

Universiti Putra Malaysia

# SELF-REVIEW PORTFOLIO

for

Institutional Maintenance Audit  
of Self Accreditation Status | **2020**

# PART C

## CRITERIA AND STANDARDS FOR SELF-ACCREDITING INSTITUTION

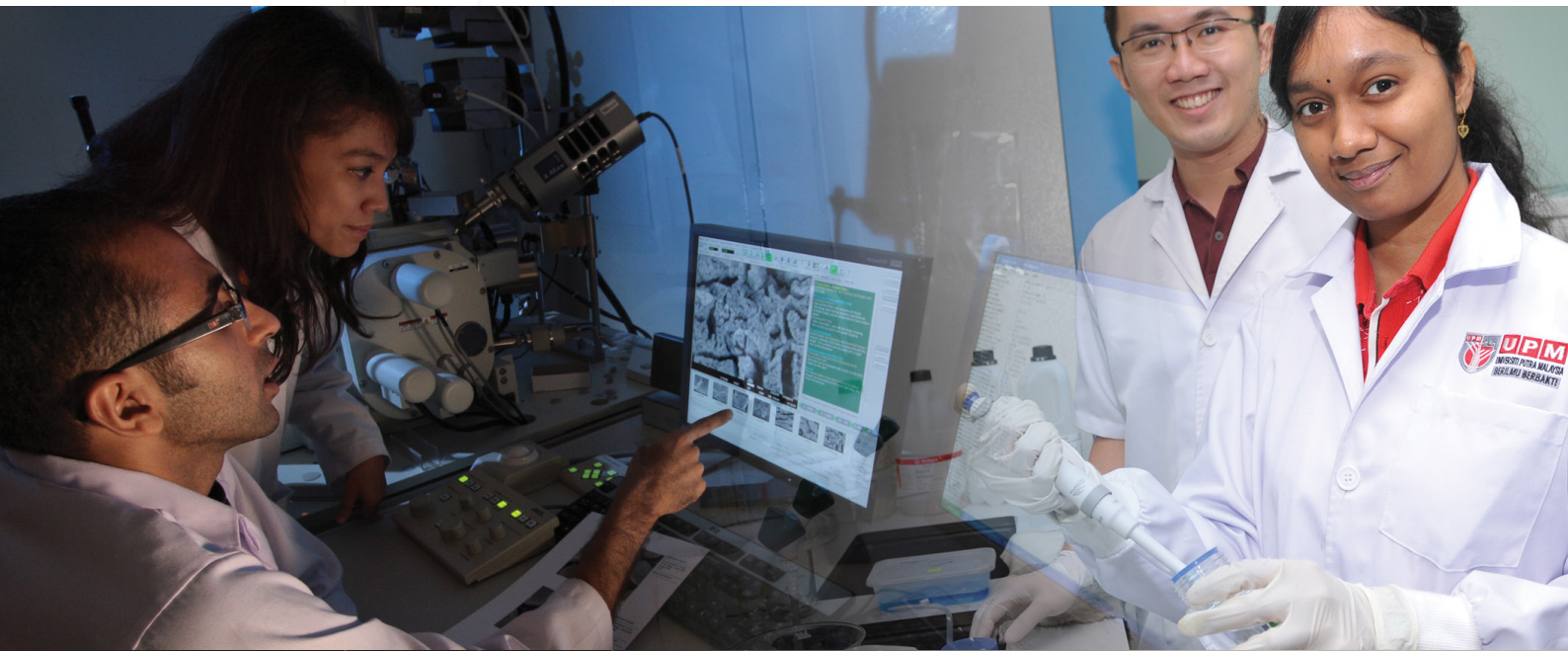
Universiti Putra Malaysia Self-Review Portfolio  
for Institutional Maintenance Audit  
of Self Accreditation Status 2020



**UPM**  
UNIVERSITI PUTRA MALAYSIA  
BERILMU BERBAKTI







# AREA 3

## Talent and Resources

Universiti Putra Malaysia Self-Review Portfolio  
for Institutional Maintenance Audit  
of Self Accreditation Status 2020



# AREA 3

## TALENT AND RESOURCES

		Supporting Document
<b>3.1 ACADEMIC STAFF</b>		
<b>a. Policies</b>		
<p>UPM has clear policies, transparent procedures and human resource planning to recruit, develop, assess, reward, and promote academic staff (3.1.1) including policy on academic integrity (3.1.2) in line with its vision, mission, and strategic goals which are regularly reviewed and monitored quarterly to further enhance the talent management plan and institutional performance (3.1.2).</p>		
<b>3.1.1</b>	<p><b>The HEP must have clear policies, transparent procedures and a human resource plan to recruit, develop, assess, reward, and promote academic staff in line with the vision, mission and goals of the institution.</b></p> <p>To achieve the University's strategic goals, UPM has laid out three (3) strategic objectives related to human resource planning:</p> <ol style="list-style-type: none"> <li>1) High-Performance Human Capital,</li> <li>2) Policy, Resource and Support System that are stable and sustainable and</li> <li>3) Innovation towards value creation for universities, industry and society.</li> </ol> <p>The implemented human resource planning and policies on academic staff at UPM are presented below and structured to substantiate that this practice is in line with the vision, mission and institutional goals of UPM.</p> <p><b>Staff Recruitment Policies and Requirements</b></p> <p>Staff recruitment into UPM's service is based on the service scheme guidelines as specified by the government Public Service scheme which is as follows:</p> <ol style="list-style-type: none"> <li>a. Regulations on Public Officers (Appointment, Promotion and Termination of Service) 2005,</li> <li>b. Service Circular No. 8/2002 (List of Qualifications Recognised by the Government for Appointments into the Civil Service),</li> <li>c. Service Circular from UPM's Registrar's Office (Registrar Circular No. 1/2007, 22 May 2007 and</li> <li>d. Registrar Circular No. 1/2008, 15th September 2008).</li> </ol> <p>UPM stipulates that appointment of academic staff requires a PhD qualification except for those in the fields of architecture and medicine. This special requirement is</p>	

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<p>detailed in <b>Appendix 3.1.1 a</b>. Since 2006, after UPM was conferred with the Research University (RU) status, the Government's staff recruitment policy has been reviewed twice as documented in the Registrar Circular No. 1/2007 (22th May 2007) and Registrar Circular No. 1/2008 (15th September 2008).</p> <p>In general, the number of academic staff required to conduct academic programme in UPM is based on the area of specialisation as in <b>Appendix 3.1.1 b</b>. The administration of the academic staff information is monitored by an in-house system named e-lhrms. Whenever there is a need for academic staff, appropriate procedures to recruit new staff based on permanent, contract or temporary terms will commence.</p> <p>One of the University's steps to address succession planning is by recruiting <i>Tenaga Akademik Muda</i> (TAM). TAM is an internal scheme created by the University to replace the Tutor Scheme that was abolished by the Public Service Department (JPA) through the JPA letter JPA.BPO(S) 253/23/31 Jld.19 (42) dated 25th August 2011. This new scheme, implemented on 1st January 2013, ensures the continuity of academic staff succession and recruitment of new staff. Where necessary, faculties are allowed to employ part-time lecturers and/or contract lecturers to fulfil teaching requirements. <b>(Appendix 3.1.1 c)</b></p> <p><b>Policy for Equitable Distribution of Responsibilities</b></p> <p>The basic responsibilities of academic staff are teaching, conducting research and engaging in professional services. Academic staff members are also expected to carry out administrative functions. Every lecturer must fulfil the three functions and the weightage for each function is flexible, based on the range provided below. A lecturer who holds an administrative position is allowed to have a lesser teaching load.</p> <ul style="list-style-type: none"> <li>• Teaching and supervision (10-55%)</li> <li>• Research and publication (10-55%)</li> <li>• Professional services including clinical services, administration and leadership (5-55%)</li> <li>• Contribution to society and nation (5-20%)</li> </ul> <p>One of the areas of prominence is the distribution of responsibilities. Equitable distribution of responsibilities is based on the administrative position of a staff member and the various functions fulfilled. The teaching load is distributed equally among academic staff with the maximum of 12 credits per academic session (two semesters). However, those holding administrative positions may take up a reduced teaching load of up to six credits per academic session.</p>	<p><b>Appendix 3.1.1 a</b> Minutes of JPU Meeting</p> <p><b>Appendix 3.1.1 b</b> Percentage of Academic Staff with PhD Qualification</p> <p><b>Appendix 3.1.1 c</b> Guideline on TAM</p>

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<p>Academic staff members are also required to supervise postgraduate and/or undergraduate students' research projects. The University's guidelines clearly state that professors, associate professors and lecturers are expected to supervise a minimum of ten, seven and five postgraduate students respectively. This is drafted under Rule 42, Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013).</p> <p>Academic staff are obliged to carry out research activities and publish papers from the research output. The flexibility of <i>Sasaran Kerja Tahunan</i> (SKT) allows the determination of different weightage according to one's academic position. Diverse benchmarks are used in determining the quality of research and publication targets between the science and social science disciplines.</p> <p>Autonomy is given to allow academic staff to focus on their area of expertise. For example, the key performance indicator (KPI) of a research grant for those in social science is only third of those in science disciplines. The flexible weightage is determined by individual academic staff, but it has to be approved by the faculty's top management.</p> <p>In addition to the above-mentioned of academic staff are required to contribute towards extension services. These include professional services to the industry and community development projects. The latter involves transfer of knowledge from research and development to the community.</p> <p>The following are the categories with minimum or baseline yearly appraisal of academic staff:</p> <ol style="list-style-type: none"> <li>1. Linkage (DS45-52 - 1 linkage; DS53-54 - 2 linkages; VK 7 and above - 3 linkages)</li> <li>2. Projects/activities (DS45-52 -1 grant or 2 engagements; DS53-54 - 1 grant or 3 engagements; VK 7 and above - 1 grant or 4 engagements)</li> <li>3. Income generation, where the baseline used for a yearly appraisal is RM40, 000.00.</li> </ol> <p><b>Policy on Recognition and Reward for Academic Staff</b></p> <p>The compensation and recognition policies are established based on the performance and contributions of individual academic staff and determined through the <i>Skim Saraan Malaysia</i> (SSM) or Malaysian Remuneration Scheme and the Annual Performance Appraisal Report (<i>Laporan Penilaian Prestasi Tahunan</i>). These two mechanisms take into account the overall performance of academic staff in terms of teaching, research, administration and extension (professional and community) services.</p>	

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<p>Assessment of staff performance is assessed by the immediate superior (First Level and Second Level Assessor). Academic staff who obtain the highest overall score (90% and over) among other faculty members in the annual performance assessment are eligible to be selected for the Excellent Service Award.</p> <p>Other recognition of excellent performance is given in the form of promotions to positions such as senior lecturer, associate professor, and professor, the Vice Chancellor's Fellowship Awards and other fellowship awards for teaching, research, consultancy and services.</p> <p>Furthermore, UPM offers a publication incentive scheme given to an academic staff member who has fulfilled his/her Key Performance Indicators (KPIs) as specified by the University. This is in line with the second goal of <i>Pelan Strategik UPM 2014 – 2020</i> which is the Generation of Values Through Established and Sustainable RDCE.</p> <p><b>Policy, Criteria and Processes in Appointment and Promotion to Academic Positions</b></p> <p>The policy on appointment and promotion of academic staff is in accordance to the terms and conditions specified in <i>SPK Prosedur Pelantikan Pensyarah dan Guru Bahasa (Tetap)</i> UPM/SOK/BUM/P002 and <i>Prosedur Pelantikan Secara Kontrak Pensyarah, Guru Bahasa dan Garis Panduan Lantikan Secara Kontrak Untuk Perkhidmatan Akademik (GPKPA)</i> (UPM/SOK/BUM/P004). Meanwhile, the criteria used for the promotion to various categories of academic appointments including Senior Lecturer, Associate Professor and Professor are described in detail in <i>Garis Panduan dan Kriteria Kenaikan Pangkat Pegawai Akademik Edisi 3 (Appendix 3.1.1 d)</i>. This is in line with the fifth goal of <i>Pelan Strategik UPM 2014 – 2020</i> which is Enhancing Quality of Governance.</p> <p><b>Mechanisms and Procedures for Professional Development and Career Advancement of the Academic Staff</b></p> <p>Continuous Professional Development (CPD) for academic staff is made available through various programmes organised by the Centre for Academic Development (CADE), the Research Management Centre (RMC) and the Human Resource Development Division (HRD) regularly. Additionally, every faculty has their list of training for their staff as part of the professional development deemed necessary. In general, each staff member is required to attend a minimum of seven days of training per year. The focal areas of training are documented in <i>Program Pembangunan Staf UPM 2008-2010</i>.</p>	<p><b>Appendix 3.1.1 d</b> <i>Garis Panduan Kriteria dan Kenaikan Pangkat Pegawai Akademik</i></p>

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Besides this structured programmes, academic staff can participate in any CPD programmes such as seminars, conferences and workshops conducted by local or international institutions. For local seminars and conferences, they may apply for funding from their faculties or use their research grants. Meanwhile, for international activities, they can apply to the Admission Division of the University or use their research grants for financial assistance.


In the case of professional attachment, sabbatical leave, sub-speciality training, and post-doctoral attachment academic staff can apply from the Registrar Office through their faculties after they have secured the position in any selected institution. They can also apply to programmes such as the Fulbright Malaysian Scholar Programme and the Erasmus Mundus Scholarship Programme.



For new academic staff, they have to undergo an induction course known as *Program Transformasi Minda* (PTM). The UPM Registrar Office is the secretariat of PTM while CADe is responsible for the Teaching Foundation Course (KAP) component. The KAP module introduced in 2008 ensures that new lecturers develop the desired competency to teach and deliver effective learning. **Table 3.1.1** presents the entities responsible for the specific components of PTM:

**Table 3.1.1:** Entities Responsible for The Specific Components of PTM

No	Programme Transformasi Minda (PTM) Module	Secretariat	Course Period
1	General	Registrar Office	5 days (30 hours)
2	The Teaching Foundation Course (KAP)	CADe	6 days (36 hours)
3	Research Course	RMC	2 days (12 hours)
4	Professional Services Course	UCTC	½ day (4 hours)
<b>Total number of days</b>			<b>13½ days (82 hours)</b>

CADe has been organising the Teaching Foundation Course (KAP) since 2008. In the earlier years, the content of the course was underdeveloped and the participation of new lecturers was not compulsory. However, to ensure that new lecturers develop and refine their competency to teach, the implementation of the KAP was revised. The Sub Panel for Induction Course Evaluation (Academic Staff) through its meeting on 29th June 2010, thus agreed that starting from 2011, the KAP will be included as a special module in the UPM Academic Staff Induction Course.

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	<p>Academic staff members appointed for less than three years and are yet to be confirmed are required to attend the KAP. However, exemption is granted to those who have attended the KAP or an equivalent course in other higher education institutions.</p> <p>The KAP evaluation period covers five months or one semester. The evaluation comprises teaching observation and preparation of a teaching portfolio. Teaching observation will be held during class sessions while the teaching portfolio must be submitted to a mentor at the end of the semester for evaluation. As of 2014, a total of 367 new academic staff members have successfully attended the KAP.</p> <p>Apart from the KAP, there are also several CPD courses conducted by CADe for staff professional development. The CPD programmes cover training in three key areas which are teaching and learning, technology in teaching and learning and research methodology and statistics in teaching and learning. Staff participation in CPD programmes conducted in 2018 - 2020 is as listed in <b>Appendix 3.1.1 e</b>.</p>	<p><b>Appendix 3.1.1 e</b> Staff Participation in CPD Programmes 2018 – 2020</p>
<p><b>3.1.2</b></p>	<p><b>The HEP must have a clear policy on academic integrity including plagiarism.</b></p> <p>UPM adheres to the rules that have been developed to address academic integrity cases such as:</p> <ol style="list-style-type: none"> <li>i. <i>Perkara Akademik Prasiswazah</i>) 2014: <i>Perkara 57 (1) dan (2): Plagiat</i> (<b>Appendix 3.1.2 a</b>)</li> <li>ii. Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2015-2016): Part 12 (Scholarly Integrity) (<b>Appendix 3.1.2 b</b>)</li> <li>ii. Post Graduate Student’s Guide: Thesis Preparation – Chapter 5 Plagiarism</li> <li>iii. Guidelines Plagiarism Detection</li> <li>iv. Universiti Putra Malaysia (Research) Rules 2012: Part D Plagiarism and Research Data</li> </ol> <p>The policies can be referred by all staff and students through websites of the Division of Admission &amp; Division of Academic Governance (BK &amp; BAKD), School of Graduates Studies (SGS) and Office of the Legal Advisor, UPM. Periodically, UPM also yields announcements and</p>	<p><b>Appendix 3.1.2 a</b> Refer to Appendix 2.2.4 b <i>Perkara Akademik Prasiswazah 2014 Pindaan 2017</i></p> <p><b>Appendix 3.1.2 b</b> Refer to Appendix 2.2.4 a UPM (Graduate Studies) Rules 2003 (Revision 2015-2016)</p> <p><b>Refer to the link :</b></p> <ul style="list-style-type: none"> <li>• Post Graduate Student’s Guide: Thesis Preparation</li> </ul> 

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	<p>information on integrity via email to all staff and students to clarify and reassert the prohibition on plagiarism, complaint channels that are available to report cases, case handling processes and initiatives undertaken as a preventive measure.</p>	<ul style="list-style-type: none"> <li>• Guidelines Plagiarism Detection  </li> <li>• Plagiarism  </li> </ul>
<p><b>3.1.3</b></p>	<p><b>The HEP must regularly review policies, procedures and human resource plans to address the gaps in the institution's performance and goals.</b></p> <p>UPM's performance is reflected by the overall achievement of the University's KPIs in (HR) major activities namely Academics, Research, Community and Industrial Network, Student Affairs, Governance and Finance and Resource Management. Reports are generated based on end-year achievements, and it is measured quarterly according to indicators that have been agreed upon by leaders and related entities. <b>(Appendix 3.1.3)</b></p> <p><b>Academic Talent Management</b></p> <p>A long-term strategy in addressing gaps between institutional performance and goals ensures that academic staff are well-trained. Hence, the University focuses on the talent management of its academic staff.</p> <p>Talent management among academic staff focuses on aspects of leadership succession to produce exceptional institutional leaders at the faculty and University level in the future. The management and development of activities for the academic talent group of succession planning are based on UPM's Succession Planning Model. Among the strategic leadership positions identified are Deans, Deputy Deans and Heads of Departments.</p> <p>Leadership talent names for top management positions from each faculty will be submitted to the Registrar's Office for inclusion in talent groups. They will then be trained using a course or leadership module. Assessment of leadership competencies will be tackled before the final list of talents is ready for release. For the post of Vice Chancellor and Deputy Vice Chancellor talents that meet the set criteria will be forwarded to the AKEPT to be included in the National Top Talent group.</p>	<p><b>Appendix 3.1.3</b>            KPI for Human Resource            2020</p>

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<b>b. Implementations</b>		
<b>3.1.4</b>	<p><b>The HEP must have an adequate number of qualified academic staff with relevant experience to teach and assess student learning outcomes for each programme.</b></p> <p><b>Academic Staff Profile</b></p> <p>UPM strives to employ academic staff to ensure continuity across cohorts and specialisations in teaching and research. The University requires new academic staff to have a doctoral degree to be appointed as a lecturer. To enhance knowledge and develop their expertise, new lecturers are encouraged to apply for Post-Doctoral attachment in foreign Universities. Sabbatical leave of 6 or 9 months is available for academic staff who have served a stipulated number of years at the University. The sabbatical leave provides the opportunity to establish academic relationships and to keep abreast of recent developments in their fields of expertise. The data of staff by faculty and institute according to specialisations are presented in <b>(Appendix 3.1.4 a)</b>.</p> <p><b>Number of Academic Staff</b></p> <p>In general, the number of academic staff involved in conducting each academic programmes is adequate based on specialisation. Where there is a need for more staff, appropriate steps will be taken such as to employ new, contract and/or temporary staff <b>(Appendix 3.1.4 b)</b>.</p> <p><b>The Proportion of Academic-Non-Academic Staff</b></p> <p>Intake and recruitment planning of academic staff are based on required fields of expertise, teaching and research programmes, academic staff-student ratios and current market needs. <i>Pelan Strategik UPM 2014-2020</i> specifies that the academic staff-student ratios in 2014 as 1:10 and 1:4 for undergraduate and postgraduate programmes (Master's without thesis) respectively. The University engages part-time lecturers, adjunct staff and visiting professors where and when necessary.</p> <p>Recruitment of international academic staff is one of the strategies to enhance the internationalisation of the University. Currently, the <i>Pelan Strategik UPM 2014-2020</i></p>	<p><b>Appendix 3.1.4 a</b> Data on Staff by Faculty and Area of Specialisation</p> <p><b>Appendix 3.1.4 b</b> Number of Academic Staff</p>

