSD**") if the Apprentice's attendance does not achieve **eighty percent (80%)**; and
- 5.3. For Apprentice undergoing the Apprenticeship Training in the contract extension period, the Company will not demand of apprentice monthly allowances from the Department of Skills Development ("**DSD**").

#### **6. RIGHTS AND RESPONSIBILITIES OF THE APPRENTICE**

It is further agreed and acknowledged that during the period of training and during the effectiveness of this Agreement, Apprentice:

- 6.1. reserves the right to terminate this agreement within the **first two (2) months** (probation period) after the signing of this agreement by giving reasonable grounds in writing to the Company;
- 6.2. cannot be involved in any criminal activity and drugs. Apprentice is also prohibited from taking part in any activity that is deemed by the Company to be prejudicial and contrary to the interests of Apprentice, The Company, Government or Country;
- 6.3. shall comply with any regulations in force from time to time; at the premises of the Company and Training Centre where Apprentice is placed;
- 6.4. is not allowed to change the place of training or training programme for the apprenticeship training or take any additional courses without the prior written consent of the Company;
- 6.5. throughout the time of apprenticeship, is prohibited from receiving any scholarships or financial support from other organisations unless with permission from the Company;
- 6.6. is not allowed to work full-time or part-time in other organisations during the apprenticeship training without the prior written consent from the Company;
- 6.7. is prohibited from doing or allowing acts that lead to the occurrence of any improper waste that will or may cause damage or other disaster to the property, goods, or reputation of the Company;
- 6.8. must attend practical training at the Company and theoretical training at the Training Centre at the time specified by the Company;
- 6.9. must pass the practical training at the Company and theory at the Training Centre as prescribed by the Department of Skills Development ("**DSD**");
- 6.10. shall conform to directions of the Company during the period of apprenticeship training; and
- 6.11. shall pay a Certification Fee of **Ringgit Malaysia One Hundred Only (RM100.00)** to the Department of Skills Development ("**DSD**") through the Company.

## **7. RIGHTS AND RESPONSIBILITIES OF THE COMPANY**

It is further agreed and acknowledged that during the period of training and in the implementation period of this Agreement, the Company:

- 7.1. is responsible for providing the apprenticeship training to Apprentice and ensures apprenticeship training runs smoothly;
- 7.2. has the right to terminate this Agreement after all the effort to guide Apprentice has been done, even though the performance of Apprentice still does not reach the standards set;
- 7.3. shall provide the following items in the period of apprenticeship training;
  - i. log book;
  - ii. schedules and lesson plans;
  - iii. adequate training equipment;
  - iv. appropriate equipment with training conducted;
  - v. appoint a NDTs coordinator as the main reference in the implementation of NDTs at the Company; and appoint a coach who was commissioned by the Department of Skills Development ("DSD"); and
  - vi. employer is prohibited from imposing fees or charges on apprentice.
- 7.4. is responsible for managing the assessment and issuance of Certificate of Proficiency to Apprentice and ensures the certificate is submitted to Apprentice who has completed his/her training successfully.

## **8. LIABILITY AND INDEMNITY**

It is hereby agreed and acknowledged that if Apprentice left the Apprenticeship training before the expiration of this agreement:

- 8.1. Apprentice is liable to indemnify the Company; or
- 8.2. the company will dismiss the Apprentice should the achievement of the Apprentice during the Apprenticeship training is still not satisfactory by not achieving a Pass in tests, examinations and course work after all the effort and guidance were given to Apprentice; or

- 8.3. Apprentice at any time during the period the Apprenticeship training resigns or is dismissed by the Company for reasons of decorum and discipline; or
- 8.4. Apprentice refuses to serve the Company in accordance with the terms and conditions of service set by the Company after the completion of the Apprenticeship; or
- 8.5. Apprentice fails to complete any assignments, Log Book or portfolio as established by the Company.

Then in any such case, the Apprentice and the Guarantor shall be jointly and each is responsible to:

reimburse any payment to the Company, upon request, within thirty (30) days, the total amount of additional monthly allowance by the Company, Insurance Group and consumable materials during training NDTs for the duration of the Apprenticeship training undertaken.

