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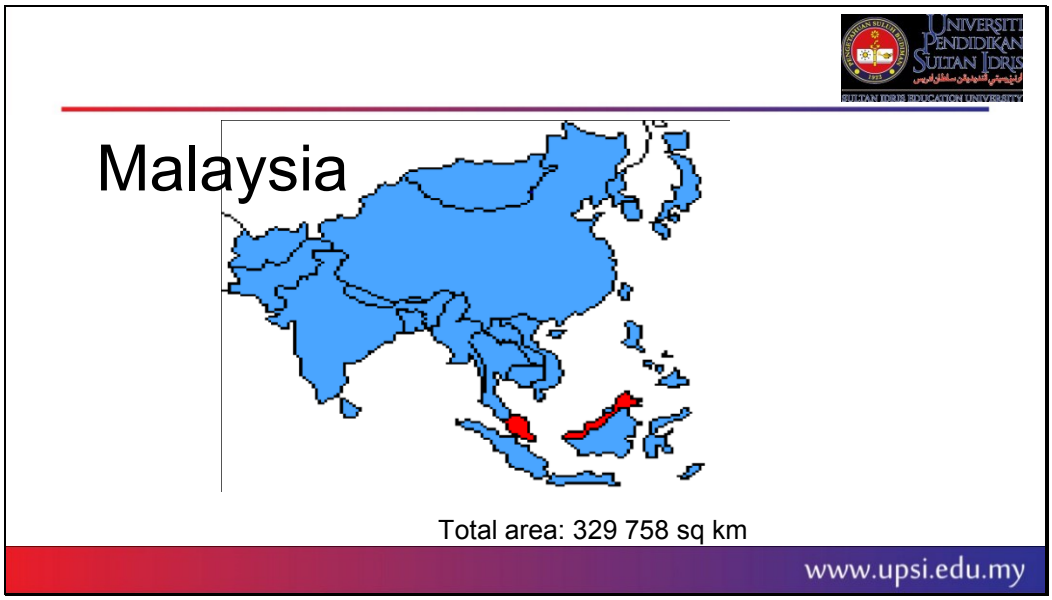

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NATIONAL KEY ECONOMIC AREAS

1. Greater Kuala Lumpur/Klang Valley
2. Oil, Gas & Energy
3. Financial Services
4. Wholesale & Retail
5. Palm Oil & Rubber
6. Tourism
7. Electrical & Electronics
8. Business Services
9. Communications, Content & Infrastructure
10. Education
11. Agriculture
12. Healthcare

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NATIONAL KEY ECONOMIC AREAS

Malaysia will leverage its competitive advantages by prioritizing investment and policy support behind a limited number of key growth engines. Hence, the Economic Transformation Programme focusses on 12 National Key Economic Areas (NKEAs) as announced in the Tenth Malaysia Plan. These NKEAs will receive prioritised government support including funding, top talent and Prime Ministerial attention.

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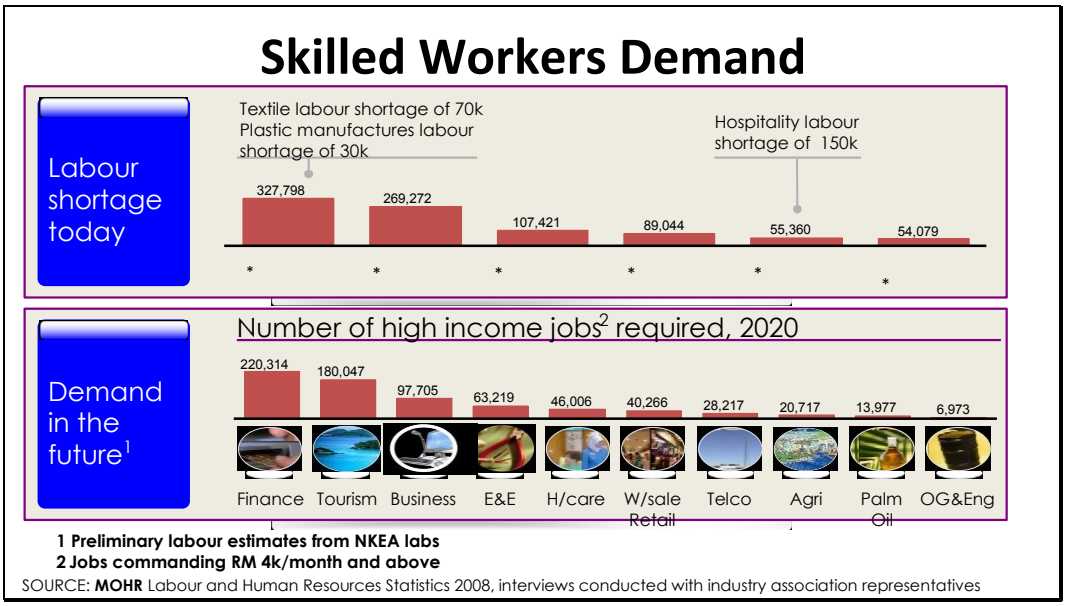