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	<p>stipulates that international staff should constitute 5 per cent of the total number of academic staff to an eventual target of 15 per cent by the year 2020. The proportion of local academics to international academics is at the ratio of 18.17:1 (94.88%:5.22%) <b>(Appendix 3.1.4 c)</b>.</p> <p>To ensure that the number of academic staff is adequate, UPM continuously updates and monitors the number of its academic staff. (Refer: <i>Unjuran Pelan Penggantian</i> in SISMAN-sisman.upm.edu.my)</p>	<p><b>Appendix 3.1.4 c</b>            Proportion of Local Academics to International Academics</p>
<p><b>3.1.5</b></p>	<p><b>Academic staff must be given sufficient autonomy to focus on areas of their expertise such as curriculum development and implementation, academic supervision of students, research and writing, scholarly activities, academically-related administrative duties, and community engagement.</b></p> <p>The success of an institution correlates directly with the effective performance of its human resource. A motivated workforce will lead an institution to a better ranking and reputation however numerous factors contribute to motivating a workforce. A conducive work culture to improve academic performance is essential to develop a competent and knowledgeable academic. A conducive work culture includes classroom environment, rewards/incentives, appraisal policy and workload stress.</p> <p>The current academic appraisal system used by UPM known as e-LPPT has undergone improvements. The yearly performance assessment tool was initially divided into four scopes: teaching, research, administration and social/ voluntary works. Each of these scopes was directly or indirectly link to the Faculty's Key Performance Indicators (KPI), and the academicians' performance was objectively evaluated by their achievements in delivering their personal KPIs. Scope of work other than what was declared in the personal KPIs was not considered as achievements under the performance evaluation.</p> <p>Taking into considerations criticisms on the appraisal system, UPM initiated a comprehensive review of the appraisal system in 2018 and introduced several changes to make the assessment system more flexible and holistic.</p> <p>In ensuring a fair and equivalent assessment between junior and senior academicians, UPM introduced the Key Intangible Performance (KIP). KIP are practices that are difficult to assess quantitatively and requires appreciation and underlining knowledge such as trust, integrity and culture of knowledge. In addition, KIP accounts as efforts from the academicians in executing activities toward achieving their KPI. KIP takes into account factors such as maintaining good relationship with fellow academic</p>	

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<p>staff, having positive attitude towards volunteerism in the workplace and attaining excellence. In 2018, UPM instituted both KPI and KIP as evaluation criteria for academic appraisal. The percentage breakdown of KPI and KIP for the different levels of academic seniority are as follows:</p> <ul style="list-style-type: none"><li>• 50% KPI + 40% KIP + 10% personal qualities and leadership (1st year academic)</li><li>• 60% KPI + 30% KIP + 10% personal qualities and leadership (2nd year academic)</li><li>• 70% KPI + 20% KIP + 10% personal qualities and leadership (3rd year academic)</li><li>• 80% KPI + 10% KIP + 10% personal qualities and leadership (4th year academic and later)</li></ul> <p><b>The Autonomy of Academic Staff in Curriculum Development</b></p> <p>In delivering its academic programmes, UPM requires both the programmes and courses in the programmes to be carefully vetted in terms of content, instructors and assessment. Courses are only assigned to qualified instructors who can deliver the course content and assess students' performance according to what has been agreed upon and approved by the faculty, the University Curriculum Committee (JKKU/JKPSU) and the University Senate. Once these courses have been approved at all these levels, instructors then have the autonomy to present the course content in a manner they feel effective. The University provides general guidelines in this aspect, especially in the integration of technology through its Learning Management System (PutraBlast) which encourages the use of blended learning approaches. Each academic programme also goes through a programme review which involves external programme assessors. The scope of the assessment may include the modification of existing courses or even a suggestion to create new courses. Based on the comments given by the assessor, the faculty will then review and, where necessary, amend aspects of the course and academic programmes. In doing so, the faculty will call upon the expertise of the relevant instructors to ensure that necessary improvements are made. It is in this respect that the academic staff will have the ability and autonomy to develop the courses for which they are responsible.</p> <p><b>Policy on Consultancy and Private Practice</b></p> <p>To achieve the strategic objective of high-performance Human Capital as required by Goal 2 of <i>Pelan Strategik UPM 2014 – 2020</i>, UPM has established procedures for obtaining approval and implementing consultancy projects at the University. These procedures clarify and</p>	

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<p>provide transparency on how academics can engage in consultancy activities that they may be interested in or are invited to. Details of the procedures are listed in the <i>UPM Consultancy Guidelines</i> monitored by RMC. For private medical practices, UPM adopts the terms and guidelines in <i>Surat Pekeliling Ketua Setiausaha Bilangan 5 Tahun 2006: Tatacara Pelaksanaan Pegawai Perubatan dan Pergigian Berdaftar Melakukan Pekerjaan Luar (Lokum) and Surat Pekeliling Pendaftar</i>.</p> <p>Veterinary practitioners meanwhile follow the Regulations for Public Officers (Conduct and Discipline) 1993 P.U (A) 395. Under Rule 5, honorariums accepted by public officers, as determined by Bursar (PP Bil 2/1993 and Bil.5/1995), for personal gain or that of their families or profit organisations, are allowed with the permission of the Head of Department. The terms of acceptance are subject to Rule 4, which ensures that all external work is conducted:</p> <ol style="list-style-type: none"> <li>a) outside of the official working/ office hours;</li> <li>b) without impediment to the officers 'duties as public servants; and</li> <li>c) without going against the interest of Public Service.</li> </ol> <p>These guidelines allow academic staff to pursue consultancy work without unnecessary hindrance.</p> <p><b>Academic Conferences Organised by UPM</b></p> <p>UPM also organises international conferences on various academic disciplines. <b>(Appendix 3.1.5 a)</b></p> <p><b>Opportunities to Attend and Present at Academic Conferences</b></p> <p>UPM provides financial assistance to its academic staff and non-academic staff to present papers at international seminars, conferences and workshops. The financial assistance will not only facilitate staff to present papers, gain new knowledge and experience, and impart their research findings, but also establish networks at international level.</p> <p>Academic staff members participate in conferences and other professional and academic activities at national and international levels by identifying events that they are interested in and submitting a request to attend these events. Additionally, staff may also required to attend specific conferences to fulfil the needs of the University. Funding for participation is made available through research grants or management allocation from the Division of Admission (BK) and Research Management Centre (RMC).</p>	<p><b>Appendix 3.1.5 a</b>            Conferences organised by UPM for the last 3 years</p>

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Following their participation in these events, staff are required to submit a report to the management for appraisal. In the case of participation at international conferences, they are then required to present their papers to their colleagues in the University. Students benefit from the participation of academic staff in these events when the knowledge and skills acquired are disseminated in their teaching and supervision activities.

A recent requirement implemented by the University's top management in 2014 is that conferences attended must be organised by a professional body/society or University and is limited to an oral presentation. The allocation for 2019 was RM810,000 for Vot No. 13001 under the purview of the Deputy Vice Chancellor (Academic and International) (TNCAA), whereas Vot No. 9001105 has been assigned to RMC since 2011 to manage. The record of staff granted financial assistance under Vot No. 13001 and Vot No. 9001105 in 2016 to 2019 is shown in **Table 3.1.5 a**:

**Table 3.1.5 a:** Staff Granted with Financial Assistance In 2016 – 2019

Year	Number of Staff Granted Financial Assistance				Total Approved (RM)
	Vot No. 13001		Vot No. 9001105		
	No. of Staff	RM	No. of Staff	RM	
2016	17	206,706.00	147	1,206,892.17	1,413,598.17
2017	23	150,501.35	145	1,039,124.07	1,189,625.42
2018	24	246,526.40	155	1,031,499.80	1,278,026.20
2019	24	209,616.90	-	-	209,616.90
<b>Total</b>	<b>88</b>	<b>813,350.65</b>	<b>447</b>	<b>3,277,516.04</b>	<b>4,090,866.69</b>

A total of 447 applications were approved by the SKBL Committee GARIS (*SPK Panduan Perjalanan Ke Luar Negara Menghadiri Seminar / Konferensi / Bengkel / Lawatan PU/PY/GP13/SKBL*) from 2016 to 2019 with total expenditure of **RM3, 277,516.04**.

### Research and Industrial and Community Relations Activities of the Academic Staff

UPM is recognised as one of the leading research universities in Malaysia with well-established research and development activities. **Appendix 3.1.5 b** shows the number of principal investigators, the total value of grants received, the number of publications indexed in Q1 and Q2 journals by UPM academic staff. The lists of principal investigators amount of grants and publications are available at RMC.

**Appendix 3.1.5 b**  
KPI for Research and Innovation 2020

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<p>One of the indicators of performance under portfolio of TNCJIM is the implementation of the industrial and community relations program in the international arena. This clearly shows UPM's high commitment to promote internationalization among academic staff and non-academics through industry or community activities/programs at international level. Students are also involved in internationalization activities through mobility/industrial training programs abroad. <b>Table 3.1.5 b</b> shows the number of international activities that have been carried out during 2015-2020.</p> <p><b>Table 3.1.5 b:</b> Staff Involvement in Industry and Community Relations at International level from 2015 - 2020</p> <table border="1"> <thead> <tr> <th rowspan="2">No</th> <th rowspan="2">Year</th> <th colspan="3">Number of Activities</th> </tr> <tr> <th>Industry</th> <th>Community</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2015</td> <td>30</td> <td>7</td> <td><b>37</b></td> </tr> <tr> <td>2</td> <td>2016</td> <td>157</td> <td>54</td> <td><b>211</b></td> </tr> <tr> <td>3</td> <td>2017</td> <td>326</td> <td>62</td> <td><b>388</b></td> </tr> <tr> <td>4</td> <td>2018</td> <td>563</td> <td>58</td> <td><b>621</b></td> </tr> <tr> <td>5</td> <td>2019</td> <td>445</td> <td>72</td> <td><b>517</b></td> </tr> <tr> <td>6</td> <td>2020</td> <td>95</td> <td>0</td> <td><b>95</b></td> </tr> </tbody> </table> <p>The Industrial Relations and Networking Center (CiRNeT) together with other PTJs is active in conducting mobility/industrial training programs abroad. The University Community Transformation Center (UCTC) is also active in conducting international community programs (<b>Appendix 3.1.5 c</b>)</p>		No	Year	Number of Activities			Industry	Community	Total	1	2015	30	7	<b>37</b>	2	2016	157	54	<b>211</b>	3	2017	326	62	<b>388</b>	4	2018	563	58	<b>621</b>	5	2019	445	72	<b>517</b>	6	2020	95	0	<b>95</b>				<p><b>Appendix 3.1.5 c</b>            Mobility/Industrial Training Activity</p>
No	Year			Number of Activities																																							
		Industry	Community	Total																																							
1	2015	30	7	<b>37</b>																																							
2	2016	157	54	<b>211</b>																																							
3	2017	326	62	<b>388</b>																																							
4	2018	563	58	<b>621</b>																																							
5	2019	445	72	<b>517</b>																																							
6	2020	95	0	<b>95</b>																																							
<p><b>c. Training and Development</b></p>																																											
<p>UPM regularly reviews and aligns its training and academic staff development programmes encompassing teaching and learning, research, commercialisation and innovation, leadership and management, professional development as well as industrial and community networking in achieving UPM strategic goals. Furthermore, UPM continuously improves and updates its training with the latest development and future challenges in order to inculcate the culture of innovation and creativity among its academic staff. <b>(3.1.6)</b></p>																																											
3.1.6	<p><b>The HEP must provide appropriate and effective training and academic staff development programmes including leadership skills through participation in professional activities, research and industry associations and other relevant activities.</b></p> <p>UPM renders abundant attention to the training and development of its academic staff as it has a direct impact on the core University functions of teaching, research and professional services including extension, consultation and community development. Therefore, training programmes conducted by UPM are comprehensive, holistic and strategic in ensuring that the University's academic staff have a high repute and are capable of supporting the University's vision, mission and goals.</p>																																										


	Supporting Document
<p>Three main entities that are responsible for ensuring that the training and development of academic staff meet objectives and are conducted as planned are the Centre for Academic Development (CADE), the Research and Management Centre (RMC), and Human Resource Development Division (HRD). A training and development framework has been developed based on the roles of these entities to encompass teaching and learning, research, commercialisation and innovation, leadership and management, professional development as well as industrial and community networking. <b>(Appendix 3.1.6 a)</b></p> <p>To ensure that UPM has a ready pool of competent academic leaders who can fill leadership positions in the University at any time, UPM introduced the Talent Pool (<i>Himpunan Bakat</i>) Plan in 2012. <b>(Appendix 3.1.6 b)</b>. This programme involves academic and non-academic staff and takes into account the needs required to effectively fulfil the duties of upper management and other critical positions in UPM with a target of 3 staff who will be understudies for each position. The programme encompasses the identification, profiling, development, competency assessment and level of readiness of staff in taking up leadership roles.</p> <p>In 2014, a development programme involving 3 months of structured training was developed. This academic talent development programme has since been conducted continually and was enhanced with the cooperation of AKEPT through the introduction of a new initiative intended to provide a high impact on academic staff development in line with the challenges of academic leadership in higher education.</p> <p><b>Academic Staff Training and Leadership Programme</b></p> <p>The Public Sector Human Resource Training Policy's objectives are to prepare staff who are qualified, capable and competent as well as able to produce quality work, develop noble values and positive attitudes and increase productivity. The programme also initiates value-added creation in the public sector and provides direction for staff career advancement (Service Circular No. 6, 2005).</p> <p>UPM provides training to raise the quality of presentations to subsequently realise goals in achieving excellence in teaching, research and professional services. Training works as a platform to instil a culture of knowledge and life-long learning as well as enhance work competencies and positive attitudinal change (KSA – Knowledge, Skills and Attitude).</p>	<p><b>Appendix 3.1.6 a</b> <i>Kerangka Program Latihan Pegawai Akademik UPM</i></p> <p><b>Appendix 3.1.6 b</b> Refer to Appendix 1.3.3 b Individual Leadership Advancement Plan Session</p>

	Supporting Document
<p>In line with the Public Sector Human Resource Training Policy, UPM's training objectives are to:</p> <ol style="list-style-type: none"> <li>1) produce qualified, capable and competent staff;</li> <li>2) attain quality work outcomes;</li> <li>3) raise competency and productivity;</li> <li>4) develop noble values and positive attitudes;</li> <li>5) initiate value-added creation;</li> <li>6) provide direction in staff career development.</li> </ol> <p><b>a) Leadership Training</b></p> <p><b>(i) Strategic Leadership Coaching for University Leaders</b></p> <p>Leadership development and enhancement is a continuous effort that UPM has undertaken to ensure that leaders are driven by structured and dynamic enabling and consolidating programmes that emphasise quality and an impactful outcome. UPM and AKEPT have worked together in a collaborative programme referred to as Strategic Leadership Coaching for University Leaders.</p> <p>In this programme, UPM had been given the responsibility to determine areas of productivity or strategic matters that will become initiatives under the Lead Coach programme. Among the objectives of this programme are:</p> <ul style="list-style-type: none"> <li>• Consolidation of institutional leadership in supporting University excellence; and</li> <li>• Identification of talents who have the potential to lead to higher educational institutions.</li> </ul> <p>This AKEPT-UPM collaboration programme targets the involvement of the academic leadership and professional and management groups in UPM. Two strategic areas that have been identified to boost the University's excellence are: (i) leadership; and (ii) income generation. The collaboration period for this programme took 12 months beginning from December 2017 until December 2018. Professional discourse was one of the mechanisms used to achieve the goals of this collaboration programme.</p> <p><b>(ii) Professional Discourse</b></p> <p>Professional development is a programme that was developed as a sharing platform of knowledge and experience with distinguished national leaders from both the government and corporate sectors. As many as 8 sessions were conducted from 2015 – 2020 as listed in the following table:</p>	

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**Table 3.1.6 a:** Professional Development Programmes  
2015-2020

Bil	Programme	Date	Invited Distinguished Speaker
1.	Innovative Leadership	17 March 2015	YBhg. Tan Sri Dzulkifli bin Abdul Razak
2.	Futurism the Skills	19 May 2016	YM Tengku Tan Sri Dr. Mahaleel bin Tengku Arif
3.	Forward-Thinking	18 August 2016	YBhg. Tan Sri Dato' Seri Utama Arshad bin Ayub
4.	Leaders Administrative Leaders as The Extra Ordinary Agents of Discontinuous Change	25 September 2017	YBhg. Prof. Datuk Razali bin Mahfar
5.	Kenali Diri, Kuatkan Jati Diri dan Cabaran Ditangani	21 November 2017	YBhg. Prof. Emeritus Dato' Dr. Sheikh Omar bin
6.	Leadership 4.0: Empowering the Workforce To Embrace Change	11 – 12 April 2018	Abdul Rahman YBhg. Professor Emeritus Dato' Dr. Sheikh Omar bin
7.	Audit Tadbir Urus	20 September 2018	Abdul Rahman En. Zulkipli bin Abdullah, Timbalan Ketua
8.	Strategic Decision Making on Organisation's Survival	25 September 2018	Audit Negara YBhg. Datuk Seri Syed Zainal Abidin bin Syed
9.	Sesi Perkongsian bersama Pengerusi, Lembaga Pengarah UPM (LPU).	12 September 2019 and 24 October 2019	Mohamed Tahir YBhg. Tan. Sri Dr. Ghauth Jasmon, Pengerusi,
10	Wacana Profesional Bersama En. Riad Asmat	3 March 2020	Lembaga Pengarah UPM (LPU) Encik Riad Asmat, CEO Air Asia Malaysia.

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<p><b>b) Specific Training for Academic Staff</b></p> <p>In addition to the above, UPM ensures that its academic staff are continuously given training development programmes to raise their competence and knowledge in their fields of expertise.</p> <p><b>(i) Academic Staff Training Programmes (Teaching and Learning)</b></p> <p>The Centre for Academic Development (CADE) conducts transformational professional development programmes that are adapted from CUREE's Impact Levels of Effective CPD Model (2003) as in <b>Appendix 3.1.6 c</b>. To consolidate professional development among UPM's academic staff in the era of the Industrial Revolution IR 4.0, CADe has formulated a transformational professional development programme that has been integrated into the University's induction and continuous development programmes. It is as follows:</p> <p><b>1) Fundamentals of teaching and learning</b></p> <p>The Fundamentals of Teaching (KAP) course prepares new academic staff at the critical early stage of their careers by providing professional and personal support (mentor) required for them to flourish in their new work environment. This programme will enhance their existing knowledge and skill levels in teaching and learning at higher education. <b>(Appendix 3.1.6 d)</b></p> <p><b>2) CPD Programmes for Academic Staff</b></p> <p>CPD programmes offer continuous training to raise knowledge, skills and competency levels of lecturers and scholars through a culture of lifelong learning. This programme is impactful and brings change towards competency and capability levels of lecturers in teaching and learning. The aspects of teaching and learning are:</p> <ul style="list-style-type: none"> <li>i) curriculum</li> <li>ii) presentations in teaching and learning</li> <li>iii) assessments in teaching and learning</li> <li>iv) supervision in teaching and learning</li> <li>v) research and publication in teaching and learning specific to the course and its target group according to training components can be accessed via CADe website.</li> </ul> <p><b>(ii) Unshackling Young Academics (UYA)</b></p> <p>The Unshackling Young Academics programme develops talented young academics appointed in the last five (5) years. This programme is a special platform for the</p>	<p><b>Appendix 3.1.6 c</b>  <b>Refer to 3.1.6 a</b>  <i>Kerangka Program Latihan Pegawai Akademik UPM</i></p> <p><b>Appendix 3.1.6 d</b>  <i>Modul Kursus Asas Pengajaran, Program Transformasi Minda Pegawai Akademik UPM</i></p> <p><b>Refer to the link :</b>            CPD programmes by CADe</p> 

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holistic sharing of ideas and experiences among young academics towards the attainment of the University's mission and vision, especially in research. Additionally, it is intended to celebrate a culture of knowledge by opening minds and concurrently enhancing talents and academic leadership. By emphasising responsibility, integrity, ethics and accountability, the programme is to raise the leadership potential of young academics, develop courage in pioneering new knowledge, and instil high critical thinking ability as well as a sense of commitment and persistence towards seeking excellence.