## **9. TERMINATION OF AGREEMENT**

- 9.1. By giving written notice to the Apprentice, the Company may terminate this Agreement if:
  - a) agreement is terminated in accordance with clause 7.2;
  - b) Apprentice at any time during the period of training, apprenticeship was in the opinion of the Company to perform any act likely to drop the reputation of the Company and the Government or negligent or otherwise indicate he/she ignored apprenticeship training;
  - c) the Company has approved a decree or an order was issued by the court stating that the Company will be wound up (not a winding member for the purpose of restructuring or consolidation), or if a receiver or manager appointed on behalf of creditors or if circumstances arise which entitle the court to make a winding up order; The company will become bankrupt or discontinue its business; or
  - d) violates any of the conditions contained in this agreement.

Then this Agreement shall terminate immediately without prejudice to the rights of any party hereunder in respect of any previous breach these conditions contained in this Agreement.

- 9.2. In circumstances where the Company fails to carry out its responsibility to give training to Apprentice or commits things that violate the law, then the Apprentice can make a complaint to the Department of Skills Development ("DSD") and the Department of Skills Development ("DSD") has the right to convert the Apprentice to another Company offering the same training programme.

## **10. FORCE MAJEURE**

### **10.1. State of "force majeure"**

Company or Apprentice is not responsible for any failure or omission in the discharge of this Agreement, as a result of "force majeure" such as riots, civil commotion, terrorism, sabotage, destruction caused by the crime, nuclear explosion, radioactive, strike, fire, hurricane, war, sea, natural events including earthquakes, floods or for any other reason or danger beyond the control of the Parties to this Agreement.

### **10.2. Suspension of the state of "force majeure"**

Both Parties to this Agreement shall not be entitled to rely on clause 10.1 above if:

- 10.2.1. both parties decided that the state of "force majeure" never occurred; or
- 10.2.2. any Party does not agree that an event or incident that has occurred is not a state of "force majeure";

10.2.3. in the event of disputes as to whether a condition is treated as a state of "force majeure" or vice versa, then the dispute will be brought and referred to the body established with the approval of both parties to resolve this dispute.

#### 10.3. Delay and disruption

In the event of a state of "force majeure" on the grounds of any Party is unable to meet its obligations under this Agreement, the Party involved shall notify the other Party within reasonable time possible after the occurrence of a state of "force majeure" and shall use such way to mitigate any delay or interruption in the execution of this Agreement.

#### 10.4. Termination

If the Company or Apprentice is unable to perform its obligations under this Agreement due to the continued state of "force majeure" for a period of more than one (1) month and a state of "force majeure" is causing the terms and conditions of this Agreement to be unenforceable, then either Party may, by written notice, terminate this Agreement and the party will not be liable to the other Party except for any previous breach of the state "force majeure".

#### 10.5. Continuous Obligation

To avoid any doubt, the Parties to this Agreement shall continue to perform their obligations under this Agreement which are not affected by the state of "force majeure".

## 11. NOTICE

11.1. Any notice required to be given or delivered by any party under this Agreement shall be in writing and shall be sent by registered post, facsimile or personally to the other party at the address given or other address as which will be notified in writing by the parties from time to time. Proof of delivery of such notice shall be deemed proof of receipt:

- a) if sent by registered mail, on the third day (3) notice is posted;
- b) if sent by facsimile, the machine shows the sender's transmission confirmation report recipient has received the facsimile transmission; and
- c) if delivered personally, at a time when the notice has been received and acknowledged by the receiver.

On Behalf of the **EMPLOYER:**

Name of Company:

Address:

On Behalf of the **APPRENTICE:**

Name:

Address:

On Behalf of the **GUARANTOR:**

Name of Company:

Address:

11.2. It is the responsibility of the parties to notify any change of address or entities by giving notice within fourteen (14) working days from the date of the exchange to the other party.

## **12. CONFIDENTIALITY**

12.1. Apprentice shall at all times comply with the following provisions:

12.2. If the Apprentice fails to comply with the provisions under clause 11.1, the Company may terminate this Agreement or Apprentice can be prosecuted under the related law in force or both.