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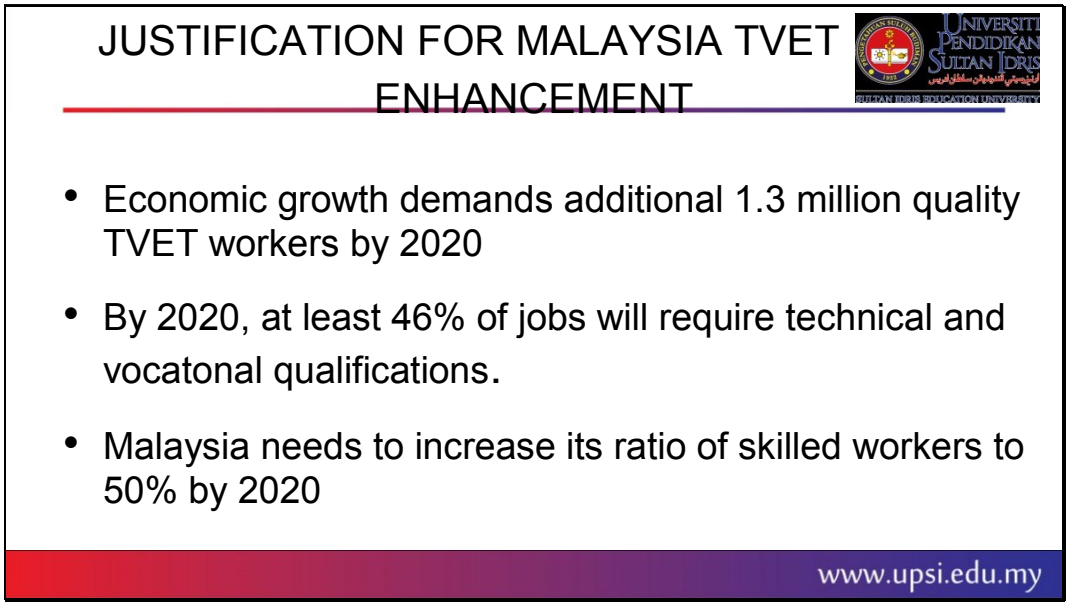

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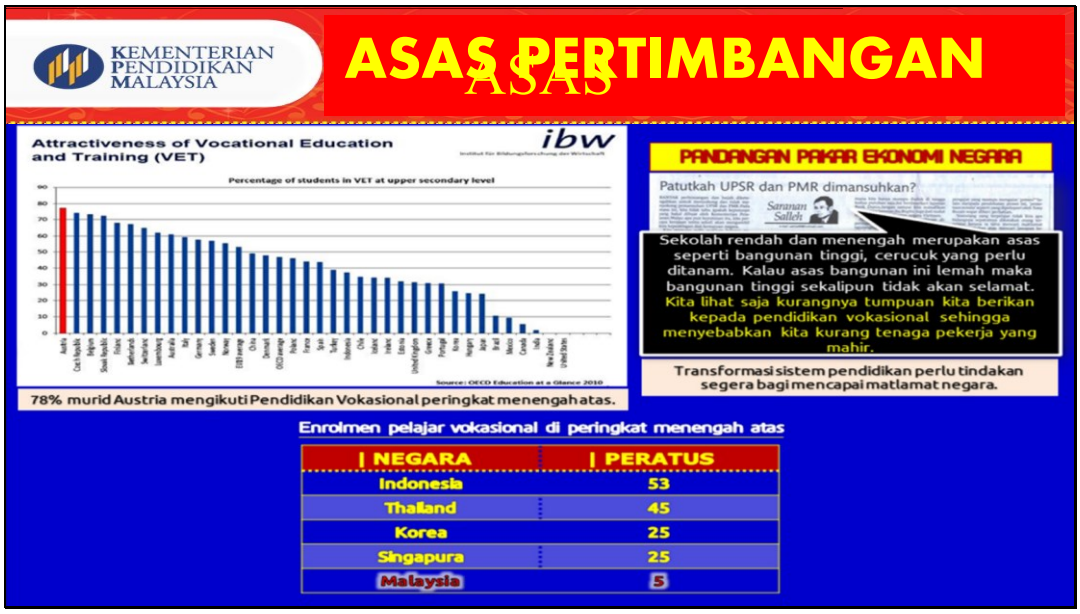