Throughout 3 years of its implementation (2016 – 2020), about 277 young academic staff have attended this programme. Details of participation in this programme for the period of the 3 years are as follows:

**Table 3.1.6 b :** Number of Participation in Unshackling Young Academics (UYA) (2016-2020)

No.	Year	Participants
1.	2016 (3 Series)	118
2.	2017 (1 Series)	47
3.	2018 (2 Series)	84
4.	2019 (1 Series)	28
5.	2020	-

### (iii) Post-Doctoral Training

This training provides the opportunity for academic staff who have recently obtained their PhDs to conduct full-time research and build networking with experts in their respective fields. About 22 academic staffs have attended this training within six (6) years based on annual breakdown: 2015 (13), 2016 (3), 2017 (1), 2018 (5), 2019 (1) and 2020 (2). Among international institutions involved are Monash University, Harvard Medical School and University of Birmingham. **(Appendix 3.1.6 e)**

#### **Appendix 3.1.6 e**

*Garis Panduan Latihan Pasca Kedokteran*

### (iv) Sub Specialisation Training

The objective of Sub Specialisation training which offers to academic staff in the medical sciences to obtain knowledge and enhance skill levels in their fields of expertise. About 24 academic staffs have attended this training in six years with an annual breakdown of 2015 (11), 2016 (8), 2017 (2), 2018 (3), 2019 (6) and 2020 (4). **(Appendix 3.1.6 f)**

#### **Appendix 3.1.6 f**

*Garis Panduan Latihan Sub Keparakan*

### (v) Sabbatical Leave

The main goal of sabbatical leave is to:

- (i) conduct research;
- (ii) conduct academic and scientific visits that are related to the academic's field of specialisation/ expertise; and
- (iii) to write original works with the condition that the staff only writes one book during the sabbatical leave that has been approved.

A total of 172 academic staffs have taken sabbatical leave between 2015 – 2020 with the details presented in the following table:

**Table 3.1.6 c:** Sabbatical Leave (2015-2020)

No.	Year	Number
1.	2015	45
2.	2016	33
3.	2017	27
4.	2018	20
5.	2019	31
6.	2020	16

### (vi) Research Training

Research and innovation training conducted by the university allows academic staff and researchers the opportunity to obtain added value to the research and innovation that they undertake. The Deputy Vice Chancellor's office (Research and Innovation) (TNCPI), Research Management Centre (RMC) and Putra Science Park (PSP) plan and carry out related training to strengthen research and innovation activities among academic staff and researchers at UPM.

In general, research and innovation training focus on the following:

- 1) basic training on research and innovation;
- 2) enhancement training to consolidate research and innovation activities by raising the quality and output of research; and
- 3) training on the management of research facilities.

A total of 42 training sessions were conducted from 2016 to 2018.

### (vii) Professional Training

Professional training is intended for staff to complete needed requirements to obtain specific qualifications in relevant professions and to allow staff to qualify for certification from professional bodies that have been established under related Acts. Among them:

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Engineering – Board of Engineers  
Architecture – Malaysian Board of Architects  
Accountancy – Malaysian Institute of Accountants

Throughout 2016 – 2020, about 17 staff members have attended training as in the following:

**Table 3.1.6 d:** Professional Training (2016-2020)

No.	Year	Number
1.	2016	4
2.	2017	2
3.	2018	4
4.	2019	5
5.	2020	2

**(viii) Faculty@CEO Programmes 2.0: ‘Coached by The PROs’**

The CEO@Faculty Programmes (CFP) is an initiative conducted by the Department of Higher Education, Ministry of Education Malaysia in line with the Shift 2: Talent Excellence, Malaysia Education Blueprint 2015 – 2025. This programme was initiated to raise the involvement of the public and industrial sector in higher education in the nation through the sharing of experience and expertise.

In addition, the CFP also intends to train young lecturers who have the potential to become future leaders. They are placed in the offices of Chief Executive Officers with specific tasks for a period of six months to understand the corporate culture in managing a high-profile company. As many as 22 academic staff have attended the programmes from 2017 until 2020 (**Appendix 3.1.6 g**). The corporate agencies that were involved are as listed in the following table:

No.	Corporation
1.	Huawei Malaysia
2.	Media Prima Berhad
3.	Maybank
4.	UEM Group Berhad
5.	Scomi Engineering
6.	Malaysia Airports Berhad
7.	Bank Pertanian Malaysia Berhad (Agrobank)
8.	Sun Life Malaysia
9.	PKT Logistic Group Sdn Bhd
10.	Motorola Solutions Malaysia Sdn Bhd.
11.	UMW
12.	McDonald's
13.	Sun Life
14.	Ericson
15.	National Instruments
16.	PKT Logistic
17.	Proven
18.	Duopharma Dreamedge Sdn Bhd

**Appendix 3.1.6 g**

CEO@Faculty Programmes  
Version 2.0

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<p><b>(ix) Participation in Programmes of Professional Bodies</b></p> <p>In line with the government's efforts to encourage life-long learning or continuous learning, UPM strongly encourages its academic staff to participate in various programmes organised by professional bodies for academic development in their respective fields. UPM pays for the annual membership fees for its staff if several set criteria are met.</p> <p><b>(x) Training Related to Industrial and Community Networking</b></p> <p>UPM also provides exposure and knowledge to academic staff in the fields of industrial and community networking through the ICRiS system, which is used for record-keeping and reporting. These reports will support the application for promotion, annual performance assessment and recognition. Training for the system focuses on the definition and basic activities of industrial networking as well as guidance in the use of the ICRiS system developed by UPM (<b>Appendix 3.1.6 h</b>). The recognition criteria for academic officers and industrial partners or communities for projects with 4-5 star have been developed explicitly. Training and workshops on the system ensure that academic officers understand the criteria fully. (<b>Appendix 3.1.6 i</b>)</p> <p><b>Effectiveness of the Academic Training Programmes</b></p> <p>The effectiveness of UPM's academic training programmes has successfully produced high-quality talents in various fields. This is an outcome of the University's culture and value of excellence that is enhanced through high impact and structured training programmes. This success is translated into achievements that are attained by the academic staff in teaching, research and professional services as well as leadership and University ranking. For example, UPM academic staff have been co-opted to lead two local universities, namely Prof. Dato' Dr. Mohammad Shatar Sabran who was appointed as the Vice Chancellor of Universiti Pendidikan Sultan Idris (UPSI), and Prof. Dato' Dr. Husaini Omar as the Vice Chancellor of Universiti Malaysia Kelantan (UMK).</p> <p>This is also seen in the field of research where academic staff members, namely YBhg. Dato' Prof. Dr. Mohd Hair Bejo, Dean of the Faculty of Veterinary Medicine, was awarded the Independence Award (<i>Anugerah Merdeka</i>) 2018 and Prof. Datin Paduka Dr. Khatijah Mohd Yusoff, Professor at the Faculty of Biotechnology dan Biomolecular Sciences received the same award in 2015 for the Health, Science, and Technology category.</p>	<p><b>Appendix 3.1.6 h</b> ICRiS system training for staff</p> <p><b>Appendix 3.1.6 i</b> Feedback on ICRiS</p>

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<p>In determining global ranking, the strength of the academic staff in teaching and research is a fundamental factor that dominates more than 70 percent of the weightage given to all indicators evaluated. Therefore, academic staff achievement is significantly related to University ranking. This scenario has been proven by UPM with its excellent achievement in the QS World University Ranking.</p> <p>Evaluation of training organised by UPM is adapted from the <i>Four Levels of Training Evaluation Model</i> (Kirkpatrick, 1998). There are two (2) types of evaluation, which are programme evaluation (level 1 and 2) and the effectiveness of training evaluation (level 3 and 4). Programme evaluation for level 1 is done at the end of a programme to gather feedback from participants about the programme achieving its objective, evaluation of speaker/facilitator and programme management. For programme evaluation level 2, participants are given comprehension questions based on the training module of the programmes (10 multiple choice questions (MCQ)).</p> <p>Whereas, evaluation of training effectiveness level 3 is carried out by participants within two months period to assess the increase in competency level of individuals after attending the programmes. The supervisor will then evaluate the effectiveness of the training within three months period through observation on the enhancement of knowledge, skills, and motivation/attitude of officers towards their tasks.</p> <p>Evaluation of training is based on the following Likert scale:</p> <p>i. <u>Programme evaluation</u></p> <table data-bbox="239 1310 702 1456"><tr><td>4.50 - 5.00</td><td>Excellent</td></tr><tr><td>4.00 - 4.49</td><td>Good</td></tr><tr><td>3.50 - 3.99</td><td>Satisfactory</td></tr><tr><td>1.00 - 3.49</td><td>Unsatisfactory</td></tr></table> <p>ii. <u>Training effectiveness evaluation</u></p> <table data-bbox="239 1523 638 1601"><tr><td>3.00 - 5.00</td><td>Effective</td></tr><tr><td>1.00 - 2.99</td><td>Ineffective</td></tr></table>	4.50 - 5.00	Excellent	4.00 - 4.49	Good	3.50 - 3.99	Satisfactory	1.00 - 3.49	Unsatisfactory	3.00 - 5.00	Effective	1.00 - 2.99	Ineffective	
4.50 - 5.00	Excellent												
4.00 - 4.49	Good												
3.50 - 3.99	Satisfactory												
1.00 - 3.49	Unsatisfactory												
3.00 - 5.00	Effective												
1.00 - 2.99	Ineffective												

**d. Performance and Reward**

UPM regularly reviews its evaluation process and has developed an online system to facilitate the evaluation process in an orderly manner. Several initiatives have been implemented to acknowledge academic staff excellence performance as well as an effortless contribution **(3.1.7)**

**3.1.7 The academic staff must be evaluated at defined intervals and rewarded for their performance based on their academic responsibilities and scholarly activities.**

The Annual Performance Evaluation is a system to plan, implement, manage and evaluate the achievements of the academic staff in achieving the goals of UPM in one year. This evaluation is in line with the evaluation of UPM's annual performance as determined by the University's Key Performance Indicators (KPI) especially those related to teaching, research, industrial and community networking, as well as support of the achievement of goals of the *Pelan Strategik UPM 2014 – 2020* and the status of UPM as a Research University.

In relation to this, UPM comprehensively assesses the performance of the academic staff based on the following criteria and components:

- teaching load
- teaching evaluation
- supervision (quantity of students)
- supervision (quality of supervision)
- research (input) - the number of projects supervised
- research (output) - quantity and quality of publications
- professional services (involvement in consultancy, extension activities, thesis examination, journal reviewing, conferences, professional bodies, relevant committees, programme evaluation and accreditation, and student development activities)
- community and industry linkages
- personal qualities (commitment, discipline, networking skills and co-operation)
- leadership skills
- contribution to society and nation


To ensure that the performance of the academic staff is evaluated effectively, the method of performance evaluation that is implemented at UPM comprises the following characteristics:

- (i) each academic staff who will be evaluated must set work targets that need to be performed and achieved for each year of evaluation. This is important to ensure the performance of academic staff to be more objectively measured;

**Refer to the link:**  
*e-LPPT system*  
*Sistem e-LPPT (Akademik)*  
 Link: <http://reg.upm.edu.my/e-LPPT/>



		Supporting Document
	<p>(ii) performance evaluation is to be conducted continuously and not sporadically;</p> <p>(iii) the evaluating officer's expectations towards the academic staff who is evaluated with regard to the level of achievement must be articulated and the evaluating officer must provide the opportunity and be willing to listen to the academic staff expressing their opinions regarding their performance.</p> <p>Through this online system, UPM conducts the following processes to evaluate academic staff performance:</p> <p>(a) Key Performance Indicators (KPI) and the process of setting targets</p> <ul style="list-style-type: none"> <li>• Setting of targets for KPI by the Staff to be Evaluated</li> <li>• Confirmation of KPI targets by the First Level Assessor (PPP)</li> <li>• Confirmation of KPI for Administrators by the First Level Assessor (PPP)</li> <li>• Confirmation of targets and KPI by the Second Level Assessor (PPK)</li> </ul> <p>(b) The Evaluation Process</p> <ul style="list-style-type: none"> <li>• Completing KPI annual performance in administrators by the Staff to be Evaluated (Uploading supporting documents to the e-LPPT Academic)</li> <li>• Evaluation Process by the First Level Assessor (PPP)</li> <li>• Evaluation process by the First Level Assessor (Administrative Positions)</li> <li>• Evaluation process by the Second Level Assessor</li> <li>• Confirmation of the overall marks in the e-LPPT by the staff who is evaluated</li> </ul> <p>(c) The PPSM (<i>Panel Pembangunan Sumber Manusia</i>) Process</p> <ul style="list-style-type: none"> <li>• Appeal of marks given</li> <li>• PPSM PTJ</li> <li>• Central PPSM</li> </ul> <p><b>Appreciation and Acknowledgement</b></p> <p>To show appreciation and acknowledgement to academic staff who are outstanding in their performance and contribution to UPM and the nation, UPM has created and implemented several initiatives such as the following:</p> <p><b>(a) Vice Chancellor's Fellowship Award and Akademia Putra Special Award</b></p> <p>The Vice Chancellor's Fellowship Award and the Akademia Putra Special Award are two major awards that</p>	

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<p>acknowledge the exceptional academic staff in teaching, learning, research, consultation, extension and services. The Vice Chancellor's Fellowship Award comprises four categories, namely Teaching, Research and Innovation, Professional Services and Excellence in Extension. This award is conferred in <i>Majlis Gemilang Akademia Putra</i> (MGAP) which is held annually to encourage and inculcate innovation and creativity in the process of teaching, learning, research, consultation, extension and services.</p> <p><b>(b) Excellent Service Award (APC)</b></p> <p>UPM also acknowledges excellent academic staff in its annual event <i>Majlis Gemilang Putra</i> (MGP) based on their annual performance and presents them with the Excellent Service Award (APC) in line with the Public Service Development Circular (PKPA), 1993 and the PKPA No. 2, 2002.</p> <p><b>(c) Labour Day Award</b></p> <p>The Labour Day Award (UPM level) acknowledges exemplary academic staff through the Professional and Management Personality Award (Academic) and the Longest Service Award for Professional and Management (Academic) which was introduced in 2015.</p> <p><b>(d) Bakti Putra and Setia Putra Awards</b></p> <p>UPM mooted the Bakti Putra and Setia Putra Awards in 2003 as an appreciation to dedicated academic staff who are highly motivated and loyal in providing their services and commitment to UPM. Among the criteria for the awards are:</p> <ol style="list-style-type: none"> <li>i) Staff has continuously served UPM for a period of more than 30 years until the year of the award. Continuous service includes all forms of leave with full and half-pay (Bakti Putra Award).</li> <li>ii) Staff has continuously served UPM for a period of more than 20 years till the year of the award. Continuous service includes all forms of leave with full and half-pay (Setia Bakti Award).</li> </ol> <p><b>(e) Incentives for Academic Staff to Participate in Continuous Professional Development Programmes</b></p> <p>Participation in staff development programmes is encouraged through the provision of incentives and financial assistance in the form of travelling and lodging allowances, registration fee and study leave benefits. <b>Table 3.1.7</b> shows the incentives given to encourage staff participation.</p>	<p><b>Refer to the link :</b> MGAP and MGP programme</p> 

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**Table 3.1.7:** Incentives to Encourage Staff Participation in Continuous Professional Development Programmes

No.	Programmes	Incentives
1.	Seminar/conference/ workshop	Travel, food and lodging allowances and registration fee provided
2.	Sabbatical leave	Full pay plus allowance
3.	Subspecialty leave (only for medical lecturers)	Full pay plus allowance
4.	Postdoctoral attachment	Full pay plus allowance
5.	Professional attachment	Full pay plus allowance

**(f) Promotion to Various Categories of Academic Positions**

UPM has drawn up clear guidelines for promotion to various categories of academic positions. These guidelines are made available to the academic staff in the *Garis Panduan dan Kriteria Kenaikan Pangkat (Edisi 3)*. Staff who meet the criteria may apply for promotion to a higher position at any time throughout the year.

UPM has also implemented three (3) methods to determine the criteria for new career pathways which are:

- i) Excellence benchmarks – for the promotion to the posts of Associate Professor and Professor. In the past, a promotion can be considered after five (5) years. However, based on the new criteria it takes only three (3) years for a promotion to take place.
- ii) Benchmarks are based on the average of performance data for promotion exercises of academic staff from early 2015 to early 2017. Outlying data are removed to obtain a more accurate and relevant average.
- iii) Stakeholder feedback, namely from academic staff, the Academic Staff Association and the University management are examined.

**(g) High Impact Industrial and Community Networking Award (iCAN)**

This iCAN award is to acknowledge and appreciate academic staff for their contributions to high impact industrial and community networking programmes/projects.

Refer to the link :  
iCAN UPM



		Supporting Document
	<p>The evaluation and selection of winners for each category of the award are conducted based on the criteria that have been predetermined by the Selection Committee for High Impact Industrial and Community Networking Award, which are as follows:</p> <p>Best Industrial/ Community Networking Award (Academic staff category)</p> <ul style="list-style-type: none"><li>• Foster sustainable relationship with partners in the industry/ community.</li><li>• The project involves monetary contribution or contribution in kind for the project in the industry.</li><li>• There is a monetary contribution or contribution in kind to support the community project.</li><li>• There are involvement of students/ staff/ UPM/ Industry/ Community in implementing the industrial / community programme/project.</li><li>• There are tangible output and impact on the target group/ UPM/ industry in the industrial/ community programme/ project carried out.</li></ul>	

		Supporting Document
<b>3.2 NON-ACADEMIC STAFF</b>		
<p>UPM continuously strives towards establishing capable and optimum human resources to support academic programmes and related activities <b>(3.2.1)</b>. UPM has also developed and implemented training programmes and talent management programme plans for its non-academic staff <b>(3.2.2)</b> as well as policy on work ethics and performance review scheme for its administrative and management staff in ensuring good University management <b>(3.2.3)</b>.</p>		
<b>3.2.1</b>	<p><b>The HEP must have adequate, qualified non-academic staff to support the development and the implementation of academic programmes and related activities.</b></p> <p>Non-academic staff play an important role to support the University functions which include teaching, research and professional services activities. Non-academic staff must equip themselves with skills and knowledge and better themselves with good personality traits and values so that they will remain relevant to present needs. In 2020, the total number of non-academic staff is 4,223, whereby 3,890 (92%) are permanent staff and 333 (8%) are contract staff. The current ratio of academic staff to non-academic staff is 1:2.3. UPM is targeting 1:2 ratio of academic staff to the non-academic staff in 2025. This ratio is set based on the optimum level for ensuring that operational and strategic functions will be implemented more efficiently and effectively.</p> <p><b>Providing Qualified Non-Academic Human Resource to Support Academic Programmes and Activities</b></p> <p>UPM has clear policies, procedures and guidelines to appoint non-academic staff that are generally based on government circulars and guidelines. Terms and conditions of employment are based on the service scheme as determined by the Public Service Department.</p> <p>The implemented procedures and processes which begin from the application process itself are adequate in obtaining qualified, experienced and competent candidates to fill up the non-academic positions in the university <b>(Appendix 3.2.1 a and Appendix 3.2.1 b)</b>.</p> <p>At the beginning of each calendar year, the Registrar Office will submitted need analysis and reports to the Public Service Department together with the re-appointment of contract staff. The re-appointment of non-academic contract staff follows a general guideline determined by the University budget where a minimum achievement of 80% in the annual performance evaluation for the previous year and a good disciplinary record is needed <b>(Appendix 3.2.1 c, Appendix 3.2.1 d and Appendix 3.2.1 e)</b>.</p>	<p><b>Appendix 3.2.1 a</b> Public Service Scheme (<i>Pekeliling Perkhidmatan Bilangan 1 Tahun 2016</i>)</p> <p><b>Appendix 3.2.1 b</b> Statistics of Non-Academic Staff Having Over and Above Qualification</p> <p><b>Appendix 3.2.1 c</b> Human Resource Audit and Formulation Project Related to Non-Academic Staff 2018</p> <p><b>Appendix 3.2.1 d</b> Proposal of Dominant Scheme for University Management Officer</p> <p><b>Appendix 3.2.1 e</b> Status of Academic and Non-Academic Staff Contract Position for 2018</p>

