

WORK-BASED LEARNING DIPLOMA PROGRAMMES at Community Colleges in Malaysia



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TVET IN THE COMMUNITY COLLEGE

Community Colleges (39 with 21 branches)

- Producing semi professionals in the field of technology, commerce, ICT, hospitality and services
- Provisions of training and skills to the local community
- Lifelong learning hub

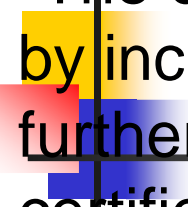




Rebranding of Community Colleges

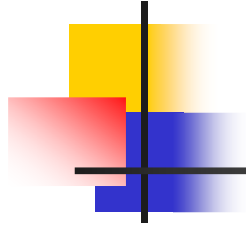
Encompasses the following sub-programmes :

- Corporate Collaboration with GLCs and other relevant organisations
- Conducting industry-driven diploma level programmes
- Introducing student allowance
- Developing new CCs and establishing branches of CCs
- Establishing Promotion and Marketing Unit



"The capacity and effectiveness of training will be enhanced by increasing the number of public training institutions, adding further courses in technical fields, strengthening the certification/accreditation systems and the quality of technical education, as well as encouraging private sector participation in the field of technical education and training.**The technical curriculum will be enhanced with the cooperation and input of industry..**"

SPEECH BY THE FORMER PRIME MINISTER
YAB DATO' SERI ABDULLAH AHMAD BADAWI
AT THE TABLING OF THE MOTION ON
THE NINTH MALAYSIA PLAN, 2006-2010
DEWAN RAKYAT, 31 MARCH 2006



Concept & Approaches of WBL



Definition of WBL

- Instructional programmes that deliberately use the workplace as a site for student learning.
- WBL programmes have formal instructional and learning plans that directly relate students' WBL activities to their learning outcomes towards career goals.

Definition
...continues



- WBL programmes are formal, structured and strategically organised by college lecturers and industry trainers to link learning in the workplace to students' college-based learning experiences.
- WBL experiences are college-credit generating.



Industry Driven Diploma

- Collaboratively develop, review and deliver diploma level programmes
- “Work-Based Learning (WBL)” approach will be co-developed with related industries in order to ensure improved education and training that meet the needs of the industries
- Increase Employability of Graduates



WBL MODELS should provide such elements as:

- Coordinated classroom and workplace learning
- Integration of occupational-technical and academic curriculum
- Periodic evaluation of student progress (assessment system)

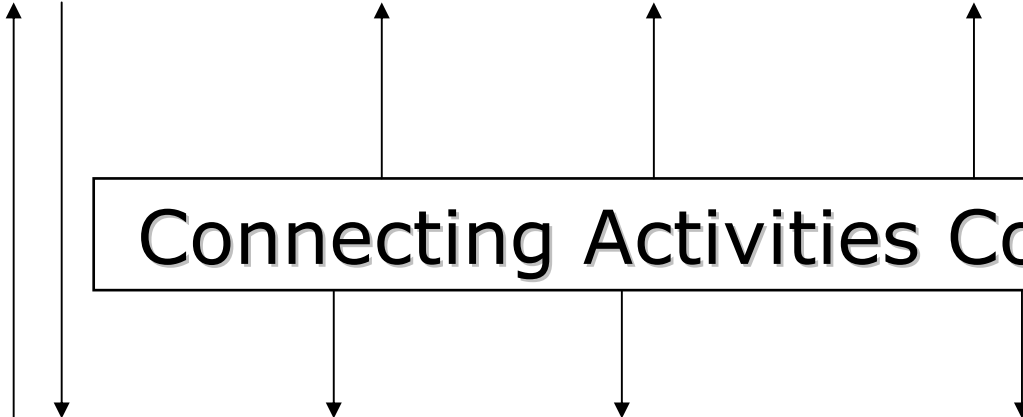


Model

College/Institution-Based
Learning Component

Connecting Activities Component

Work-Based Learning (WBL)
Component





College/Institutional component involves:

- Underpinning Theoretical and Practical Knowledge and Skills
- Generic of Soft-Skills
- Other Academic Contents



WBL component involves:

- Teaching and Learning in general workplace competencies as well as in all aspects of the related industries
- Work Experiences
- Workplace Mentoring



Connecting Activities involves:

- Ensuring students are well-matched with industries' WBL
- Ensuring a systematic approach for college-to-work linkages
- Can be carried out by college, industry and others participating in the WBL experiences



Examples of Connecting Activities:

- Support Services such as Career Counseling; Staff Development; Technical Assistance and Job Placement
- Follow-up Evaluation of Graduates and Activities to determine – intended outcomes have been attained and positive workplace learning experiences are achieved



Community College WBL Programme

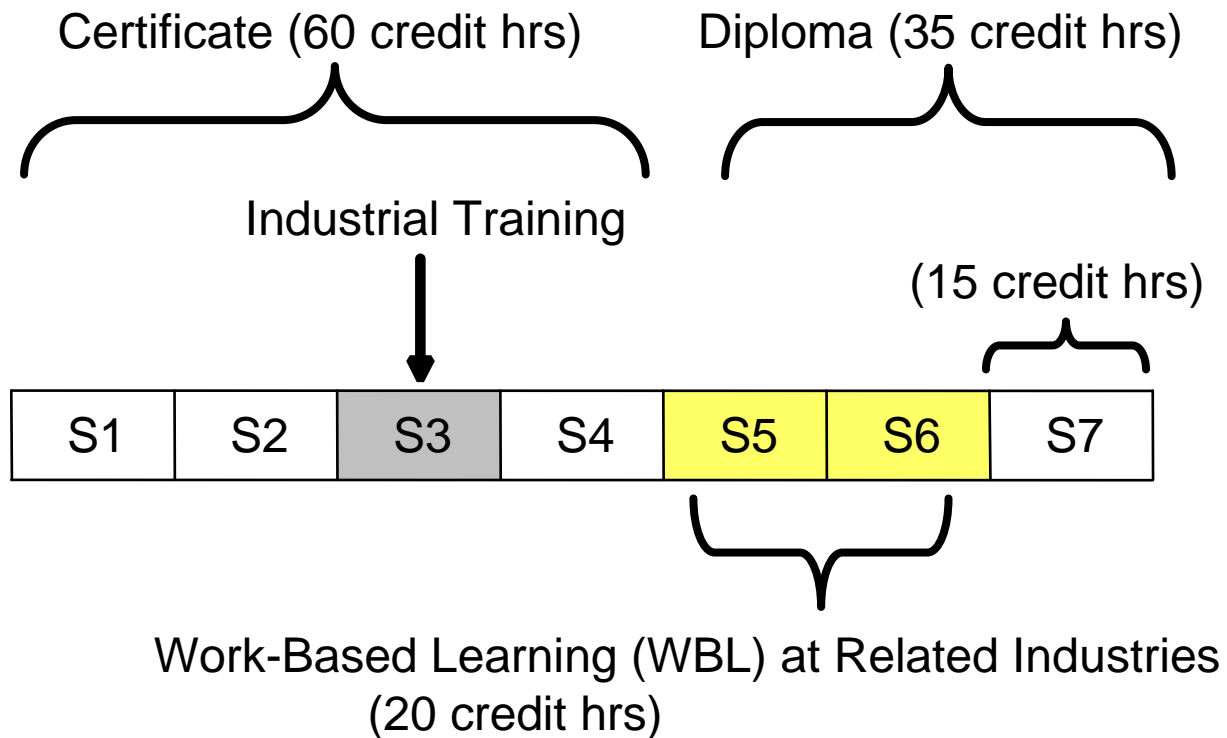
- Jointly developed curriculum to ensure job matching
- Creation of Engineering Assistants' Profile
- Creation of Technicians' Profile
- Identifying related academic content
- Identifying related core skills