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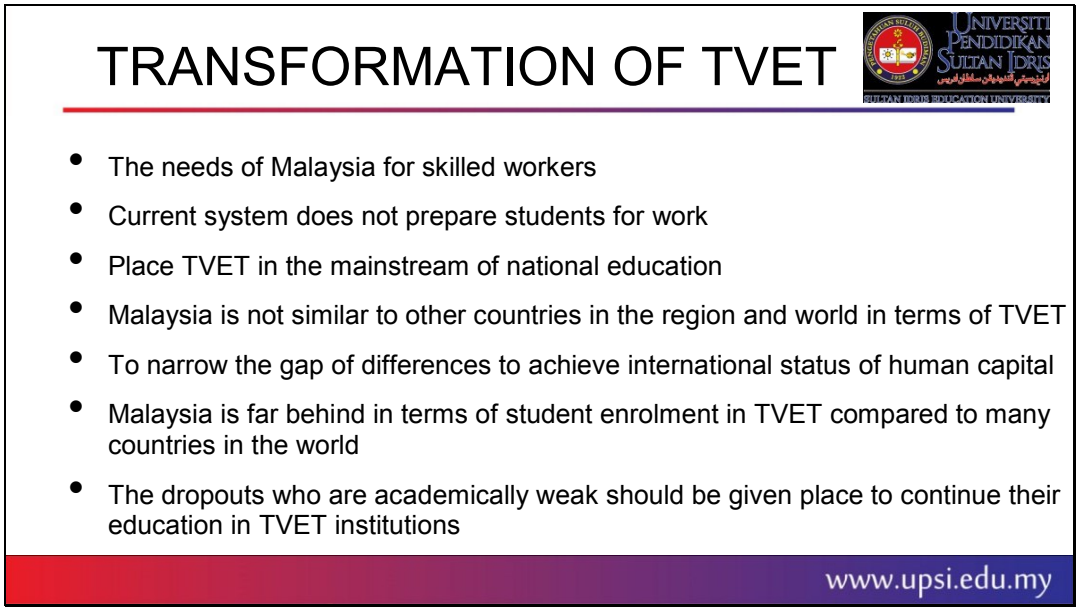

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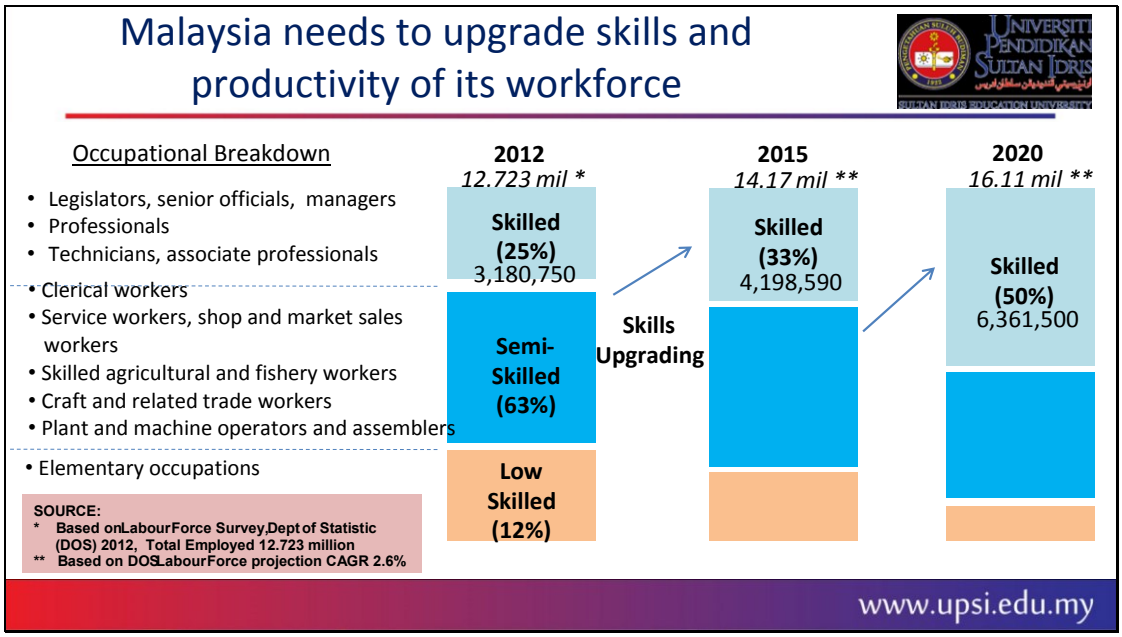