	Supporting Document
<p>The application process for non-academic positions is via online system that can be accessed by qualified candidates. To select right qualified, the filtering process uses the Posts Application System (<i>Sistem Permohonan Perjawatan</i>) and filters for candidates that fulfil the stipulated requirements. In addition, a minimum CGPA of 3.0 must be obtained by candidates who are applying for any Management and Professional post.</p> <p>Skills assessment tests as well as technical tests for certain posts are also utilised (<b>Appendix 3.2.1 f</b>). Authoritarian in the field or qualified head of service scheme are invited to be panel of interview panel to ensure the most competent candidate is appointed. This is also beneficial as they are experts in overseeing the requirements for technical posts such as Engineers, Science Officers, Research Officers and clinical positions (<b>Appendix 3.2.1 g</b>).</p> <p>Additionally, UPM has introduced the Psychometric tests to measure candidates' suitability for a position based on the required personality characteristics and aptitude (or cognitive abilities). This helps identify to an extent if a candidate's personality and cognitive abilities match the required position's need.</p> <p>Nevertheless, to enhance the quality of existing non-academic staff, UPM established a university internal scheme known as the Non-Academic Service Scheme. It comprises of three Executive Officer posts with salaries equivalent to Diploma, Degree and JUSA (higher-ranking executive) posts to attract Subject Matter Experts (SME) from industries (<b>Appendix 3.2.1 h</b>).</p> <p><b>Establishing Capable and Optimum Human Resources</b></p> <p>To achieve optimum human resources to support academic programmes and related activities, UPM has to work with the limited number of approvals granted by the Public Service Department in occupying vacant positions due to by retirement, resignation or the demise of staff (<b>Appendix 3.2.1 i</b>).</p> <p>The university, therefore, redeploys staff whenever possible to obtain the right sizing of non-academic staff to the Responsibility Centres. New centres such as the UPM Teaching Hospital (THUPM) are staffed after careful consideration and organisation and several phases of human resource planning.</p> <p>Through the Human Resource Division, the university audits and measures the workload of the non-academic staff to ensure the right sizing and optimum size of the workforce at each Responsibility Centre is met. The need to assess staff workload is also a factor considered when distributing newly-appointed staff. Empowerment, job</p>	<p><b>Supporting Document</b></p> <p><b>Refer to the link :</b> Posts Application System</p>  <p><b>Appendix 3.2.1 f</b> <i>Garis Panduan Membuat Saringan</i> SOK/BUM/GP03/SARINGAN</p> <p><b>Appendix 3.2.1 g</b> Invitation to Candidate to Sit for Competency and Technical Test</p> <p><b>Appendix 3.2.1 h</b> <i>Skim Perkhidmatan Bukan Akademik Universiti Putra Malaysia</i> (UPM Board of Directors Meeting Minute dated 12 February 2018)</p> <p><b>Refer to the link :</b></p> <ul style="list-style-type: none"> <li>• Psychometric tests</li> </ul>  <ul style="list-style-type: none"> <li>• Posts Management System</li> </ul>  <p><b>Appendix 3.2.1 i</b> Posts Approval Letter 2017</p>

		Supporting Document
	<p>rotation and multitasking are some of the approaches implemented to ensure high productivity and effectiveness of the delivery system and work efficiency.</p> <p>The number of non-academic staff is determined based on the Staff Placement Policy as endorsed by the University's Management Committee (JPU) (extract of minutes JPU 105.01 dated 11 February 2003 for faculties; JPU 433.05 dated 5th March 2012 for institutes). This policy specifies criteria such as the number of academic programmes, number of students, number of teaching and technical laboratories, job complexity and other related functions. For example, a faculty that has a one degree programme is entitled to one Administrative Officer (N41), while a faculty that has four to eight degree programmes can have one Administrative Officer (N48) and two Administrative Officers (N41). The proportion of academic to non-academic staff achieved thus far in 2018 is 1:2.54. <b>(Appendix 3.2.1 j)</b></p> <p><b>Measuring Non-Academic Staff Performance</b></p> <p>Non-academic staff who can support the implementation and development of academic programmes and related activities are continually monitored and assessed. The Performance Evaluation System for Management and Professional Officers (Non-Academic) as well as for the Support Staff not only involves the process of setting Annual Work Targets and assessment of officers and yearly appraisal achievements, but it includes an assessment of training needs, determination for the suitability and eligibility for promotions, awards and appreciation, as well as providing an exit pathway from the university system for underperforming staff. This system ensures UPM can maintain relevant and performing staff to remain in the system.</p> <p>The University measures the Human Resource KPI every quarter of the year. The KPI data is analysed and monitored through the MyPutra Cockpit system. One of the KPI criteria is the academic staff and non-academic staff ratio. The criteria to measure the KPI is significant to determine a balanced distribution between academic and non-academic staff in supporting teaching, learning and research activities <b>(Appendix 3.2.1 k)</b>.</p>	<p><b>Appendix 3.2.1 j</b> The Ratio of Academic and Non-Academic Staff</p> <p><b>Refer to the link :</b> e-LPPT non academic</p>  <p><b>Appendix 3.2.1 k</b> <b>Refer to 3.1.3</b> for Human Resource KPI 2020</p>
<p><b>3.2.2</b></p>	<p><b>The HEP must have a training scheme for non-academic staff to fulfil the specific needs of academic programmes, for example, safety and risk management, maintenance of specialised equipment, and additional technical skills.</b></p> <p>In a concerted effort to achieve excellence in the field of teaching, learning, research and professional services, training is essentially important to improve the quality of delivery service. In general, every non-academic staff</p>	<p><b>Refer to the link :</b> Training Calender</p> 

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member is required to attend a minimum of three (3) days of training (course/ seminar/ workshop) per year as endorsed by the *JPU*. To ensure effective training programmes are implemented, the Training Management System (SPL) was developed. The system is used to identify training requirements, display a calendar of training events, offer for training and record *Continuous Professional Development* points as well as conduct effectiveness evaluation on the programmes and training.

### Training Structure with Internal Strategic Partners

To ensure the effectiveness of the training, the University's Training Committee via the Registrar Office appoints other PTJs within the University as strategic partners based on their respective areas of expertise to ensure the training programmes are provided for all levels of staff and service schemes. The training programmes are aimed at improving the competence of the staff who assist in academic programmes. This includes the technical skills necessary to maintain specialised equipment in the laboratories.

The related PTJ are as follows:


No	PTJ	Areas of Training
1.	Registrar Office	Management and Leadership Courses
2.	Centre for Academic Development (CADe)	Teaching and Learning
3.	Office of the Deputy Vice Chancellor (Research and Innovation) (TNCPI)	Research & Innovation
4.	University Agriculture Park (TPU)	Agriculture, Forestry and Veterinary
5.	Bursar Office	Finance
6.	Information and Communication Centre Development (iDEC)	Information Technology and Communication
7.	Development and Asset Management Office	Engineering and Technical
8.	Occupational Safety and Health Management Office	Occupational Safety and Health
9.	Centre for Quality Assurance (CQA)	Quality Management Service
10.	Faculty of Medicine and Health Sciences	Medical
11.	Counselling Division	Career Guidance, Motivation and Well-being
12.	Institute of Bioscience	Science



Refer to the link :  
e-latihan system





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<p>of Chemicals. These courses are specifically designed for Science Officer, Science Assistant Science Officer and Lab Assistant to be used in the teaching laboratories.</p> <p><b>Safety and Risks Management</b></p> <p>Through the implementation of the ISO 14001 Environmental Management System (EMS), UPM is committed to provide competent human resources to fulfil the safety and risk management requirements in teaching and research laboratories. On the same note and as required by the standard, UPM has also identified Competent Persons to comply with the requirements of the Act, regulations and laws as stated in the ISO 14001 EMS System. These competent persons undergo special training (conducted by other agencies as they require the certification) based on the relevant areas such as:</p> <ul style="list-style-type: none"> <li>(i) Radioactive Radiation Protection &amp; Handling</li> <li>(ii) Scheduled Waste Management</li> <li>(iii) Fume hood (fume cupboard), and boiler</li> <li>(iv) Incinerator (UPMKB)</li> <li>(v) Energy Management</li> <li>(vi) Biological Safety</li> <li>(vii) Sewage Management</li> </ul> <p>Occupational safety and health (OSH) training are increasingly important to enhance a safe working environment in the workplace and create safety awareness among workers. The focus of occupational safety is the elimination of situations that have the potential to cause harm and is known as a safety hazard. Safety hazards are aspects of the work environment that can cause injuries or even death to workers. Examples of safety hazards are unmanaged equipment, unsafe machinery and exposed to hazardous materials. Injuries include hearing and vision loss, loss of body parts, cuts, bone fractures, and others. In UPM, training on safety comes under the purview of the Office of Occupational Safety and Health. In recent years, about 38 series of training on safety have been conducted.</p> <p><b>Programme Assessment and Effectiveness</b></p> <p>All training programmes will be assessed once the course is completed. The effectiveness of the training programmes will be evaluated three months after the completion. This assessment aims at obtaining feedback from the Supervisor regarding the improvement of participants' knowledge, skills and motivation or attitudes towards the</p>	

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	<p>tasks related to the training attended. Assessment by the supervisors is carried out through observation, monitoring (of the tasks related to the training), feedback or interviews with the staff involved. This is implemented online through the Training Management System.</p>	
<p><b>3.2.3</b></p>	<p><b>The HEP must have a policy on work ethics and performance review scheme for continuous development and career advancement for the non-academic staff to ensure good University management.</b></p> <p><b>Policy on Work Ethics</b></p> <p>Since workplace ethics is integral in fostering increased productivity and teamwork, UPM has developed <i>Etika Kerja</i> UPM as a basic guideline for all staff UPM in performing daily tasks towards achieving university vision, mission and goals of the University.</p> <p>The objectives of this set of work ethics are:</p> <ol style="list-style-type: none"> <li>i. to instill positive attitude in discharging given tasks/ duties that will improve the quality of the service;</li> <li>ii. to improve self-discipline towards producing excellent services that meet the needs of the clients as well as the organization; and</li> <li>iii. to provide continuous positive contributions to the nation.</li> </ol> <p>UPM Work Ethics should be implemented and practiced based on the following principles:</p> <ol style="list-style-type: none"> <li>1. Having the right intention</li> <li>2. Showing good conduct</li> <li>3. Promoting goodness in society</li> <li>4. Executing work as promised</li> <li>5. Exhibiting good manners</li> <li>6. Upholding the spirit of loyalty, togetherness, consensus and unity</li> </ol> <p><b>Enhancing Performance Evaluation System for Management and Professional (Non-Academic)</b></p> <p>UPM implements a non-academic staff yearly performance evaluation involving elements and criteria such as annual work target (work KPI), work quality and productivity as well as staff behaviour towards work. Policies regarding this performance evaluation involve all non-academic staff (permanent and contract).</p>	<p><b>Refer to the link :</b> <i>Nilai dan Etika Kerja UPM</i></p> 

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<p>The Performance Evaluation System, also known as e-LPPT has been upgraded from time to time. This is to increase the efficiency of performance evaluation management, assist evaluation officers in setting better objectives, make transparent and fair evaluations as well as produce organised, accurate, fast and authentic data reports.</p> <p>The e-LPPT is also being referred for promotion, training, and selection of candidates for the non-academic talent pool to hold strategic administration posts, re-appointment to contract posts, appointment to permanent posts and the appointment of qualified permanent staff to a higher position via “enhancement through appointment” (<i>Peningkatan Secara Lantikan-PSL</i>).</p> <p>Due to the process of continuous quality improvement, the Enhancement of Performance Evaluation System for Management and Professional Staff (Non academic) and the Support Staff were approved during the 462nd JPU meeting on 31st October 2012 (<b>Appendix 3.2.3 a</b>) and the 519th JPU meeting on 9th July 2014 (<b>Appendix 3.2.3 b</b>) respectively. Both of these enhancements will allow the annual appraisal to be completed online.</p> <p>The advantage of an online management system for the e-LPPT system is that data for reports are prepared more effectively and efficiently by implementing continuous monitoring process.</p> <p><b>Using Performance Evaluation for Career Advancement</b></p> <p>UPM has gathered a pool of talent who have the potential to hold leadership positions. This is targeted so for staff in grades 48, 52 and 54. This talent pool has to undergo Leadership Training Module to ensure they have sufficient skills and are ready to be placed at strategic departments and centres such as the Division of Academic Admission and Governance (BAKD), Student Affairs Department (HEP) and International Affairs Centre, as well as Faculty’s Head Administration to support the implementation of academic activities.</p> <p>UPM is working to streamline and improve the succession plan process to groom and prepare the University’s talents with adequate skills and competencies. Efforts are currently being made to update details of leadership competency, carry out profiling of talent pool, analyse competency gaps, improve competence-based talent development programmes and create database of leadership talent.</p>	<p><b>Supporting Document</b></p> <p><b>Refer to the link:</b></p> <ul style="list-style-type: none"> <li>e-LPPT System (Non-Academic Officers)</li> </ul>  <ul style="list-style-type: none"> <li>e-LPPT for Support Staff</li> </ul>  <p><b>Appendix 3.2.3 a</b> JPU Minute 462.05(P) Proposed KPI for Administrator</p> <p><b>Appendix 3.2.3 b</b> JPU Minute 519.05 (H) e-LPPT for Support Staff</p>

		<b>Supporting Document</b>
	<p>Before being appointed to these positions, the potential candidate are required to attend courses organised by AKEPT and UPM (<b>Appendix 3.2.3 c and Appendix 3.2.3 d</b>).</p> <p>The University is in the process of revising its human resource strategic planning to strengthen its human capital by formulating a comprehensive blueprint for talent management which includes recruiting, leadership development, retaining talent and succession formulation. The plans include strategies and action plans for 2019 to 2025.</p> <p><b>Determining Eligibility and Qualification for Promotion, Acting on Post, Staff Loan and Provisional Exchange</b></p> <p>Eligibility and qualification for promotion are determined through achievement in the yearly performance, which must achieve at least 80% in the Annual Performance Evaluation Report for the last 3 consecutive years on top of permanent position confirmation and declaration of assets.</p> <p><b>Letter of Appreciation Award and Service Excellence Award, Medal and Titles</b></p> <p>UPM appreciates its staff who excel in their performance evaluations through annual Service Excellence Awards during <i>Majlis Gemilang Putra</i> (MGP) ceremonies and Labour Day celebrations. <i>Majlis Gemilang Putra</i> is the pinnacle of appreciation and recognition by the University to officers who have show great determination and commitment towards achieving excellence in service.</p> <p>The MGP recognises excellence in cultivating innovation and creativity in teaching, learning, research, consultation and professional services. The Vice Chancellor’s Fellowship Award recognises excellence in categories of Teaching, Research and Innovation, Professional Services (for non-academic staff) and Excellent Consultation.</p>	<p><b>Appendix 3.2.3 c</b> UPM Succession Plan Committee</p> <p><b>Appendix 3.2.3 d</b> UPM Succession Plan Training Module</p>

### 3.3 PHYSICAL AND TECHNOLOGICAL RESOURCES

UPM utilises the results of the review process to provide a conducive learning environment and to improve its policies to achieve teaching and learning excellence in response to current and future challenges.(3.3.1)

#### 3.3.1 The HEP must have policies for managing educational resources which are regularly reviewed and improved to support the achievement of programme learning outcomes and institutional goals.

UPM has resources to achieve the learning outcomes and goals of the institution. The sources of physical and technological equipment include, academic building infrastructure and the assets such as lecture rooms, computer labs, science labs, studios, galleries, libraries, internet facilities, audio-visual rooms, and music rooms.

##### 1. Sultan Abdul Samad Library

The Library monitors and reviews the effectiveness of the services and facilities provided to ensure that they are well, adequate and are of high quality to support the teaching, learning and research activities of the University.

Customer feedback on library policies, regulations and services are obtained through customer satisfaction survey, U-response system, suggestion boxes, Customer Feedback Form and Faculty Liaison Officer for the Library. The reports and analysis of the Customer Satisfaction Study conducted by the Library in 2018-2019 are in **Appendix 3.3.1 a**.

Management meeting is conducted monthly to discuss and make decisions related to managing educational activities and budgets. The management meeting minutes are normally referred to as the main guideline for taking effective action, reviewing and monitoring subsequent meetings by respective managers or persons in charge.

##### 2. Information and Communication Technology (ICT)

Information and communication technology (ICT) facilities in the University are centrally managed by Information Development and Communication Centre (iDEC), and they have developed related policies for managing educational resources as stated below:

- *Garis Panduan Keselamatan Teknologi Maklumat dan Komunikasi (GPKTMK)*
- *Kaedah-kaedah Universiti Putra Malaysia (Teknologi Maklumat dan Komunikasi) 2014*

##### **Appendix 3.3.1 a**

Customer Satisfaction Survey of Sultan Abdul Samad Library 2018-2019

##### Refer to the link:






*Garis Panduan Keselamatan Teknologi Maklumat dan Komunikasi*



*Kaedah-kaedah Universiti Putra Malaysia (Teknologi Maklumat dan Komunikasi) 2014*



*Kaedah-kaedah Universiti Putra Malaysia (Teknologi Maklumat dan Komunikasi) (Pindaan 2016)*

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	<ul style="list-style-type: none"> <li>• <i>Kaedah-kaedah Universiti Putra Malaysia (Teknologi Maklumat dan Komunikasi) (Pindaan 2016)</i></li> <li>• <i>Garis Panduan Capaian Internet Universiti Putra Malaysia</i></li> <li>• <i>Garis Panduan Persidangan Video</i></li> <li>• <i>Etika Persidangan Video</i></li> <li>• <i>Prosedur Penyelenggaraan ICT</i></li> <li>• <i>Prosedur Baikpulih ICT</i></li> </ul> <p><b>3. Building and Facilities Maintenance</b></p> <p>In preserving the lifespan of teaching and learning facilities and the accuracy of research equipment, technical experts of respective PTJs are entrusted to carry out preventive measures, maintenance and calibrations/verifications of buildings, facilities and equipment by following the policy as in <b>Appendix 3.3.1 b</b></p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;">  <p><i>Garis Panduan Capaian Internet Universiti Putra Malaysia</i></p> </div> <div style="margin-bottom: 10px;">  <p><i>Garis Panduan Persidangan Video</i></p> </div> <div>  <p><i>Etika Persidangan Video</i></p> </div> </div> <p><b>Appendix 3.3.1 b</b></p> <ul style="list-style-type: none"> <li>• <i>Prosedur Penyelenggaraan Baikpulih UPM/SOK/PYG/P001</i></li> <li>• <i>Prosedur Penyelenggaraan Berkala UPM/SOK/PYG/P002</i></li> <li>• <i>Prosedur Penentuan/Verifikasi Peralatan UPM/SOK/CAL/P001</i></li> </ul>
<p>UPM uses the result of the review process to assess its quality and appropriateness for current educational needs and regularly improve to keep up with the development in educational practices and changes. <b>(3.3.2)</b></p>		
<p><b>3.3.2</b></p>	<p><b>The HEP must regularly review and improve physical and technological resources including physical facilities, library, equipment and ICT facilities that are distributed and scheduled according to the educational and institutional needs.</b></p> <p><b>1. Sultan Abdul Samad Library</b></p> <p>Academic resources are found in the UPM main library which comprises two blocks of buildings with an area of 19,007 square meters and can accommodate up to 2,000 users at a time. To meet the growing number of users and information needed by the faculty, currently the library has four (4) branches; the Library of Medicine and Health Sciences, the Veterinary Medical Library, the Engineering and Architecture Library and the Bintulu Campus Library in Sarawak. The library also provides dedicated space, known as 'Graduates', equipped with various facilities for postgraduate students.</p> <p><b>2. Online Database and Resources</b></p> <p>The physical facilities provided by the Library can be referred in <b>Appendix 3.3.2 a</b>, and officials have been assigned to monitor the facilities are being use effectively. At time of writing, the Library subscribes to twenty-seven</p>	<p><b>Appendix 3.3.2 a</b> Physical Facilities by Library</p>

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(27) commercial databases in various fields and develops the internal database as a source of reference that can be accessed from on and off campus as shown in **Appendix 3.3.2 b**.