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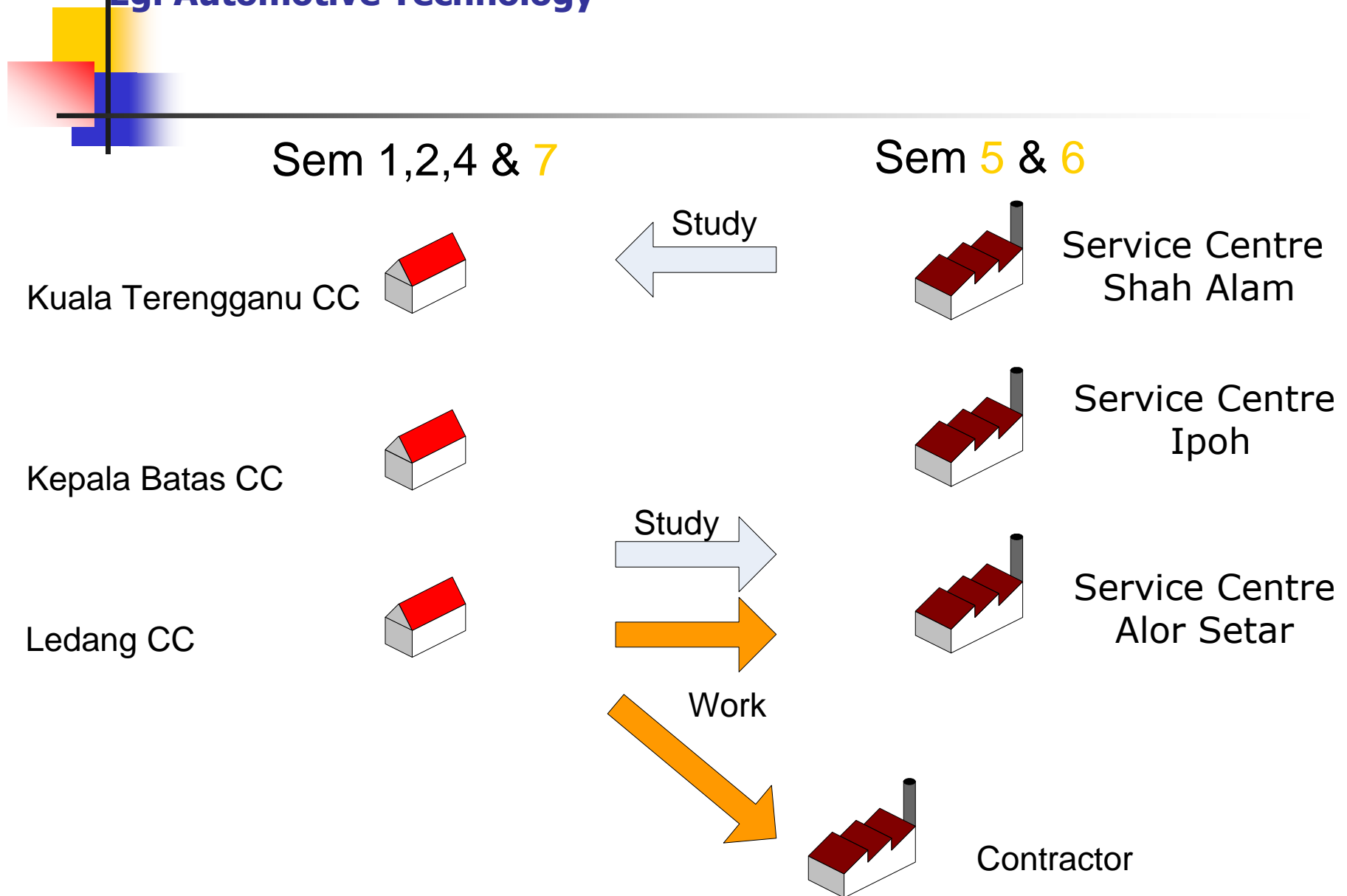
- Mechanism to accommodate students at the industries
- Comply with Malaysian Qualification Framework (MQF) and the Public Services Department (PSD) requirements
- Comply with Industry Standards