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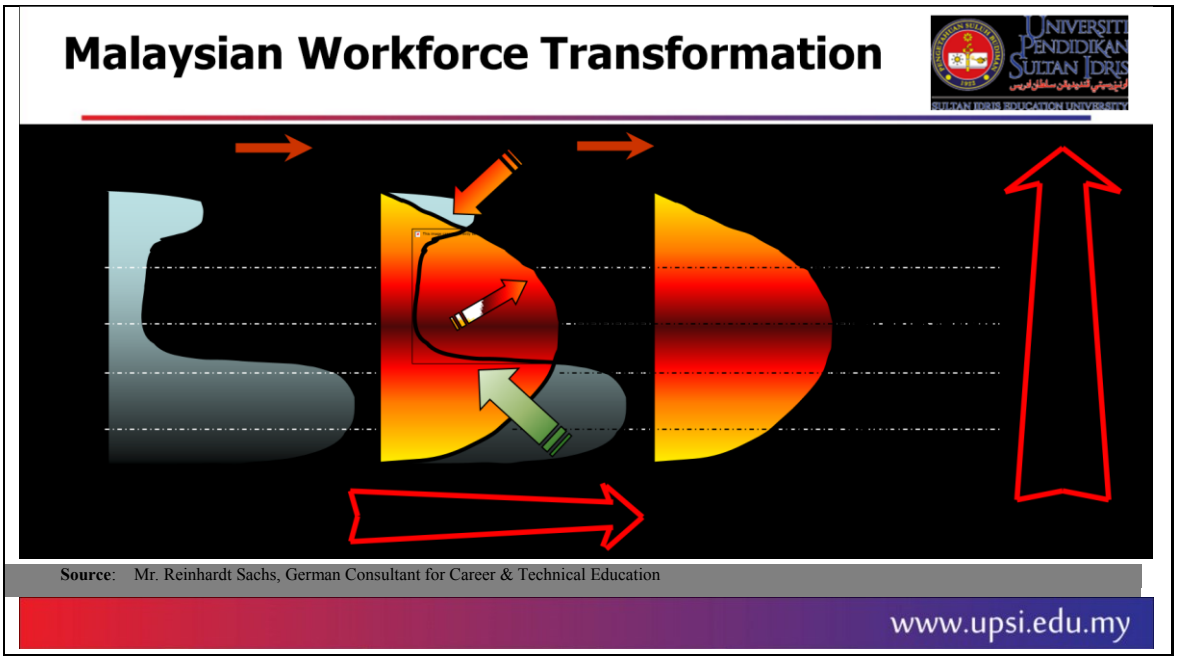

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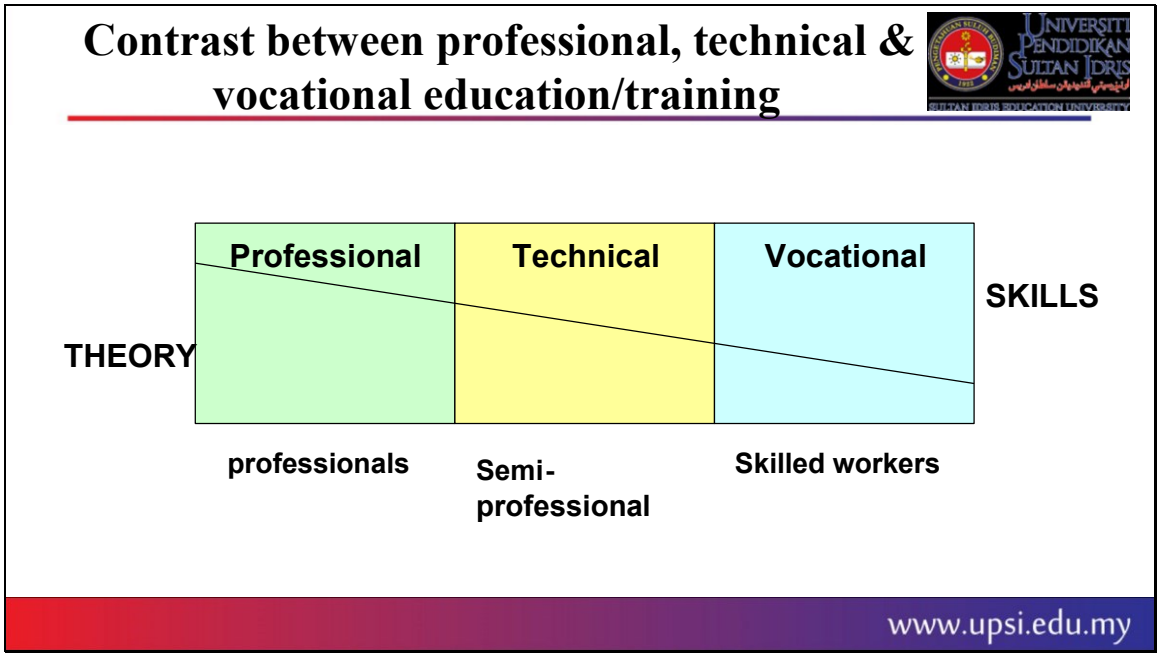