Besides that, there are Six (6) databases subscribed by the Ministry of Education Malaysia are accessible to all Public Universities in Malaysia as shown in **Table 3.3.2 a**.

**Table 3.3.2 a:** Online Databases Subscribed by Ministry of Education Malaysia

No.	Online Database	Publisher/Vendor
1.	Scopus	Elsevier
2.	Academic Search Complete	EBSCOHost
3.	ProQuest Dissertations and Theses Global (PQDT)	ProQuest LLC
4.	Web of Science (WoS)	Clarivate Analytics
5.	Incites (Journal Citation Reports)	Clarivate Analytics
6.	SciVal Spotlight	Elsevier

The entire Library collection includes printed materials, media materials, e-journals and e-books as shown in **Appendix 3.3.2 c**, and the library collections by subject area are shown in **Table 3.3.2 b**.

**Table 3.3.2 b:** Monograph by Subject 2019

NO	SUBCLASSES	TOTAL	
		TITLES	ITEMS
1	General Works	426	1,578
2	Philosophy, Psychology, Religion	13,600	19,452
3	History	7,265	11,737
4	Geography	8,987	12,336
5	Social Sciences	61,847	90,762
6	Political Sciences	3,032	4,317
7	Law	2,502	3,199
8	Education	15,974	21,607
9	Music	1,015	1,319
10	Fine Arts	6,465	7,071
11	Language & Literature	29,047	41,756
12	Science	65,390	94,818
13	Medicine	27,384	33,768
14	Agriculture	37,275	63,335
15	Technology	50,128	64,107
16	Military Science	553	723
17	Library Science Information	3,030	5,415
	<b>TOTAL AMOUNT</b>	<b>333,920</b>	<b>477,300</b>

The statistics of the digital materials collection, UPM Institutional Repository (UPMIR) and UPM E-Thesis are shown in **Appendix 3.3.2 d**. Library usage reports for the period 2011-2019 are reported in **Appendix 3.3.2 e**.

**Appendix 3.3.2 b**

Online Databases Subscribed by UPM and Internal Databases

**Appendix 3.3.2 c**

The Library Collection 2019

**Appendix 3.3.2 d**

UPM Institutional Repository (UPM IR)  
UPM e-Theses

**Appendix 3.3.2 e**

Library Usage Reports for the Period 2011-2019

		Supporting Document
<b>3.4 STUDENT AND SUPPORT SERVICES</b>		
UPM utilises the result of the review process to provide a conducive environment in ensuring a total learning experience via student support services and student participation in extra-curricular activities. <b>(3.4.1)</b>		
<b>3.4.1</b>	<p><b>The HEP must develop policies to manage student support services, extra-curricular activities and student representation and participation for a total learning experience that must be regularly reviewed and improved.</b></p> <p><b>Student Support Services and Extra-Curricular Activities</b></p> <p>UPM supports student development and caters to students' needs through the provision of a comprehensive on-campus support system for its students. These services include those that are provided by internal service units and by external agencies. Students can access these services through the Student Affairs Division (BHEP). The International Office, known as i-Putra, provides support services to international students.</p> <p>Various units within the University provide and maintain support services to students that include student accommodation, cafes, student centres, counselling services, on-campus transportation (e.g buses, airport pick up for international students), Wi-Fi facilities, bicycle purchase scheme (with rebate), library facilities, and dedicated facilities for religious practices, healthcare, sports, cultural activities and recreational services.</p> <p>The recruitment of doctors, nurses, and counsellors who provide medical support services follows the Service Scheme of the Malaysian Public Services Department (refer to Service Scheme Book), to ensure they are qualified professionals.</p> <p>To ensure the support services are well managed and regularly reviewed, many of these services are placed under direct supervision of independent entities in the University which will be further administered by Deputy Vice Chancellors. The Centres and Divisions responsible for the support services are listed in <b>Table 3.4.1 a</b>.</p>	

**Table 3.4.1 a:** Centres and Divisions Responsible for Support Services

No.	Support Service	Entity Responsible
1	Accommodation	Residential Colleges
2	Cafeterias (BHEP)	Food Monitoring Committee
3	Students Centre	BHEP
4	On-campus Transportation	BHEP
5	Wi-Fi Facilities	Information Development and Communication Centre (iDEC)
6	Library Facilities	Perpustakaan Sultan Abdul Samad
7	Religious Facilities	Pusat Islam
8	Healthcare	Pusat Kesihatan Universiti
9	Sports	Pusat Sukan
10	Cultural Activities	Pusat Kebudayaan dan Kesenian Sultan Salahudin Abdul Aziz Shah
11	Counselling Services	Counselling Division

External organisations contribute to support programmes that are accessible to students which include Bakti Siswa, Student Volunteer Corps (SUKSIS, provided by the Royal Malaysian Police), the Reserved Officers Training Unit (PALAPES, provided by the Malaysian Armed Forces), and Pengakap Kelanasiswa. These external organisations provide information to students during their initial year at the University. For example, SUKSIS provides Year 1 students with information during their orientation.


Other services extended by external organisations are the banking and postal services which are located on campus as described in **Table 3.4.1 b**.

**Table 3.4.1 b:** External Services Available within UPM

External Organisation	Services
<b>Banking Facilities</b> CIMB ATM and Bank Rakyat ATM are available on the Serdang campus.	Students in the Serdang campus utilise the 24-hour ATMs near the Chancellor building. At the Bintulu Sarawak Campus, a 24-hour ATM is available at the Student's Centre next to the main Security Office.
<b>Postal Services</b> A post office is located on the Serdang campus	Students can access postal services during normal post office operating hours.


For co-curricular and extracurricular activities, the University's policies adhere to the guidelines stipulated by the Ministry of Education such as the *Garis Panduan*

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<p><i>Mata pelajaran Pengajian Umum (MPU) Edisi Kedua (2016)</i> with respect to General Studies courses. These guidelines specify that every academic programme should ensure students are offered activities which complement the courses directly related to the students' academic programmes, and therefore provide a more comprehensive learning experience.</p> <p>Four (4) categories of General Studies courses (i.e U1: Appreciating philosophy, values and history; U2: Mastering humanity skills; U3: Broadening knowledge about Malaysia; and U4: Developing practical community-minded skills) are integrated into the curriculum of every academic programme offered at the University.</p> <p>The University's commitment towards total learning experience, and holistic development of their students, is provided through courses which are managed by the Co-Curricular Centre and the Centre for the Advancement of Language Competence (CALC). These independent Centres provide and manage co-curricular and language courses respectively, and these are the required courses in most academic programmes offered by the University. <b>(Appendix 3.4.1 a and 3.4.1 b).</b></p> <p><b>Student Representation and Participation</b></p> <p><b>a. Policies on Student Participation in the Teaching-Learning Process</b></p> <p>The University complies with the standards of the Quality Management System (MS ISO 9001:2015) and Information Security Management System (ISO 27001:2013). In compliance with those standards, UPM continuously measures students' satisfaction in teaching and learning (T&amp;L) through Teaching Assessments (TA) and Exit Surveys (ES).</p> <p>TA is conducted online each semester whereby students will evaluate all their lecturers involved in T&amp;L for that current semester. TA is also in compliance with Academic Rules 2003 which emphasises that every course lecturer shall be evaluated by students.</p> <p>The instrument (questionnaire) for TA was revised in 2018 by the Centre for Academic Development (CADE) and several representatives from different faculties which were selected by the Dean Committee (<i>Jemaah Dekan</i>). The new instrument was approved by <i>Jawatankuasa Pengajaran dan Pembelajaran (JKPP)</i> in their 32<sup>nd</sup> meeting [Minute 32.4.4 dated 20<sup>th</sup> August 2018]. It consists of fifteen (15) questions on four (4) aspects of teaching including planning, delivery, assessment and professionalism, as shown in <b>Appendix 3.4.1 c</b>.</p>	<p><b>Appendix 3.4.1 a</b> List of Courses offered by Co-Curricular Centre</p> <p><b>Appendix 3.4.1 b</b> List of Courses offered by CALC</p> <p><b>Appendix 3.4.1 c</b> Teaching Assessment (Revised Instrument)</p>

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<p>The findings of Teaching Assessment are important to the faculties to continuously monitor the quality of teaching and learning of all courses. Therefore, it has been determined by the University that lecturers must obtain a minimum score of 3.50 on the scale of 5.00 in Teaching Assessment. Lecturers who obtain a mean score of less than 3.50 for two consecutive semesters must undergo relevant training as identified by the respective faculty and CADe.</p> <p>The Exit Survey is conducted every semester for all final year students. The objective of this survey is to get feedback from students about their satisfaction towards the University's services and infrastructure based on experience throughout their studies. The Exit Survey instrument was also revised and approved by <i>Jawatankuasa Pengajaran dan Pembelajaran</i> (JKPP) in their 31<sup>st</sup> meeting (Minute 31.4.1 dated 5<sup>th</sup> April 2018). This new instrument which was developed collaboratively by CADe and selected representatives from faculties managed to obtain its copyright in 2018 (Copyright no: LY2018003649 and LY2018003643). The Exit Survey consists of fifty (50) questions on students' satisfaction towards services provided by UPM including the programme of study, support services, learning resources and UPM prospects as shown in <b>Appendix 3.4.1 d</b>. Findings of the survey are used as input to develop new programme and to revise the existing programme. Student's satisfaction is also important for the faculty to improve the faculty infrastructure for teaching and learning.</p> <p>Detailed reports of the Teaching Assessment and Exit Survey are provided to the faculties and necessary action of improvement are presented to the University Teaching and Learning Committee (<i>Jawatankuasa Pengajaran dan Pembelajaran</i> (JKPP)).</p> <p>In line with Outcome Based Education (OBE), the University has established Student-Centred Learning (SCL) to ensure the achievement of learning outcomes at course level (Course Outcomes i.e 'CO') and programme level (Programme Outcomes i.e. 'PO'). To further enhance student engagement with real life learning experiences, UPM has implemented High Impact Educational Practices (HIEPs) such as Service Learning and Community Based Learning (CBL) in all undergraduate programmes.</p> <p>The University has established an e-learning policy to promote blended learning. Blended learning is a combination of face-to-face and online learning, where 30% to 79% of the course content is delivered online. Blended learning in UPM has been improved through upgraded infrastructure and systems. In 2015, PutraBLAST (Blended Learning System and Assistive Technology) was implemented to replace Putra Learning Management</p>	<p><b>Appendix 3.4.1 d</b> Exit Survey (revised instrument)</p> <p><b>Refer to the link:</b> PutraBLAST</p> 

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<p>System, providing new features to support blended learning whereby students are more involved in the learning process as shown in <b>Appendix 3.4.1 e</b>.</p> <p>In line with the current development of Education 4.0, the University has initiated a transformative academic plan which entails three (3) key elements which are flexible curriculum, innovative delivery and alternative assessment. This will empower students' learning by giving them flexibility in designing their own paths of study.</p> <p><b>b. Policy on Students' Active Participation in Curriculum Development, Teaching-Learning Process and Other Areas</b></p> <p>The various channels that allow active student participation in the key areas of curriculum development, management and evaluation, as well as other academic matters are as follows:</p> <ul style="list-style-type: none"> <li>• Teaching Assessment (TA)</li> <li>• Exit Survey (ES)</li> <li>• Exit Viva (where applicable)</li> </ul> <p>The policy regarding SCL and TA has had an impact on teaching-learning processes. As for students' welfare, their participation is ensured through the various student bodies and associations. Students' participation in curriculum development is secured through the ES that addresses curriculum concerns among other aspects.</p> <p><b>c. Measures to Encourage Student Self-Governance</b></p> <p>The University encourages student self-governance and participation through the Students' Representative Council. The Council provides feedback on the University's policies on students' academic performance and welfare, adequacy of infrastructure and services, and efficiency of services provided.</p> <p>Students are represented in the Student Welfare Committee as required in the Universities and University Colleges Act 1971 (Amendment 2009), Subsection 21(1), which states:</p> <p>"(1) It is hereby said that a Student Welfare Committee must be formed, and members shall include:</p> <ul style="list-style-type: none"> <li>• The Vice Chancellor as the Chair;</li> <li>• Two other members are chosen by the Students' Representative Council; and</li> <li>• Any other member appointed by the University Board of Directors." <p>The University's Student Affairs Division encourages students to be involved in organisations at the University,</p> </li></ul>	<p><b>Appendix 3.4.1 e</b> Achievement of Blended Learning</p>

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<p>residential colleges and faculties. Students are also represented in the college management meetings, which are attended by the top office-bearers of the College Students' Supreme Council.</p> <p>The University, in line with the aspiration of the Ministry of Education, has proposed to include students' representatives in some of the important management committees: Students Welfare Committee, Students <i>Zakat</i> Distribution Committee, UPM Green Sustainability Committee, Students Representatives Selection Committee; and important management meetings: JPU Meeting, Senate Meeting, Senior Officer Meeting, JK Kualiti and Students Affairs and Alumni Meetings (<b>Appendix 3.4.1 f</b>).</p> <p>With the involvement of student representatives in these committees and management meetings, it is hoped that issues related to students' welfare and wellbeing can be discussed and decisions can be efficiently made.</p> <p><b>d. Facilitation of Student Managerial and Leadership Development</b></p> <p>Elements of student managerial and leadership development are found in all academic programmes. These elements are further facilitated through both credited and non-credited co-curricular activities. The students' participation in non-academic activities is recorded and given appropriate merit points which are used to determine winners of student awards.</p> <p>Students can participate in student bodies, and other clubs and associations, including those related to sports and uniformed bodies. The activities organised by these associations are designed for students' personal development, and inculcate a sense of solidarity and responsibility, as well as to develop spirit of nationhood. These activities include leadership camps, community service programmes, and UPM <i>Rakan Muda</i> Volunteer Exploration 2014 which are carried out through student bodies, such as the Rakan Muda Secretariat, Putra Leadership Club, <i>PALAPES</i>, <i>SUKSIS</i>, and <i>Kelanasiswa</i> UPM</p> <p>Another key avenue for student managerial and leadership development is through the Industrial Networking programme. This programme encompasses industrial training, student mobility activities, and corporate social responsibility projects. Undergoing industrial training at external organisations enables students to gain real and valuable exposure to managerial and leadership experiences. Students are expected to apply knowledge learned in campus, gain hands-on training and get a</p>	<p><b>Appendix 3.4.1 f</b>  <i>Kertas Untuk Pertimbangan dan Kelulusan Mesyuarat Pengurusan HEPA – Perlantikan Majlis Perwakilan Pelajar UPM dalam Jawatankuasa Penting Universiti Awam</i></p>

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<p>better view of their career path. At the same time, they will know more about the demands of the industry, skill sets required and work ethics.</p> <p>One example of this is the Experience Works programme by Yayasan Sime Darby, where selected students are chosen as Young Executives and are placed in different locations around UPM to gain work experience during the course of their study. The Cyberjaya Graduate Employability Enabler programme by <i>Setia Haruman Sdn. Bhd.</i> meanwhile, places several UPM graduates in multinational industries around Cyberjaya, either through direct employment or intensive structured training. Some of the multinational industries that have accepted UPM graduates through this programme include AIA, Shell, Tech Mahindra, IBM, HSBC, and Emerio.</p> <p>UPM also supports students to undergo industrial training abroad to gain international exposure. Realising that such mobility programmes are costly, UPM provides special financial assistance that covers monthly allowance, flight tickets, and travel insurance to encourage more participation.</p> <p>On 14th February 2019, the University's Management Committee agreed and endorsed the establishment of <i>Parlimen Kesatuan Pelajar</i> (Students' Parliamentary Unit) to further encourage leadership development among students. This decision was made at the Committee's 665th Meeting (Refer: Kertas JPU Bil. 665/14). The objectives of this Unit are:</p> <ul style="list-style-type: none"><li>(i) providing political leadership training to student leaders of UPM;</li><li>(ii) producing student leaders that are exposed to debates and honour differences of opinions; and</li><li>(iii) inculcating the culture of critical thinking in students.</li></ul> <p><b>Students Support Services, Activities and Representation Management Review.</b></p> <p>To ensure an effective and efficient flow of activities and services offered to students, UPM has established the Deputy Vice Chancellor's Office – Students Affairs and Alumni or known as TNC (HEPA) Office. <b>Figure 3.4.1 (a)</b> illustrates the organisational chart of the Office and the entities under its supervision.</p> <p>Entities under the TNC (HEPA) Office have their standard operating procedures (SOP) that are developed to manage each entity and its activities, which is in line with the requirement of UPM's Quality Policy. These SOPs are revised and endorsed periodically via the <i>Mesyuarat Semakan Kajian Pengurusan</i> (MSKP) – HEP, chaired by</p>	<p>Refer to link: Minute of meeting MKSP</p> 

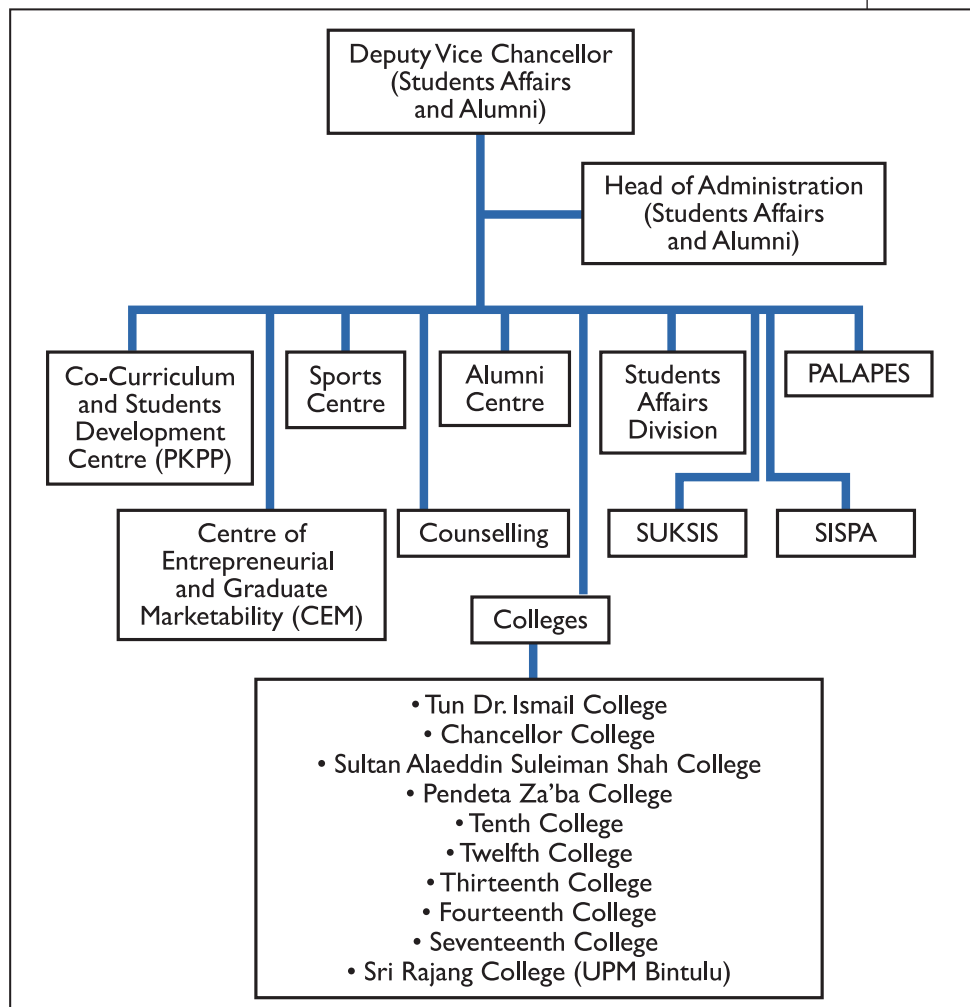
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the Head of Administration (Students Affairs and Alumni) each quarter. The highest-grade officer in each entity will report their entities' achievements, activities and any issues that needed attention.

Data and issues will be brought to the attention of the Quality Assurance Committee and the highest administration of the University via the *Mesyuarat Pengurusan HEPA* (SAA Management Meeting), chaired by the Deputy Vice Chancellor (Students Affairs and Alumni) (TNCHEPA) and attended by the Heads of all entities under TNC (HEPA) Office. Any changes and suggestions will be discussed, reviewed, analysed and endorsed through these meetings.