Community College WBL Diploma Programme



Community College WBL Diploma Programme

Eg. Automotive Technology





PROGRAMMES OFFERED

- 2007 – Automotive Technology, Electrical Technology, Computer Technology, Hotel & Catering, Fashion & Apparel
- 2008 – Facilities Maintenance & Management, Architectural Technology, Advertising Technology, Food Processing Technology, Business Accounting, Tourism & Adventure



ASSESSMENT STRATEGY:

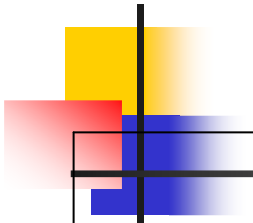
- Systematic, Ongoing and Integrated into the process of teaching and learning
- Based on careful consideration of obtained information/evidences
- Activities should not only examine simple recall of information/knowledge but should also determine the extent to which students have made sense of information/knowledge - Authenticity



ASSESSMENT STRATEGY

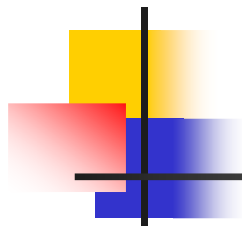
Method	Assessment Techniques	
	Used in Community College	Used in WBL
I. Written Assessment		
Theory	X	X
Multiple Choice	X	X
Case Problems	X	X
Short Answers	X	X
Portfolio	X	X
Technical Report	X	X

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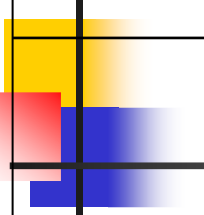
	Assessment Techniques	
	Used in Community College	Used in WBL
II. Practical Problem Solving and Performance Assessment		
Presentation Skills	X	X
Management-Decision Making	X	X
Cooperative Learning	X	X
Role Playing	X	X
Computer Applications	X	X

continue..



	Assessment Techniques	
Method	Used in Community College	Used in WBL
II. Practical Problem Solving and Performance Assessment		
Teacher Observation/Evaluation	X	X
Employer Observation/Evaluation	X	X
Student and Peer Evaluation	X	X
Work Experience	X	X
Project Performance Evaluation	X	X

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Method	Assessment Techniques	
	Used in Community College	Used in WBL
II. Practical Problem Solving and Performance Assessment		
Competency-based Evaluation	X	X
Demonstrations	X	X
Interviews	X	X
Self Assessment	X	X
Peer Assessment	X	X
Conferences	X	X
Self-Improvement Plan	X	X
Time Management Record	X	X



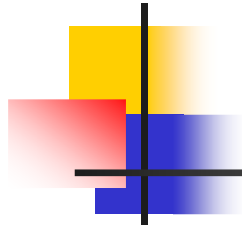
PORTFOLIO

- Capture the richness, depth and breadth of student's learning
- Within the context:
 - the module
 - where learning takes place, classroom, and workplace



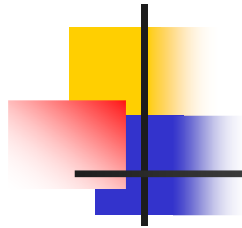
Possible Elements of a Portfolio:

- Resume (documentation of technical skill training, work experience)
- Documentation of Curriculum of Module
- Samples of Technical Proficiency or Project Completed



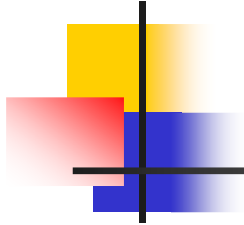
■ Mentor Evaluation

- Certificate of Training and Awards
- Workplace Competency Certificate
- Videotapes or CD of Presentations on Work-Based Activities
- Copies of Self and Peer Evaluation on Teamwork and Projects



ISSUES & CHALLENGES

- Clear objectives
- Measurable outcomes
- Top management involvement & commitment
- Open dialogue & strategic discussions
- Effective sharing of resources
- Clarity of roles & mutual responsibilities
- Sharing achievements & challenges



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