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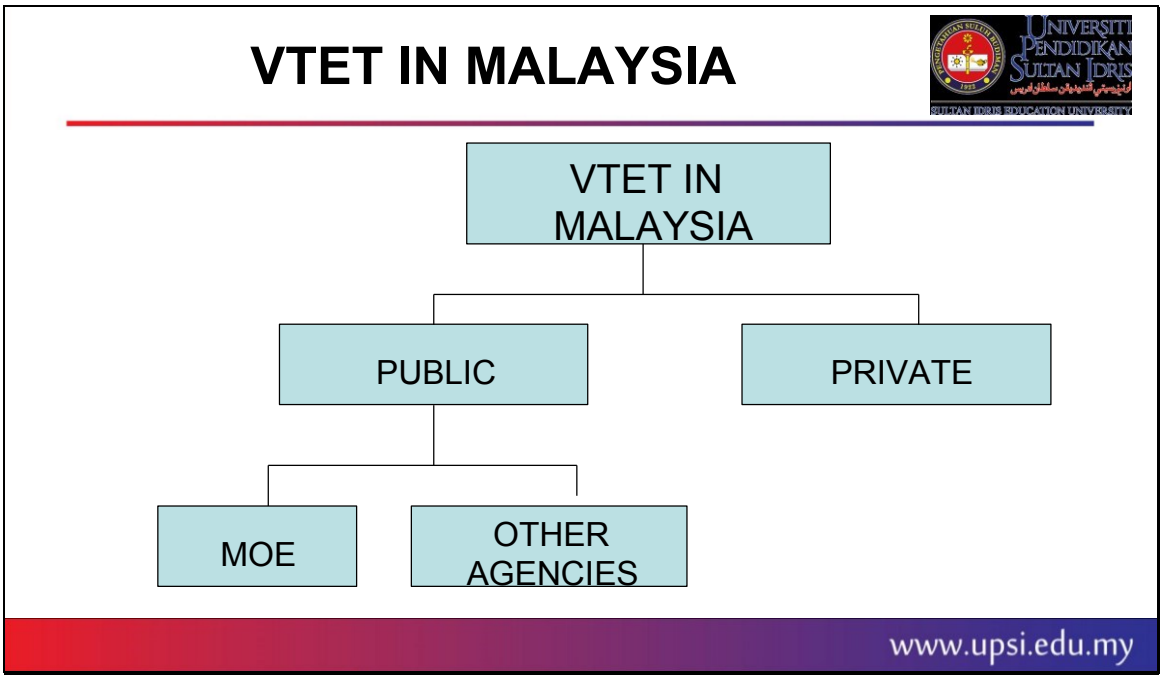

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MINISTRY / AGENCY

Ministry/Agency	Number of Centers	Number of Programs Accredited
Ministry of Human Resources	20	385
Ministry of Entrepreneurial Development	142	512
Ministry of Youth & Sports	14	191
Ministry of Education	67	492
Ministry of Agriculture	6	11
Ministry of Home Affairs	15	42
Ministry of Defense	12	131
Ministry of Rural Development	2	18
Ministry of Unity and Social Development	4	8
Ministry of Primary Industries	1	2
Office of the CM of Sarawak	1	16
Johore State Educational Foundation	11	119
State Authorities	20	202
Employers Training Institutions	24	107
Associations of Training Institutions	2	2
Private Training Institutions	1,488	4,726
Non-Destructive Test Training Institutions	3	2
Total	1,809	6,813

VTET

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Ministry of Higher Education

- Polytechnics,
- Community Colleges, and
- Public Universities (MTUN)
  - Unimap
  - UTeM
  - UMP
  - UTHM