New developments in relation to activities and students' resources at the University will be informed and discussed with the Directors of all these entities in workshops. These developments can be viewed in the minutes of Student Affairs Management Meetings. Through periodic meetings of Management Review Meeting (MKSP) MS ISO under the Quality Management System 9001 (QMS-9001), any necessary improvements will be discussed, reviewed and endorsed.

**Figure 3.4.1 :** Organisational chart of the Deputy Vice Chancellor Office (Students Affairs and Alumni) (TNCHEPA)



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<p>UPM utilises the result of the review process to assess the quality and appropriateness of the resources in ensuring a total learning experience is in line with students' developmental needs <b>(3.4.2)</b></p>		
<p><b>3.4.2</b></p>	<p><b>The HEP must provide resources for student support services such as physical, social, financial and recreational facilities, counselling and health services, extra-curricular activities and student representation and participation for a total learning experience which must regularly be reviewed and improved.</b></p> <p>UPM regards the provision of a wide range of support services to students, including co-curriculum activities, as a vital part of ensuring that students can participate in a total learning experience. This importance is reflected in the first goal of <i>Pelan Strategik UPM 2014 – 2020</i>, which is to increase the quality and competitiveness of its graduates.</p> <p>As a vital part of the students' learning experience, UPM has entrusted several entities with responsibility to provide not only accessible but also high quality student support services. The University assigned a large number of officers and support staff to administer various. Student support services which include students' accommodation, cafes, students' centre, counselling services, transportation (buses, airport pick up for international students), Wi-Fi, bicycle purchase scheme (with rebate), library facilities, facilities for religious practices, healthcare, sports, and cultural activities.</p> <p>The Office of the Deputy Vice Chancellor (Student Affairs and Alumni) (TNCHEPA) was established to provide student support services and to take proactive measures unlocking students' potentials. The University Medical Centre, Library, International Office, and Student Graduate Studies also contribute towards student development in their respective areas. Non-academic support services are also provided to international students via International Office in association with the Student Affairs Division.</p> <p>Support services provided by external organisations include Bakti Siswa, Student Volunteer Corps (SUKSIS, provided by the Royal Malaysian Force), and the Reserved Officers Training Unit (PALAPES, provided by the Malaysian Armed Forces).</p> <p>The TNC (HEPA) Office has designated ten (10) entities to achieve excellence in the provision of services. Refer to <b>Figure 3.4.1</b> for the organisational chart of the Deputy-Vice Chancellor Office (Students Affairs and Alumni).</p>	

The details on the roles and responsibilities of the ten (10) entities are as follows:

### 1. Student Affairs Division (BHEP)

BHEP conducts co-curricular activities and programmes to develop students' capabilities and personalities. It manages the administration and provides financial support for these activities. The services of this division are certified with the Quality Management System (QMS) ISO 9001: 2015 to indicate the services' adequacy and safety.

### 2. Co-Curriculum and Student Development Centre

The Co-Curriculum and Student Development Centre assists UPM in producing quality graduates who are competitive and resilient as well as enhancing students' knowledge and soft skills. This entity plans, develops and conducts the Putra Success School (previously known as Starting School) and Putra Excellence or Finishing School programmes, and credited co-curricular activities.

Student Development Centre functions as the organiser of non-credited short-term programmes which are open to all students. These programmes are organised to enhance students' personalities and to prepare them for the job market.

The annual programmes are:

#### i. Siswa Celik Wang (SCew)

This programme has been organised since 2018 in collaboration with the Ministry of Higher Education, involving all public universities in Malaysia. This programme enhances students' knowledge about the importance of financial management while on campus and after graduation. It also emphasises ethical spending and the importance of saving.



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**ii. Hari Kokurikulum**

Hari Kokurikulum is a compulsory course which is held annually in the first semester during the new students' registration to introduce the credited curriculum to all new students. This programme was first held in 2019 and will be continued yearly which has been fixed in the Co-curriculum and Student Development Centre (PKPP) annual calendar.

**iii. Certificate Programmes**

Certificate programmes are organised to provide additional skills to students, add value to their life-long learning experience and produce holistic graduates. These programmes are implemented in collaboration with renowned recognised external organisations that can certify students. It is also a venue for industrial linkages between UPM and the organisations. Examples of certifications include certification for 'batik canting' from *Institut Kraf Negara* and certification for baking in collaboration with *Kolej Komuniti Ulu Langat*.

**iv. Kem Pembangunan Kesukarelawan**

This camp has been organised since 2019 with the objective to encourage students involve in volunteer activities. It introduces students to facilitators with experience in volunteerism.



### v. Putra-Cocu @ International

In 2019, this programme was held in Cape Town, attended by four officers from *PKPP*, selected officers from organisations under *HEPA* and UPM students. The cultural exchange programme was conducted working visits to the locals. In 2018, a similar programme was conducted in Mauritius.



One-off programmes include:

#### 1. Financial Leadership Programme

This programme was organised in 2019 with the financial support from *Perbadanan Tabung Pendidikan Tinggi Nasional (PTPTN)*. The objective of the programme was to educate ethical spending with funding from PTPTN. This programme was organised in 5 zones of public universities in Peninsular Malaysia, Sabah and Sarawak.

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## 2. Bengkel Graduan Pilihan Majikan Revolusi Industri (IR) 4.0

This workshop was held in Malacca in collaboration with assessors and interviewers from *Suruhanjaya Perkhidmatan Awam (SPA)* as speakers to guide students on how to attend job interviews.



## 3. Alumni Centre

The Alumni Centre strengthens networks and creates gateways for strategic alliances between UPM and UPM alumni. The Centre also acts as the liaison office for the UPM Alumni Association and works closely with the Association to organise various co-curricular activities on and off-campus, such as Career Day and informational talks by corporate figures.

## 4. Sports Centre

The UPM Sports Centre provides sports facilities for UPM students. It organises sports tournaments and competitions not only at the University level but also at national and international levels. The UPM Sports Centre also assists UPM students participation in national and international sports competitions and activities. It also caters to the daily fitness needs of staff and students.

## 5. Palapes UPM

The Reserve Officer Training Unit (*Pasukan Latihan Pegawai Simpanan, PALAPES*) of UPM is a co-curricular unit that provides students with an opportunity to acquire military training, discipline, leadership qualities,

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<p>and mental and physical resilience. The PALAPES is a credited co-curriculum uniform activity that is provided by the Malaysian Armed Forces.</p> <p><b>6. SUKSIS UPM</b></p> <p>A voluntary student police force (<i>Sukarelawan Polis Siswa Siswi, SUKSIS</i>) is another credited co-curricular uniform activity that provides students with basic skills of policing. Trainers, curriculum, uniforms, students' allowances and transportation are provided by the Royal Malaysian Police. The activity is managed by the Co-curriculum and Student Development Centre. (PKPP).</p> <p><b>7. SISPA UPM</b></p> <p>Like PALAPES and SUKSIS, this credited co-curricular uniform activity (<i>Kor Siswa Siswi Pertahanan Awam - SISPA</i>) is a voluntary student force that focuses on safety and defence modules provided by the Malaysia Civil Defence Force (APAM). Students who participate in this co-curricular activity will be exposed to knowledge and similar activities in foreign countries which will be held once a year.</p> <p><b>8. Centre of Entrepreneurial Development and Graduate Marketability (CEM)</b></p> <p>CEM roles is to plan, execute, and monitor programmes and activities related to entrepreneurship and marketability through training, business space and opportunities on campus, and career networks with industry partners. This is to ensure graduates will obtain employment after graduation.</p> <p><b>9. Residential Colleges</b></p> <p>Residential colleges in UPM organise various sporting, cultural, spiritual, entrepreneurship, and other activities such as academic development and community policing. These colleges play a key role to develop life skills for students staying in colleges. In 2017, a total of 35% of the non-credited co-curricular activities were organised by residential colleges.</p> <p><b>10. Counselling Service</b></p> <p>Counselling services are provided so that UPM staff and students can express their feelings, thoughts and behaviours in an environment that is unbiased, professional and protected by the ethics of secrecy.</p>	

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<p data-bbox="196 197 884 264"><b>Co-curricular Activities and Student Learning Enrichment</b></p> <p data-bbox="196 302 1050 472">The Student Affairs Division, under TNC (HEPA) Office, coordinates and promotes students' participation in a range of activities covering volunteerism, culture, entrepreneurship and sports. The Division clusters the activities as follows:</p> <ul data-bbox="245 479 1050 683" style="list-style-type: none"><li>• Student Co-curriculum and Development Activity.</li><li>• Entrepreneurship Development and Graduate Employability</li><li>• Uniform Activities</li><li>• Activities at Residential Colleges</li><li>• UPM Athletic Excellence</li></ul> <p data-bbox="196 723 1050 1211">The students' learning experience is enriched through activities such as volunteerism, drama, sports, debates and dance performance while personal development encompasses the Pengakap Kelana Siswa, Student Police Voluntary Corp (SUKSIS), the Reserve Officers Training Unit (PALAPES) as well as the UPM <i>Rakan Muda</i> programme co-organised with the Ministry of Youth and Sports. These are designed to produce UPM graduates who are willing to contribute to the University and society befitting the motto of UPM, With Knowledge We Serve. In 2018, about 30% of the students were involved in community services (<i>Sukarelawan@Putra</i>). The establishment of uniformed body as part of co-curriculum courses is aimed at enhancing patriotism and soft skills among students.</p> <p data-bbox="196 1249 1050 1525">UPM is committed in ensuring student participation in these activities as it is imperative to further develop and enhance students' life skills needed for balanced and holistic graduates as specified in the Education Development Plan (Higher Education) 2015-2025. In UPM, the provision for the support services is underpinned by two main concepts; to improve the welfare services and to develop students' personalities.</p> <p data-bbox="196 1563 1050 1877">UPM has consistently taken care the welfare of its students as one of its top priorities. To improve students' welfare, UPM invests in guidance and counselling. Students with financial problems are assisted through Student Donation Fund and Student Welfare Fund. The funds are obtained through corporate or industry sponsorships and individual contributions. UPM will continuously strive towards securing new sponsors to increase the number of sponsors from year to year.</p> <p data-bbox="196 1915 1050 2056">The support services provided by internal responsibility centres include students' accommodation, cafes, student centres, counselling services, transportation (buses, airport pick up for international students), Wi-Fi, bicycle</p>	

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<p>purchase scheme (with rebate), library facilities, facilities for religious practices, healthcare, sports, cultural activities and recreational services.</p> <p>Support programmes provided by external organisations that are accessible to students include Bakti Siswa, Student Volunteer Corps (SUKSIS, provided by the Royal Malaysian Police), the Reserved Officers Training Unit (PALAPES, provided by the Malaysian Armed Forces), <i>Pengakap Kelanasiswa</i>, and the UPM <i>Rakan Muda</i> programme initiated with assistance from the Ministry of Youth and Sports.</p> <p>UPM's initiative to upgrade the KMR OnePUTRA RESIDENCE is to create a conducive accomodation for students which equipped with air conditioning, family area, kitchen and bathroom. All residences are fully furnished.</p> <p><b>Students activities at the international level</b></p> <p>In 2018, TNC (HEPA) Office introduced Putra Ikon to restructure categories of student activities to ensure that resources and efforts could be channelled more effectively. <i>Putra Ikon</i> divides student activities into seven (7) categories, two (2) of which are <i>Putra Visibiliti</i> and <i>Putra Mobiliti</i>, specifically for increasing and enhancing student activities at the international level. To encourage and motivate student participation and activities under this initiative, <i>Majlis Anugerah Putra</i> is held on an annual basis to recognise students who are actively involved.</p> <p><b>Increasing the involvement of international students in UPM activities</b></p> <p>The Student Affairs Division has created a special category in <i>Majlis Anugerah Ikon</i> that recognises international students' involvement in organising and participating in student activities. <i>Anugerah Kepimpinan Pelajar Antarabangsa</i> (International Student Leadership Award) is at par with the <i>Anugerah Tokoh Siswa</i> (ATS) at national level. In 2018, Aditya Humata Iswardi won the award. The International Student category, is a special category introduced in the International <i>Bahasa Melayu</i> Debate Competition to identify international student representatives from local higher learning institutions. The annual competition has received very encouraging number of international students' participations.</p>	

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**Development of soft skills through Co-Curriculum Activities**

Co-curriculum activities are important to enrich UPM students' learning experience, and to foster personal development. These activities are intended to cultivate soft skills to promote excellent achievement beyond academic success among students. Students participated in community projects during their final semester to develop entrepreneurial skills. In 2019, a total of 543 uncredited co-curriculum activities were organised which involved 7 clusters of activities as shown in the below diagram:

**Table 3.4.2 a:** Co-curriculum activities without credit in 2019

Cluster of Activities	Number of Activities
Welfare and Society (Putra Bakti)	117
Entrepreneurship (Putra Biz)	12
Sports (Putra Fit)	94
Mobility (Putra Mobility)	5
Leadership, Art, Culture and Creative (Putra Talent)	235
Visibility (Putra Visibility)	29
Mental Health (Putra Wellness)	51
<b>Total</b>	<b>543</b>

For the credited co-curriculum activities, the assessment covers Communications Skills (CS), Critical Thinking and Problem-solving Skills (CTPS), Teamwork Skills (TS), Lifelong Learning (LL), Entrepreneurship Skills (KK) Ethics and Professional Value (EM), and Leadership Skills (LS). The following results are obtained from UPM students soft skills assessment from 2016 to 2019:

**Table 3.4.2 b:** UPM Students' Skills Achievements from 2016 to 2019

Soft Skills Aspects	Students' Achievement %			
	2016	2017	2018	2019
Communications Skills (CS)	88.37	91.35	91.39	86.99
Critical Thinking and Problem-solving (CTPS)	87.85	90.92	90.93	85.95
Teamwork Skills (TS)	88.80	90.11	89.79	88.11
Ethics and Professional Value (EM)	90.94	90.34	90.27	92.47
Entrepreneurship Skills (KK)	88.64	90.77	90.71	86.39
Leadership Skills (LS)	88.80	90.00	89.71	88.40
Lifelong Learning (LL)	89.30	90.44	90.18	88.88

### Facilitation of Student Managerial and Leadership Development

Elements of student managerial and leadership development are cultivated in all academic programmes. These elements are further facilitated through both credited and non-credited co-curricular activities. Each student's participation in non-academic activities is recorded and given merit points as parts of criteria to determine winners of student awards such as *Anugerah Pengakap Dunia* from the *Ketua Pengakap Negara Malaysia* that has been recognised by the World Organisation of the Scout Movement (WOSM).



(Source: <https://kampusuols.com/article/430070/U-In-News/SEL-KL/Dua-mahasiswa-UPM-terpilih-untuk-pencalonan-Anugerah-Pengakap-Dunia-2019> - July 24, 2019)

On 1st February 2019, Khairunisa Naiemah Bt Mat Rashid and Arunee A/p Udom had won the Kelana Baden Powell Award (World) for the Best Female and the Best Runner-up winner at National Level 2019 respectively. Other award recipients were:

- Izzati Sofia binti Mohd Daroini (BSBI Sem 7, UPMKB)  
Anugerah: *Johan Kelana BP Award Keseluruhan Terbaik*
- Diah Puspitawaty binti Tisna Baharuddin (BSBI Sem 7, UPMKB)  
Anugerah: *Johan Kelana BP Award Terbaik Wanita*
- Muhammad Arief Afiq bin Muhd Ameri (BSBI Sem 7, UPMKB)  
Anugerah: *Naib Johan Kelana BP Award Terbaik Lelaki*
- Nurul Hikmah binti Mohd Ishak (BSBI Sem 7, UPMKB)  
Anugerah: *Naib Johan Kelana BP Award Terbaik Wanita*

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	<p>Students can participate in student bodies, clubs and associations including sports and uniform bodies. The activities organised by these associations are designed to promote students' personal development, inculcate a sense of solidarity and responsibility, and to develop a spirit of nationhood. These activities include leadership camps and community service programmes, student bodies, such as the <i>Rakan Muda</i> Secretariat, Putra Leadership Club, PALAPES, SUKSIS and <i>Kelanasiswa</i> UPM.</p> <p>Another key avenue for student managerial and leadership development is through the Industrial Network programme. This programme encompasses industrial training, student mobility activities, and corporate social responsibility projects. Undergoing industrial training at external organisations enable students to be exposed to managerial and leadership experiences. Students are expected to apply knowledge learned on campus, gain hands-on training and get a better view of their career path. They will learn work ethics and the skill sets required in order to perform their duties.</p> <p><b>Entrepreneurial Education and Development</b></p> <p>The Ministry of Higher Education formulated the Entrepreneurial Action Plan 2016-2020 which sets the target of 5% of graduates in institutions of higher learning to become entrepreneurs upon graduation and 15% of graduates to be involved in entrepreneurship during their studies in universities. UPM acts on this plan by strengthening the learning support system to inculcate entrepreneurial and job-creating cultures among students.</p> <p>UPM, through Centre of Entrepreneurial Development and Graduate Marketability (CEM), has been actively enhancing the employability of the University graduates and building future entrepreneurs. An important agenda is to produce entrepreneurial-minded UPM graduates. Structured and organised entrepreneurship programmes, an opportunity for setting up kiosks and the Putraniaga programme are some of the approach to cultivate and strengthen entrepreneurial culture in the University.</p> <p>The Entrepreneurship Model for UPM students aims to support entrepreneurial activities among students. CEM has conducted entrepreneurship transformation seminars, workshops, courses and forums on entrepreneurship at colleges, and career and entrepreneurship carnivals (CEM Expo). These activities serve to embed entrepreneurial values and attributes during the early stages of their studies. CEM has also provided opportunities for entrepreneurial learning through Studentspreneur StartupBiz@CEM, Putra E-Biz, Sports Biz Wellness Centre and Siswa@Fesyen.</p>	

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<p>CEM has improved the infrastructure and support system related to entrepreneurial development of students through the provision of business spaces for students to conduct business in campus. These improvements are expected to increase the number of students to manage business activities during their studies.</p> <p>CEM has the following infrastructure and business spaces for UPM students to run a business in campus:</p> <ul style="list-style-type: none"> <li>• PutraNiaga@Kolej (10 units)</li> <li>• PutraBiz@Cafe (4 units)</li> <li>• PutraBiz@Kiosk (6 units)</li> <li>• PutraBiz@Stall (20 units)</li> <li>• PutraBiz@Bazar (40 units)</li> </ul> <p>Beside generate an income while studying, student also able to create employment opportunities for other UPM students.</p> <p>The Agri-entrepreneur incubation programme, championed by the Faculty of Agriculture, has been recognised by the Ministry of Agriculture and Agro-based Industry, Agrobank and TEKUN (<i>Tabung Ekonomi Kumpulan Usaha Niaga</i>) for its effectiveness and success in producing competent agri-entrepreneurs. This six-month programme provides students with training and experience from the production to the processing and marketing of agricultural products. Each group is allocated a maximum capital loan of RM1,000.00 according to its respective modules, and the loan must be repaid regardless of profitability.</p> <p>Entrepreneurial skills are also taught in academic courses. For instance, the students in the Bachelor of Science in Agribusiness programme are required to take either <i>PPT4701: Agribusiness Entrepreneurship</i> (1+2) or <i>PPT3701: Agriculture Entrepreneurship</i> (1+2). These courses teach basic business skills in small scale, honing students' entrepreneurship skills and skills in the hands-on production of selected agricultural products such as Tilapia, Chicken, Rock Melon and Corn. The marketing and trading processes provide students with first-hand experience in the marketing of products and other value-added activities. Another compulsory course offered is <i>MGM3180 Basic Entrepreneurship</i>.</p> <p>As a result of the efforts to improve the education and training in entrepreneurship, the number of student entrepreneurs who have successfully registered with the Companies Commission of Malaysia has consistently increased from 74 in 2016, to 97 in 2017 and 115 in 2018. These numbers are evidence of UPM's achievement in</p>	

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producing more graduates with entrepreneurial attributes. UPM will continue to increase the number of student entrepreneurs who can explore new opportunities and become job creators.

UPM has been recognised by the Ministry of Higher Education Entrepreneurial Award 2016 for its efforts in cultivating entrepreneurship culture by winning the Most Entrepreneurial Public University amongst twenty public institutions of higher learning. In 2018, UPM recognised students who excelled in entrepreneurship by rewarding them with Student Entrepreneurship Awards, consist of cash price of RM5,000, and a gold medal worth RM2,000.

UPM was announced as the Most Entrepreneurship of the Year in 2017 by the Ministry of Higher Education (KPT), and receive a trophy and cash price of RM250,000.00. This award proved that UPM is at the forefront of producing balanced graduates with entrepreneurial mindsets.