## **13. LAW**

This Agreement shall be governed by and construed in accordance with the laws of Malaysia and the parties to this Agreement shall be subject to the jurisdiction of the Court in Malaysia.

## **14. APPLICATION AND COMPLIANCE WITH LAWS**

14.1. This Agreement shall be governed by and construed in accordance with the laws of Malaysia in every aspect including formation and interpretation.

14.2. The parties to this Agreement agree to comply with all statutes law, ordinance, regulation or by-laws, directives or circulars issued by the Federal Government, State Government or any local/state authorities from time to time.

## **15. TIME**

Time being mentioned is the essence of this Agreement.

## 16. COST AND STAMP DUTY

Apprentice shall bear the stamp duty expenses of this Agreement and whatever cost (if any) associated by this Agreement shall be borne by the parties.

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## Glossary

1. Assessment  
A systematic and cyclical way to improve quality of students' performance and development by continuously collecting, analysing and discussing direct and indirect data and evidences of students' learning from multiple and diverse sources. Its purpose is to have deep understanding of what the students really know and can do, provide feedback to improve students' learning, teachers' teaching (feed forward), curriculum planning and overall programme's effectiveness. The data collected in assessment is used by students, teachers, curriculum partners and administrators to promote students' learning and is not meant to make judgment.
2. WBL block release structure  
An arrangement by which students are released from their registered academic providers to attend a credit earned WBL experience at the workplace/industry for a designated block period; for example, full-time practical training for certain months.
3. Coach  
Selected employee of an industry partner who is qualified and/or competent to coach and assess WBL students.
4. Coordinator  
Administrative personnel from HEPs and/or industry partner who manages or administers the operations of WBL.
5. Course  
Component of a programme. The term course is used interchangeably with subject, unit or module.
6. Credits  
A quantitative measurement that represents the learning volume or the academic load to achieve the respective learning outcomes.
7. WBL day release structure  
Scheduled hours or days within the course when the students are released to attend a credit earned WBL experience or to practice knowledge learned from educational course(s) with the industry.
8. Dependent learning  
A tradition of structured learning delivered by a

- lecturer/tutor in the form of lecture, tutorial, laboratory, etc.
9. Formative assessment Formative assessment refers to the gathering of information or data about student's learning during a course or programme that is used to guide improvements in the ongoing teaching and learning context.
10. Higher education provider (HEP) A higher education provider is a body corporate, organisation or other body of persons which conducts higher education or training programmes leading to the award of a higher education qualification or which awards a higher education qualification, includes public or private higher education providers, examination or certification bodies or their representatives.
11. Independent Learning Independent Learning is an individually driven learning on one's own, without help or indeed interaction of any kind with others. The role of the lecturer is to support students' studying essentially on their own in the forms of self-studying, blended learning, etc.
12. Industrial guidance Industrial guidance refers to the total number of hours allocated for courses guided, mentored and assessed by industry coach at the industry workplace. The total hours of industrial guidance should abide to the hours allocated as specified in the curriculum.
13. Learning Contract A learning contract is an agreement negotiated between the student/HEPs/industry and/or other stakeholders in order to achieve specified learning outcomes.
14. Memorandum of Agreement (MOA) A written document describing a cooperative relationship between two parties (i.e HEPs and industry partner) wishing to work together on a project or to meet an agreed upon objective. An MOA serves as a legal document and describes the terms and details of the partnership agreement.
15. Professional body A body established under a written law or any other body recognised by the Government for the purpose of

- regulating the profession and its qualifications.
16. WBL Stakeholders The parties (individuals and organisations) involved in assisting and complementing the development and improvement of the WBL programme. The key relevant WBL stakeholders are students, alumni, academic staff, coaches, professional bodies, the industry, parents, support staff, the government and funding agencies, and civil society organisations.
17. Student Learning Time (SLT) A quantitative measurement of time spent on all learning activities required to achieve the learning outcomes.
18. Summative assessment The gathering of information or data about students' learning at the conclusion of a course or a programme in order to measure the level of success, performance quality, proficiency or how well the students have achieved the learning outcomes by comparing them against some standards as benchmarks.
19. Tutor Tutor is an academic staff of HEP who is an expert in the field of a particular knowledge and who teaches specific subject and/or skills to students.