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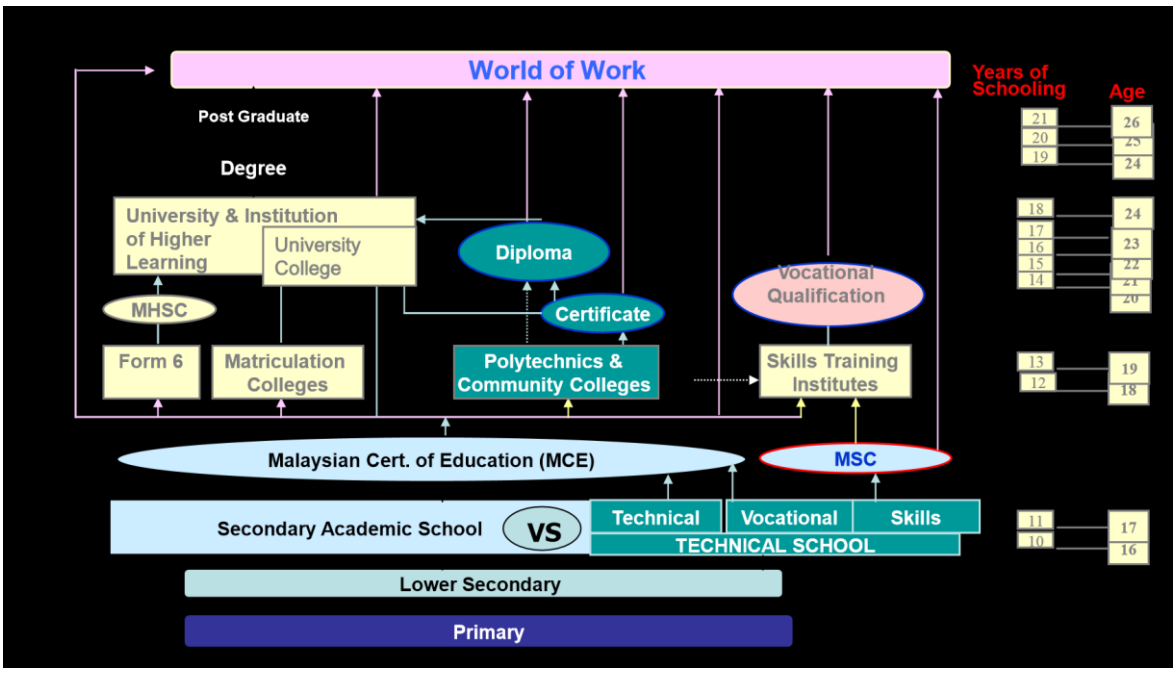

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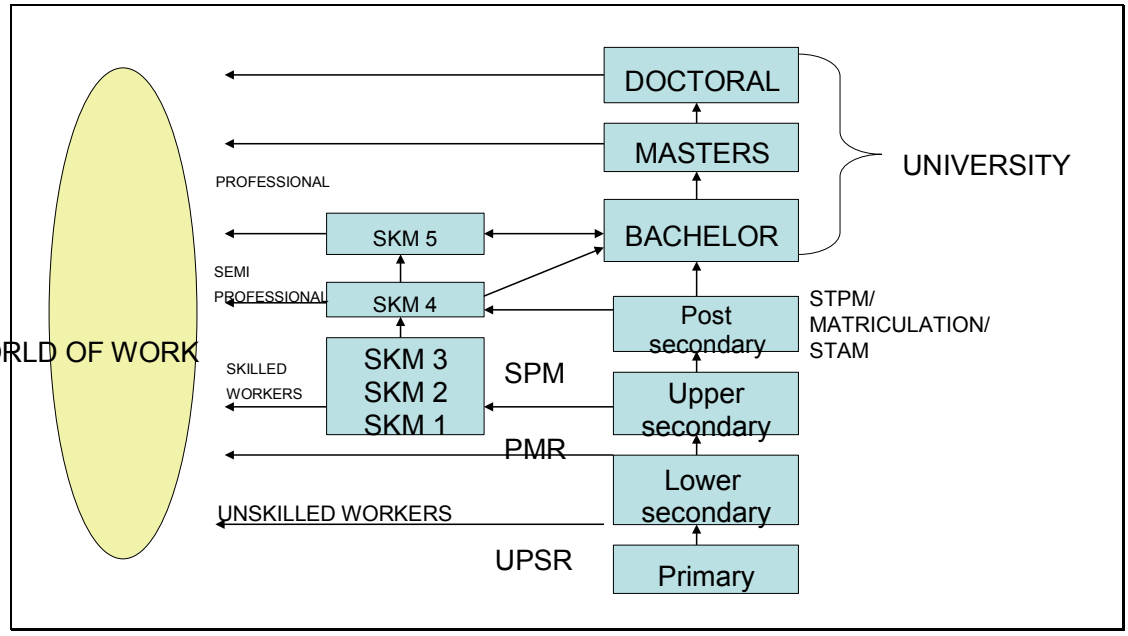

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Categories of Personnel In Relation To SKM Certification

MANAGEMENT LEVEL	ADVANCE DIPLOMA	MALAYSIAN SKILL ADVANCED DIPLOMA
SUPERVISORY LEVEL	DIPLOMA	MALAYSIAN SKILL DIPLOMA
OPERATION AND PRODUCTION		SKM LEVEL 3
		SKM LEVEL 2
		SKM LEVEL 1