Through various teaching and training initiatives by CEM in the area of entrepreneurship, 342 students' companies have successfully been registered with the Companies Commissions of Malaysia (SSM) between 2016 to 2019. The incorporation of these companies demonstrates that entrepreneurship could generate income for the students while studying, and this could increase students' employability. UPM will continuously increase the number of student entrepreneurs that can explore opportunities and create jobs for others while simultaneously increasing the employability of its graduates.

**Table 3.4.2c:** Students' companies registered with Companies Commissions of Malaysia between 2016 to 2019

Item/year	2016	2017	2018	2019	Total
Number of students' businesses registered with Companies Commission of Malaysia (SSM)	74	97	84	87	342

### Encouragement of Active and Continuous Linkages with Alumni

UPM maintains active and continuous linkages with its alumni, which is sustained through its Alumni Centre. The Alumni Centre has a large and updated alumni database which facilitates communication between the University and its alumni. As a liaison office, the centre works closely with the UPM Alumni Association Faculty Chapters to obtain expertise in relevant areas of teaching and research programmes. The faculties have undertaken initiatives to include alumni participation in the form of guest lecturers

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<p>to share their expertise in line with efforts to fulfil the learning outcomes of undergraduate and postgraduate programmes.</p> <p>The University engages its alumni through UPM Alumni Centre website (<a href="http://www.alumni.upm.edu.my">www.alumni.upm.edu.my</a>), and its Facebook page. The UPM alumni have established the Pak Rashid Foundation, to provide financial assistance for the needy who are high-achiever students. Both the Alumni Centre and UPM Alumni Associations work in tandem to nurture the tradition of giving back to the University and to maintain close ties with their alma mater through various activities organised on and off-campus.</p> <p>One of these activities is the Alumni Mentorship Programme which is one of several programmes that provide a platform for alumni to assist students in strengthening their soft skills and to guide them along their career paths. The Alumni Centre is also involved in the organisation of several programmes, including the annual UPM Alumni Day on 21st May, a UPM Alumni Lecture Series, Alumni Mentorship, Putra Ambassador, Reunion Chapters, Meet and Greet Alumni, and friendly sporting events. <b>(Appendix 3.4.2 a)</b></p> <p><b>Role of Alumni in Curriculum Development, Achievement of Learning Outcomes, and The Future Direction of UPM</b></p> <p>Alumni assist in charting the future direction of UPM by providing feedback on the quality of the programmes, curriculum development and the accreditation of specific programmes to stay relevant with the nation's human resource and societal needs. They are also represented in the University Board of Directors (LPU).</p> <p>Alumni participation in the design and development of programmes is also encouraged at UPM. Feedback from the alumni is obtained from meetings conducted by the faculty's academic programme committee or the Faculty Advisory Committee, by invitation, and through the respective roles of the UPM Alumni Association (<i>PAUPM</i>) and the UPM Alumni Centre.</p> <p>UPM's Alumni Centre sustains its relationships with its local and international alumni. Programmes between students and alumni include Alumni UPM Mentorship, UPM Ambassador, Townhall Sessions with Alumni and Industry, and Distinguished UPM Alumni Lecture Series: Living the Serdang Story.</p> <p>Initiatives such as UPM Alumni Scholarship, UPM Alumni Sponsorship and <i>Kempen 1 Alumni 1 Sumbangan Ringgit</i></p>	<p><b>Appendix 3.4.2 a</b> List of Alumni-Related Activities 2018-2019</p>

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	<p>(IAISR) entails the coordination and management of income generation to provide scholarship funding and financial assistance to students.</p> <p>The roles of alumni in the development, review and continuous improvement of the programme are detailed below:</p> <p><b>1. Ambassador</b></p> <p>Alumni are role models to guide and inspire current students, instil confidence, enhance soft skills and inculcate the right culture towards what the University desired challenging.</p> <p><b>2. Career mentor</b></p> <p>Competition in securing employment is becoming more as a result of a higher number of graduates compared with a limited number of job opportunities. The alumni can become a mentor to the student and provide channels for work placement, either in practical learning or work experience.</p> <p><b>3. Industry Experts</b></p> <p>Alumni able to provide expertise towards the development of new study. They can contribute as guest lecturers, advisors in committees, industry experts and cooperative partners in projects with the University. In the field of research industry, alumni can provide opportunities for the University to step into industry networks via collaboration. This gives opportunities to the University to improve in a particular industry by applying theories that have been analysed and tested with other industry experts. Successful knowledge transfer may further improve the capabilities and the reputation of the University.</p> <p><b>Alumni Assistance to Prepare Students for their Profession</b></p> <p>Alumni has the capacity to engage with other stakeholders, e.g private companies, industries, and local or international organisations. These stakeholders may have an interest in collaborating with the University for academic, research and commercialisation purposes in line with the University's strategic plans.</p> <p>The UPM Alumni Centre acts as a secretariat for Yayasan Pak Rashid to manage and assist in student development, awards medals and prizes, such as YPR Gold Medal Award to outstanding students. PAUPM also awards medals such as the Alumni Gold Medal Award, to outstanding students.</p>	

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<p>These initiatives have indirectly assisted and encouraged student career awareness, graduate job readiness and job placement.</p> <p><b>Medical Services</b></p> <p>UPM students are offered primary health care services, such as outpatient clinic, dental clinic, pharmacy, ambulatory service, medical diagnostic lab, and physiotherapy facility. All practices are based on clinical guidelines issued by the Ministry of Health Malaysia and any critical medical cases will be referred to government hospitals.</p> <p><b>Counselling Services</b></p> <p>The UPM Counselling Division (BKUPM) is responsible for the counselling and guidance for the campus community and is governed by the Deputy Vice Chancellor Office (HEPA). The services can be obtained individually (one counsellor with one client) or in a group (one or two counsellors with a group of clients).</p> <p>The Counselling Division organises talks on three clusters which are prevention, development and recovery. Among the expertise available are psychometric testing, personal care/self-care, career preparation, potential and personality, image presentation, financial management, career development, colour psychology, neuro-linguistic planning, teamwork, art therapy, and stress management.</p> <p>BKUPM is led by Head of section and supported by 19 personnel, consisting of 13 Psychological Officers and 6 support staff. The University succeeded in increasing the ratio of students to counsellors from 2,600:1 in 2015 to 1,394:1 in 2018. The University's current ratio of 1,394:1 exceeds the MOE's recommended ratio of 1,500:1.</p> <p>All counsellors at BKUPM are recognised and registered with the Malaysian Counsellor Board and their Practising Certificate renewed every two (2) years. The confidentiality of services, including student records (e.g., health, immigration status, financial status, and security) is safeguarded through the rules and guidelines governing the office file procedures set by the Registrar officer and the respective service providers. The information related to any form of counselling provided to students is subject to the Malaysian Counselling Act (580) which demands secrecy for each counselling session conducted.</p> <p><b>The Function of UPM Counselling Division</b></p> <p>BKUPM primary objective is to assist UPM community in achieving their well-being. One of the University's values is defined by '<i>Ihsan</i>', 'The Well-being of Campus Community', a holistic self-development programme specifically seen</p>	

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<p>as crucial to the graduates' employability and UPM's quality of governance.</p> <p>BKUPM is divided into three (3) main sections to achieve its objective: Students Counselling Section provide specific services to students' self-development; Career Counselling Section for students' career guidance; and Employee Counselling Section for employees' self-development.</p> <p>In 2019, various activities were carried out based on two main purposes:</p> <ol style="list-style-type: none"> <li>1. Enhancing personal qualities through guidance and counselling</li> <li>2. Enhancing personal well-being through the Putra Wellness programme consisting of development prevention and intervention programme.</li> </ol> <p><b>Enhancing Personal Qualities Through Guidance And Counselling</b></p> <p><b>Individual and group counselling</b></p> <p>In 2019, a total of 926 clients had benefitted from individual guidance and counselling services, encompass 1,156 sessions. Group guidance and counselling for 1,302 clients (students and employees) were conducted over 201 sessions.</p> <p>As stated in the Customer Charter, the Counselling Division required to achieve a minimum score of 3.75 out of the maximum score of 5.0 for at least 80% of the counselling sessions. In 2018, the division conducted a total of 650 sessions and the results from the online evaluation done by the users of their services indicated an overall score of 4.78 for more than 80% of the counselling sessions. For the year 2019, BKUPM achieved 100% assessment for the entire year except for April (94.33%) and June (83.33%). On average, BKUPM attained 4.52 and above which exceeded the minimum requirement of 3.75.</p> <p>Group sessions consist of several groups such as a group for guidance, development, psychotherapy and assignments. These groups were formed to achieve the targets agreed by all mem</p> <p><b>Enhancing personal well-being through the Putra Wellness programme consisting of development prevention and intervention programme</b></p> <p>The Putra Wellness programme which was held in 2019 manage to attract 11,436 participants meanwhile the</p>	

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<p>prevention programme involved 7,773 participants. In the development programme, 3,486 participants explored their potential for emotional well-being. The intervention programme involved 177 participants. To reach a wider group of users, this division manages a radio slot with Putra FM called 'Chit chat' with Counsellor every Tuesday at noon.</p> <p>The Counselling Division will continue to conduct creative and innovative programmes that could motivate students, including developing online programmes using online platforms. The Division aims to empower UPM community towards holistic well-being to cultivate graduates and human resources that are contributing to society at large.</p> <p><b>Training and Development Plan for Academic and Non-Academic Counsellors</b></p> <p>The Student Affairs Division of the University sends counsellors for courses and postgraduate programmes in counselling and/or related fields to upgrade their competencies. The University also provides avenues for counsellors to expand their knowledge and skills through participation in conferences, seminars, workshops and other training activities. Counsellors further develop their expertise and transfer their knowledge through in-house training programmes. Selected counsellors also undergo attachment programmes at foreign universities to broaden their experience.</p> <p>The University organises and/or sponsors the training programmes and courses all year round with the intent to provide continuous support and enhancement of skills and expertise among its counsellors. Details on training and development activities conducted from 2018 to 2019 are provided in <b>(Appendix 3.4.2 b)</b>.</p> <p><b>Support Programmes Provided by Other Organisations</b></p> <p>Support programmes provided by external organisations for the students to participate include Bakti Siswa, Student Volunteer Corps (SUKSIS, provided by the Royal Malaysian Police), the Reserved Officers Training Unit (PALAPES, provided by the Malaysian Armed Forces), <i>Pengakap Kelanasiswa</i>, and the UPM <i>Rakan Muda</i> programme initiated with assistance from the Ministry of Youth and Sports.</p> <p>Other external organisations that provide support activities include government departments, foreign embassies (relating to immigration issues), research institutes, and non-governmental organisations.</p>	<p><b>Appendix 3.4.2 b</b>  List of Training and Development Activities for Counsellors</p>

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<p data-bbox="196 190 911 226"><b>Mechanisms to Identify Various Student Needs</b></p> <p data-bbox="196 259 1050 398">The University identifies the spiritual, psychological, and social needs of students through various mechanisms such as meetings with academic advisors, forums with the Student Council, and Exit Survey.</p> <p data-bbox="196 472 1050 508"><b>Complaints and Appeal Mechanisms for Support Services</b></p> <p data-bbox="196 542 1050 819">Students can convey their feedback or complaints through the Students' Representative Council, suggestion/complaint boxes placed at strategic locations on campus, telephone, e-mail and UPM Facebook, faculties, and colleges. Student feedback is also obtained from surveys. However, since 2012, the online complaint handling system, known as 'u-response', has become the main channel for students to lodge complaints.</p> <p data-bbox="196 893 1050 994"><b>Channels to Allow Student Participation in Curriculum Development, Management and Evaluation, and Other Academic Matters</b></p> <p data-bbox="196 1032 1050 1133">There are various channels that allow student to participate in the key areas of curriculum development, management and evaluation, and other academic matters such as:</p> <ul data-bbox="196 1171 651 1279" style="list-style-type: none"><li>• Teaching Assessment (TA)</li><li>• Exit Survey (ES)</li><li>• Exit Viva (where applicable)</li></ul> <p data-bbox="196 1317 1050 1384">Programme performance and outcome data are monitored by UPM through the following means:</p> <ul data-bbox="196 1422 1050 1628" style="list-style-type: none"><li>• Exit Survey to gauge graduating students' satisfaction with their programmes of study and the facilities provided by UPM</li><li>• Tracer Study to determine the employability of graduates six months after graduation</li><li>• Employer Satisfaction Index</li></ul> <p data-bbox="196 1666 1050 1906">These monitoring efforts are arranged by the Centre for Academic Development (CADE), Centre of Entrepreneurial and Graduate Marketability (CEM) and the Office of the Deputy Vice Chancellor (Industry and Community Relations) (TNCJINM). The data is analysed by the respective programme owners to revise the current curricula and the introduction of new academic programmes.</p>	

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	<p><b>Management of Activities and Maintenance of Students' Records</b></p> <p>Co-curricular activities at UPM are centrally managed and coordinated by the Co-Curriculum and Student Development Centre, which organises and maintains students' records with Putra Success School, Putra Excellence School and credited co-curriculum programmes. To graduate, each undergraduate student is required to complete two (2) one-credited co-curriculum programmes. Grades obtained are included in the students' transcripts.</p> <p><b>Measures to Encourage Student Self-Governance</b></p> <p>The University encourages student self-governance and participation and supports the Student Representative Council (MPP) which is appointed as a charity body to connect the University and its students with regards to students' welfare affairs. The MPP provides feedback on the University's policies on students' academic performance and welfare, adequacy of infrastructure and services, and efficiency of services provided. The student representatives are selected through the annual polls conducted as per the requirements of AUKU1975The University MPP.</p> <p>Students are represented in the Student Welfare Committee as required in the Universities and University Colleges Act 1971 (Amendment 2009), Subsection 21(1), which states:</p> <p>"(1) It is hereby said that a Student Welfare Committee must be formed, and members shall include:</p> <ul style="list-style-type: none"> <li>• The Vice Chancellor as the Chair;</li> <li>• Two other members chosen by the Student Representative Council; and</li> <li>• Any other member appointed by the University Board of Directors." <p>The University's Student Affairs Division encourages students to be involved in the organisation of various activities at the University, residential colleges and faculties. Students are also represented in college management meetings, which are attended by the top office-bearers of the College Students' Supreme Council.</p> <p>The students' representation and organisation at the University, college and faculty levels respectively, are as follows:</p> <ol style="list-style-type: none"> <li>1. Student Representative Council (MPP)</li> <li>2. Student Supreme Council</li> <li>3. Faculty Student Association (PMF)</li> </ol> </li></ul>	

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<p>MPP is a group of students elected by UPM students through the annual Student Representative Council Election to represent them on championing issues related to the interests and welfare of students to the University Management in line with the provisions in Article 52 of the University Colleges University Act 1971, The Constitution of University Putra Malaysia. In 2018, the Vice Chancellor, with the powers allocated by the University, determined that 45 seats were contested in the UPM Student Representative Council Election.</p> <p>Whilst the MPP is at university level, the Student Supreme Council plays a similar role except that it is at the residential colleges' level.</p> <p>The PMF is a group of students who are selected in every faculty through the Annual General Meeting to represent the faculty students in bringing issues of interest and welfare to the faculty management. In 2018, 15 PMF represented 15 faculties in UPM.</p> <p><b>Sports Activities, Education and Preparing Athletes</b></p> <p>The Sports Centre develops and cultivates sports for campus citizens through the management of sports activities within the University. The centre promotes the self-development of athletes through sports mobility program, sports leadership, volunteerism, support club, development of sports clubs, sports therapy and sports development education. It also manages athlete welfare matters such as student academic management, sports scholarship, student athletic entry, award and incentives and sports support IPT.</p> <p>The University operates and manages fully equipped sports facilities for learning and research in track-and-field and aquatic events. These facilities include a fully equipped gymnasium, stadium, jogging and mountain-bike tracks, an 18-hole golf course, an Olympic-size swimming pool, team sports fields, tennis courts, archery corner and equestrian grounds.</p> <p>The Sports Centre has conducted a systematic programme of sports development through a sports event management programme for internal (students and staff) and external events. Every year, 32 sporting events are conducted according to the semester of study. Through these sporting events, more than 7000 college students have been involved directly or indirectly to represent their colleges.</p> <p>The Sports Centre also plans and implements systematic and continuous high-performance sports development programmes through the UPM-MSN programme and</p>	

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<p>KPM's main programme i.e. the Rugby Sport Excellence Programme, the Sports Archery and Sports Focus Programme and the sports development programme. One of the key objectives is for 30% of athletes representing the country in international championships should be from IPT.</p> <p>In 2018, UPM was crowned the overall champion of the KPM's most prestigious tournament, the Higher Education Institution Sports (SUKIPT). UPM athletes have also been involved in international tournaments such as the Commonwealth Games, the Asian Games the SEA Games, the World University Sports Tournament, the World Championships, the Asian University Championships and the ASEAN University Sports Tournaments.</p> <p><b>Accommodation – Residential Colleges and Housing Complex</b></p> <p>The HEPA Office has a dedicated unit that manages and helps students with their accommodation–Housing Management and Student Placement Section. This Section is responsible in identifying and placing students within the accommodations provided by either the University or its counterparties. <b>Figure 3.4.1</b> currently shows ten colleges available within the campus. Other accommodations within Serdang Campus include KMR OnePUTRA Residence and UPM Housing Complex (UHC).</p> <p>KMR OnePutra Residence was a residential college under the name of Mohammad Rashid College (KMR), which was taken over by UPM Holdings and refurbished and rebranded. The college and its facilities have been upgraded to mainly accommodate post-graduate students. Within three blocks, it offers 24 units of modern apartments and 119 units of studio rooms for students, expatriates, short courses and special function participants, parents, and staff. These three residential buildings are homes to a vibrant and diverse student community in the heart of the UPM campus.</p> <p>KMR OnePUTRA includes facilities and amenities such as <i>OnePUTRA</i> Hall with free Wi-Fi access, 24-hours study lounge, <i>OnePutra Cafeteria</i>, <i>OnePutra Shop</i>, <i>musolla</i>, and meeting facilities to cater to the needs of its residents. It is located amidst a green environment within the UPM campus where residents have easy access to administration and academic buildings, and other major University facilities.</p> <p>To ensure continuous efficient management of the residential colleges, the University has been restructuring its residential colleges where a few colleges were merged to</p>	

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<p>the colleges shown in <b>Figure 3.4.2</b>. Currently, the University is at its final stage to finalise another restructuring of the residential colleges in Serdang campus, which will result in the merging of the 12<sup>th</sup> College with the 14<sup>th</sup> College, and KMR with the 13<sup>th</sup> College (Refer: Students Affairs Management Meeting – No. 2/2019; Minutes 2.04.3).</p> <p>The UPM Housing Complex (KPU) is one of the entities under the purview of the TNC (HEPA) Office which is a permanent income generator to the University. It was formerly known as the International Transit House (ITH) under the management of the UPM International Centre. The current administration manages thirty-four (34) apartments/residences housing students and international staff.</p> <p><b>English Mastery and Internationalisation</b></p> <p>The University places great importance on students' functional mastery of the English language. In addition to traditional classroom-based courses, the University requires students to participate in activities conducted in the English language to complete a prescribed number of points required for graduation. Students are encouraged to expand their cultural awareness and interactive skills by taking at least one global language course offered by CALC. In 2018, CALC offered 11 global languages, besides English and Malay, at three levels of proficiency.</p> <p>Internationalisation represents a major aspiration of the University for its students. While the foreign students UPM have given the campus an international academic feature, other programmes are needed to further enhance the international and multi-cultural experience among students. UPM, therefore, emphasises student mobility programmes to foreign institutions and partners (known as outbound mobility programmes) and student mobility programmes from these institutions (inbound mobility programmes) and have included these programmes as part of the University's Key Performance Indicator for the past few years. As noted in the 2017 University Annual Report, a total of 1,667 UPM students from various academic programmes participated in outbound international mobility while the University hosted another 1,300 inbound mobility students from international universities. Both these types of mobility programmes are managed by i-PUTRA and their frequency and effectiveness are reviewed quarterly.</p> <p>The tangible benefits of these mobility programmes are the facilitation of research collaborations, use of labs, joint publications, joint supervisions, staff and student exchange and access to the expertise of external examiners/assessors.</p>	

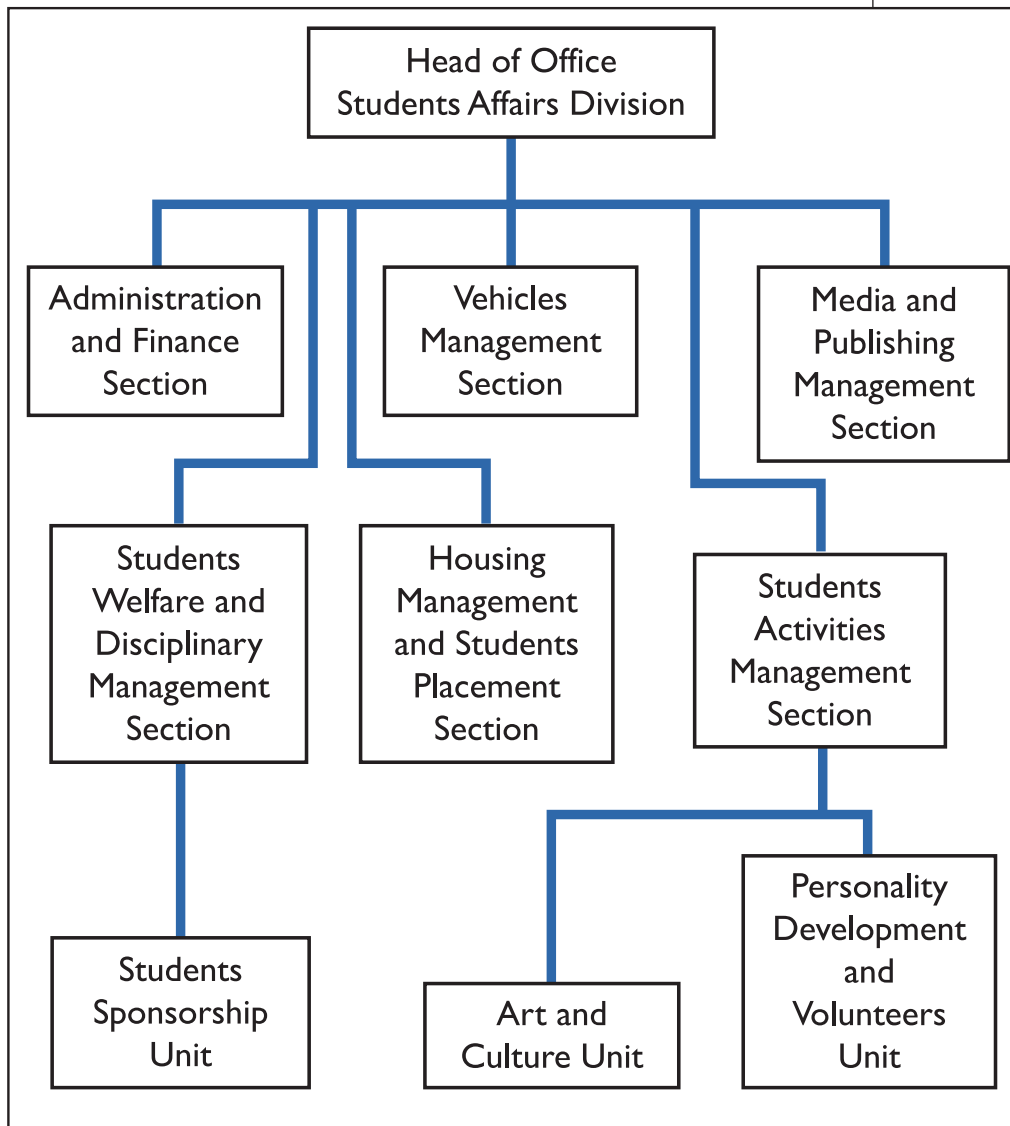
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<p>Student exchange offers broad-based benefits such as acceptance and appreciation of cultural and community perspectives, acquisition of languages, awareness and adoption of multi-faceted approaches to learning, analytical and problem-solving skills and interest enhancement in global issues and general knowledge. In turn, students will improve their soft skills, confidence and self-esteem.</p> <p>Another aspect that contributes directly to students' total learning experience at UPM is the PutraBLAST Learning Management System which is available to all registered students. This system is managed by the Centre for Academic Development (CADE) which allows students to access notes uploaded by their lecturers. Students can participate in learning activities such as chats, quizzes and short assignments created by their lecturers and evaluate their lecturers' teaching at the end of each semester. The effectiveness of PutraBLAST is supported by the Information Development and Communication Centre (iDEC). In its ICT Strategic Plan 2017-2020, iDEC has indicated that the provision of teaching and learning facilities and infrastructure to encourage the use of innovation in courses as the first of its six objectives (<b>Appendix 3.4.2 c</b>). Two action plans to support this objective are to build and strengthen Massive Open Online Courses (MOOC) provided by the University and to increase the server capacity related to the online learning system.</p> <p><b>Vehicle and Transportation</b></p> <p>Under the administration of the Students Affairs Division (BHEP), the University has assigned a section to manage and monitor the running of transportation services and its fleet of vehicles. The Vehicles Management Section, functions as the manager of bus schedules on campus, arranging vehicle reservations and maintenance of those vehicles.</p> <p><b>Review of Resources and Services</b></p> <p>Section 3.4.1 presented a process of the procedures and administration of each entity under the TNC (HEPA) Office, and is supported by <b>Figure 3.4.1</b>. This same process is used by all entities providing and managing resources and services to students. The BHEP has sections responsible for tasks related to students, their activities and welfare. This is shown in <b>Figure 3.4.2</b>.</p>	<p><b>Appendix 3.4.2 c</b>  <i>Pelan Strategik ICT UPM            2017-2020</i></p>

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Each section is required to report to the Head of Students Affairs Division. As the division is under the TNC (HEPA) Office, the review of resources and services undergoes the same processes in accordance with the procedures described in 3.4.1.

Those entities that are not under TNC (HEPA) Office – such as Pusat Islam, Sultan Salahuddin Abdul Aziz Shah Arts and Culture Centre, and Security Division – are required to report directly to the Registrar Office. These centres and divisions are placed under the same scrutiny as other entities explained in 3.4.1. This is how resources and services provided to students are periodically revised and assessed.

**Figure 3.4.2:** Students Affairs Division (BHEP) – Sections and Units



### 3.5 FINANCIAL RESOURCES

The clear line of responsibility and authority resulted in effective budgeting and resource allocation in fulfilling the needs of the departments **(3.5.1)**. The high degree of autonomy resulted in academic programme improvement. **(3.5.2)**

#### 3.5.1 The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of each department.

As a public research, UPM receives financial resources primarily through government grants . These sources of funds are managed and monitored to ensure that financial resources to support academic, research and service activities of the University are sufficient. **Table 3.5.1** illustrates UPM's consolidated income and expenditure for the period of 2016-2019.

**Table 3.5.1:** Consolidated Income and Expenditure of UPM (2016-2019)

Sources of Funds	2016	2017	2018	2019
	(RM million)			
Government Grant	440	438	492	557
Other Income	484	356	361	436
Total Income	924	794	853	993
Less: Expenditure	930	889	902	974
Surplus (deficit)	(6)	(95)	(49)	(19)

The Bursar Office is responsible for providing financial services to UPM which includes budget management, procurement and payment process, asset management, revenue generation and accounting. The Bursar, who heads the department, is a member of the JPU which meets once a week. The Bursar also attends the University's Senior Officers' Meetings (*Mesyuarat Pegawai Kanan*) which is attended by the Heads of Responsibility Centre (PTJ) and major Divisions of the University.

The organisational structure of the Bursar's Office consists of the Bursar, a Senior Assistant Bursar and ten (10) divisions which are assigned specific financial responsibilities. The Bursar has a Central Management Operation Financial Division (COD) to facilitate financial management and provide advice to PTJ through assigned Centralised Operations Management Divisions (BPOB). Finance

**Refer to the link :**

Organisational Structure of Bursar's Office



**Refer to the link :**

List of BPOB and PTJ under each BPOB



		Supporting Document												
	<p>officers from COD are required to attend PTJ management meetings when requested to provide advice and to report financial standings. Although the Bursar Office manages the financial activities of the University, financial decisions are made together with the University management's members during the University Management Committee meetings.</p> <p>A clear line of authority has been established for budgeting and resource allocation which involves the University management, the Bursar Office and the PTJ. This line of authority signs the annual Proforma Agreement endorsing the agreed allocations.</p> <p><b>Figure 3.5.1</b> illustrates the lines of responsibility and authority for budgeting and allocation between the departments or PTJ at the lower level of financial management and the various committees at the upper level of management.</p> <p><b>Figure 3.5.1:</b> Empowerment and Accountability between Levels of Management</p> <div data-bbox="197 981 1222 1518" data-label="Diagram"> <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="4"><b>Upper Level of Management</b> <i>(Jawatankuasa Pengurusan Universiti, Jawatankuasa Tetap Kewangan dan Lembaga Pengarah Universiti)</i></td> </tr> <tr> <td style="width: 25%;">Authority delegated through <i>Perjanjian Program</i></td> <td style="width: 25%; height: 50px;">↓</td> <td style="width: 25%; height: 50px;">↑</td> <td style="width: 25%;">Authority delegated through <i>Laporan Pengecualian</i></td> </tr> <tr> <td colspan="4"><b>Lower Level of Management</b> <i>(Pusat Tanggungjawab)</i></td> </tr> </table> </div>	<b>Upper Level of Management</b> <i>(Jawatankuasa Pengurusan Universiti, Jawatankuasa Tetap Kewangan dan Lembaga Pengarah Universiti)</i>				Authority delegated through <i>Perjanjian Program</i>	↓	↑	Authority delegated through <i>Laporan Pengecualian</i>	<b>Lower Level of Management</b> <i>(Pusat Tanggungjawab)</i>				
<b>Upper Level of Management</b> <i>(Jawatankuasa Pengurusan Universiti, Jawatankuasa Tetap Kewangan dan Lembaga Pengarah Universiti)</i>														
Authority delegated through <i>Perjanjian Program</i>	↓	↑	Authority delegated through <i>Laporan Pengecualian</i>											
<b>Lower Level of Management</b> <i>(Pusat Tanggungjawab)</i>														
<p><b>3.5.2</b></p>	<p><b>Those responsible for an academic programme should be given sufficient autonomy to appropriately allocate resources to achieve the programme goals and to maintain high educational standards</b></p> <p>UPM allocates resources based on the approved budget by the top management as per circulars issued by the</p>													

	Supporting Document
<p>Treasury. Towards the end of each year, the Bursar will calculate the annual budgets for each PTJ based on the year's expenditures. This budget is then stated in a Financial Proforma Agreement for agreement by the Head of PTJ. The Head of PTJ must then plan the teaching and research activities according to the approved allocation that is placed under the control of the PTJ. If and when necessary, the Head of PTJ is given the authority to submit virement using the approved allocation. The PTJ then utilises the resources according to the Proforma Agreement which consists of three main budget elements which consists of input (resources), output (efficiency) and impact (effectiveness).</p> <p>Based on the principle of "Let managers manage", the top management delegates its authority to the Heads or managers of each PTJ through the Proforma Agreement, who must comply with the stipulated rules and regulations. The Proforma Agreement must then be presented together with the University budget application to the central agency. The Proforma Agreement between the PTJ and the University is used to indicate agreement in the distribution of allocation.</p> <p>Any addition or transfer of the allocation that has been agreed upon in the Proforma Agreement is not permissible except with the approval of the University's management. The University has approved such modifications after the Proforma Agreement has been signed, especially in situations when it concerns the specific needs of the PTJs and their academic programmes which are in line with the vision and mission of the University. The Head of PTJ may submit a proposal requesting a special allocation in addition to the Proforma Agreement to obtain additional services or specific resources necessary to achieve programme goals. This can either be done before the Proforma Agreement being formulated or after the Proforma Agreement has been signed.</p> <p>Requests for additional allocations must be deliberated upon by the Financial Standing Committee (JKTK) of the University which comprises the representatives of the Board, VC, any two TNCs and the Bursar. The list of significant requests approved for specific allocation between 2012 and 2017 are in <b>Appendix 3.5.2</b>.</p> <p>To monitor the University's expenditures, the Performance Report must be submitted on time to the central agency.</p>	<p><b>Appendix 3.5.2</b>  List of Specific Allocations  2017-2018</p>

	Supporting Document
<p>This report is used to ensure proper financial practice and to determine the sufficiency of allocation for the upcoming year.</p> <p>The University applies the Outcome-Based Budget (OBB) method in tandem with the Modified Budgeting System (MBS) method. The OBB method emphasises the main requirement of the clients and appropriate outcomes that are measured by KPIs.</p> <p>These methods of implementing the budget are used as a tool for the top management to assess their managerial performance towards achieving higher levels of excellence. This process involves the whole cycle of management from strategic planning through performance, expenditure control and programme evaluation monitoring.</p> <p>The University disburses the allocations to each PTJ based on approved budget proposals submitted by the PTJs. The budget encompasses allocations placed under the control of the PTJ and central control. An allocation that is placed under the control of the PTJ involves operations allocations such as travelling, maintenance, supplies and services. Allocations related to emolument, medical, utilities and study leave are placed under central control.</p> <p>The budget provided to the University is sufficient to effectively carry out the University's core functions. However, if the University intends to undertake expansion or new programmes, a proposal for an extra budget has to be submitted to the respective Ministry. In recent years, each PTJ has been allowed and encouraged to generate its own income. Consequently, the Bursar has assisted each PTJ in establishing its own Trust Fund with each account intended for specific stated goals with explicit terms of use within the regulations set by the Ministry and the University. These Trust Funds have further ensured that funds for resources and activities are sufficient for each PTJ.</p> <p>In anticipation of a reduction in government grants, the University has taken the initiative to review budgetary needs according to each PTJ. The disbursement formula is prepared based on baseline needs of each PTJ including commitments and expenditures on must-have items. Additionally, requests for additional one-off grants are also given due consideration when there are new or</p>	

## Supporting Document

unanticipated needs such as an increase in the number of registered students, damage due to natural disasters and other events.

In order to boost its financial resources, UPM established Zakat, Wakaf and Endowment Management Centre (*Pusat Pengurusan Zakat, Wakaf dan Endowment/ WAZAN*) on 1<sup>st</sup> October 2016 which is headed by a Director and placed under the Vice Chancellor's Office. Through this centre, the University is able to strengthen its financial governance and autonomy and work towards reducing its reliance on governmental funds. **Table 3.5.2** reports on the collection obtained by WAZAN for 2019 and 2020.

**Table 3.5.2.** Collection of Zakat, Wakaf and Endowment through WAZAN 2019-2020

Year	Zakat (RM)	Wakaf (RM)	Endowment (RM)	
			Corporate Zakat	UPM Prihatin @ WAZAN
2019	7,436,887.42	792,519.05	1,410,862.51	181,060.55
2020 (Until November)	6,475,097.36	596,060.28	128,000.00	359,264.12

Funds collected through WAZAN are channelled into areas such as student welfare and infrastructure development in line with regulations that have been stipulated for Islamic charitable bodies.

The efforts through WAZAN reflect an overall approach towards financial viability that the University has undertaken since 2015. Work policies, regulations and processes have been constantly reviewed and revised to take into consideration the convenience of clients in financial processes. The University Income Generation Guidelines have been developed, and UPM will introduce an income generation kit for PTJs to allow the PTJs to determine total needs, income, expenditures and the total amount that needs to be generated.

		Supporting Document
	<p>The University strives to ensure its assets and facilities are in good operational condition. Specific divisions within the University such as the Information and Communications Development Centre (iDEC) and the Asset Development and Management Office (PPPA) are tasked to oversee the maintenance of these assets and facilities. Measures are taken to ensure continued use of critical assets and facilities by identifying the PTJ who may need replacements, refurbishments or additions and then applying for such needs to the relevant Ministry through upcoming Malaysia Development Plan programmes.</p>	

## **SELF REVIEW REPORT: AREA 3**

### **STRENGTHS**

1. UPM has a stable, consistent and effective overall mechanism to monitor and review its effectiveness in carrying out its functions. This involves quarterly KPI meetings with all senior officers and monthly senior officer meetings, and other ad hoc committee meetings which serve as open platforms for senior officers to outline plans, report on performance and decide on strategies for further improvement of their PTJs in line with the University's vision, mission and goals.
2. In addition to government circulars on recruitment, the University has implemented a clear and well-documented policy for the recruitment of new academic and non-academic staff that is guided by the more specific needs of the University. The University has also put into place a comprehensive training package for academic and non-academic staff which comprises a training road map, training needs analysis and training calendar.
3. New staff are provided with numerous forms of support from the registrar (in terms of roles, responsibilities and career advancement opportunities), the Centre for Academic Development (in terms of training in teaching skills) and the Research Management Centre (in terms of research and publication skills) to initiate and position themselves into the academic set-up of the University and to hasten the effective performance of their academic roles and responsibilities.
4. There is a clear specification of minimum work requirements in terms of teaching, research and extension services which take into consideration the individual academic's rank, administrative responsibilities, and preferred work focus and the goal of the academic entity (i.e. faculty or institution). This specification allows the individual academic to meet his or her expected requirements and extend work in areas of interest to achieve academic interests. The University implements a flexible SKT which allows an academic to choose a particular emphasis from research, teaching, or extension and consultancy.
5. UPM implements a comprehensive assessment instrument for performance appraisals that is primarily based on Key Performance Indicators (KPI) and is complemented by the Key Intangible Performance (KIP) which takes into account the subjective elements of academic staff contributions. The KIP has encouraged contributions that are often viewed as difficult to measure such as teamwork and commitment to the faculty, institute or centre.
6. New and innovative practices are continually being explored and encouraged with respective faculties and institutions spearheading initiatives such as the Putra Future Classroom by the Faculty of Educational Studies. The University has extended its emphasis on innovation into a University-wide effort involving both academic and non-academic staff through initiatives such as HKIP.
7. The University has embraced blended learning as part of its teaching and learning culture through the provision of a learning management platform (PutraBLAST) and the strong encouragement that every academic staff use some form of blended learning in their teaching.

8. Numerous University-based awards have been created to reward and incentivise work done by academic and non-academic staff.
9. A comprehensive learning experience for the students has been formulated comprising academic content, soft skills such as language and critical thinking skills, and a conducive overall academic environment that includes the provision of appropriate and relevant facilities and a variety of co-curricular activities.

### **AREAS OF CONCERN**

1. Academic and industry linkages may need to be strengthened. While the University is receptive towards recruiting staff with experience in the industry, work and remuneration expectations differ and can lead to academic positions being less attractive than private sector benefits for new possible recruits and current staff.
2. A perceived lack of funds can have a detrimental effect on the workings of the University. Efforts in income generation to support basic functions can distract academic staff from their primary responsibilities and should be delegated to dedicated support staff.
3. Many staff are at or near retirement age and their expertise and experience will be lost as there is a gap between cohorts, necessitating a review of distribution of staff by age during hiring processes.
4. The ability to cope effectively with internationalisation requires a new skill set including English language ability. Efforts to internationalise through the recruitment of international staff is hampered due to the inability to attract such staff due to financial constraints.
5. There is a strong need for consistent and systematic monitoring and management of assets to ensure that all University assets are up to date.



### AREAS FOR IMPROVEMENT

1. The recruiting of new high-quality staff. The appointment of *Tenaga Akademik Muda* (TAM) for a limited contractual term allows for the TAM to understand the expected nature of work and whether they can meet those expectations.
2. Create a conducive environment for academic excellence by promoting the achievements of high performing staff as models for new staff. Professors and Associate Professors with credible achievements in their areas could hold administrative posts to help entrench a proper academic environment in the University.
3. Bridge the gap of expertise between cohorts through mentoring programmes or retaining expert staff through specialised schemes such as Amal Putra, and greater engagement with former staff and alumni.
4. Greater benefits can be derived from entities and organisations that are closely related to the University, especially from University alumni, government organisations, and institutions that have MoUs and MoAs with the University, including internship and staff exchange programmes.
5. The Bursar must formulate an income generation plan which involves all PTJs without sacrificing the primary role of these PTJs. A current initiative that is gaining much momentum is the establishment of the *Wakaf, Zakat* and Endowment Management Centre (WAZAN) which has managed to collect funds to ease some concerns, concerning students' welfare, infrastructure and resources.
6. UPM is currently in the process of merging various online systems to allow ease of performance monitoring.