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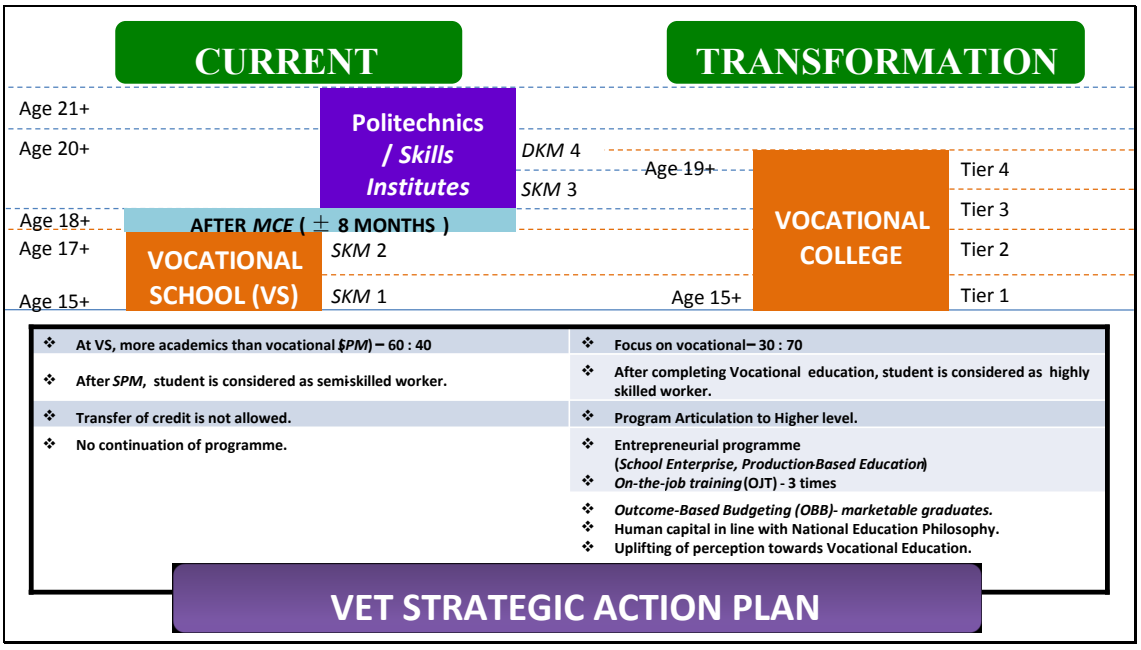

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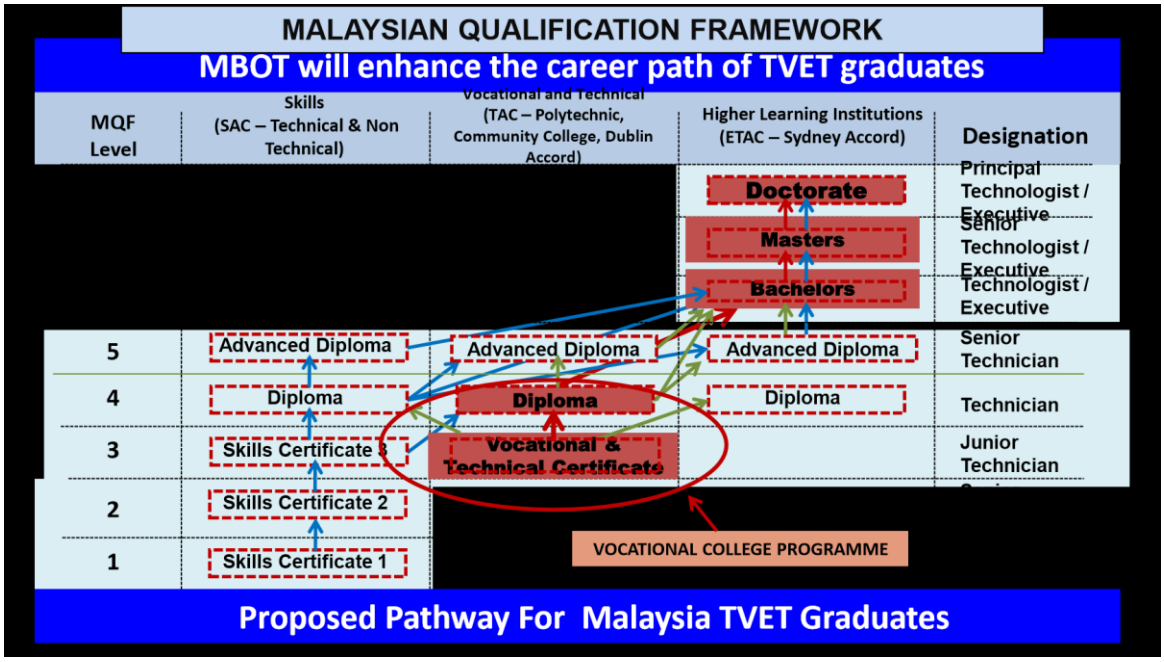

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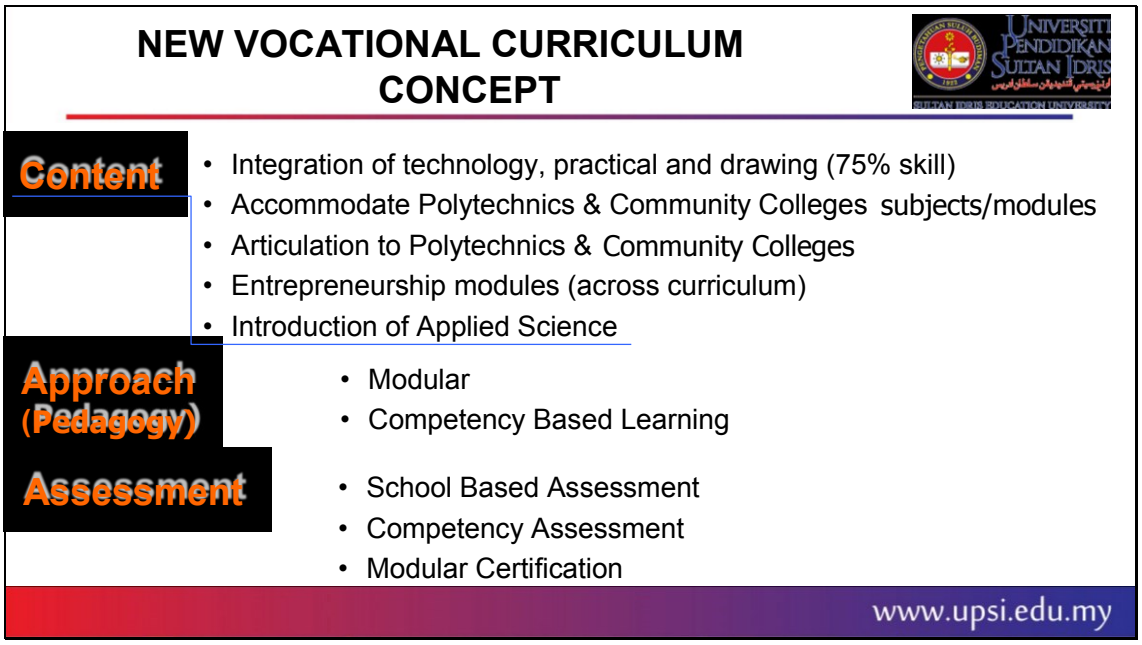

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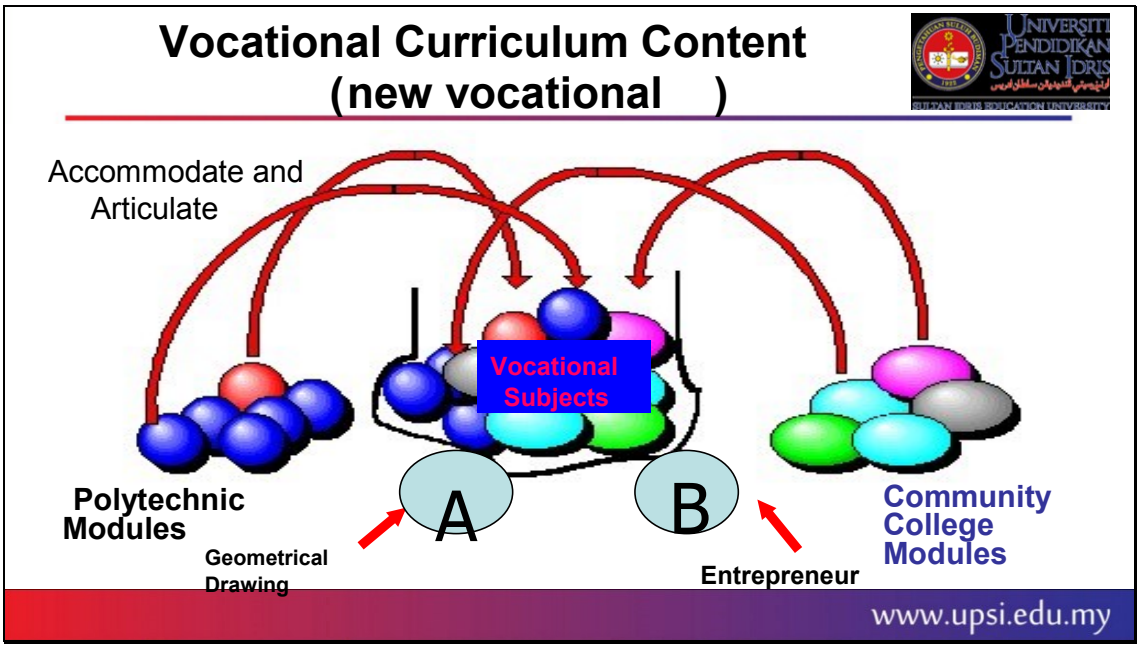

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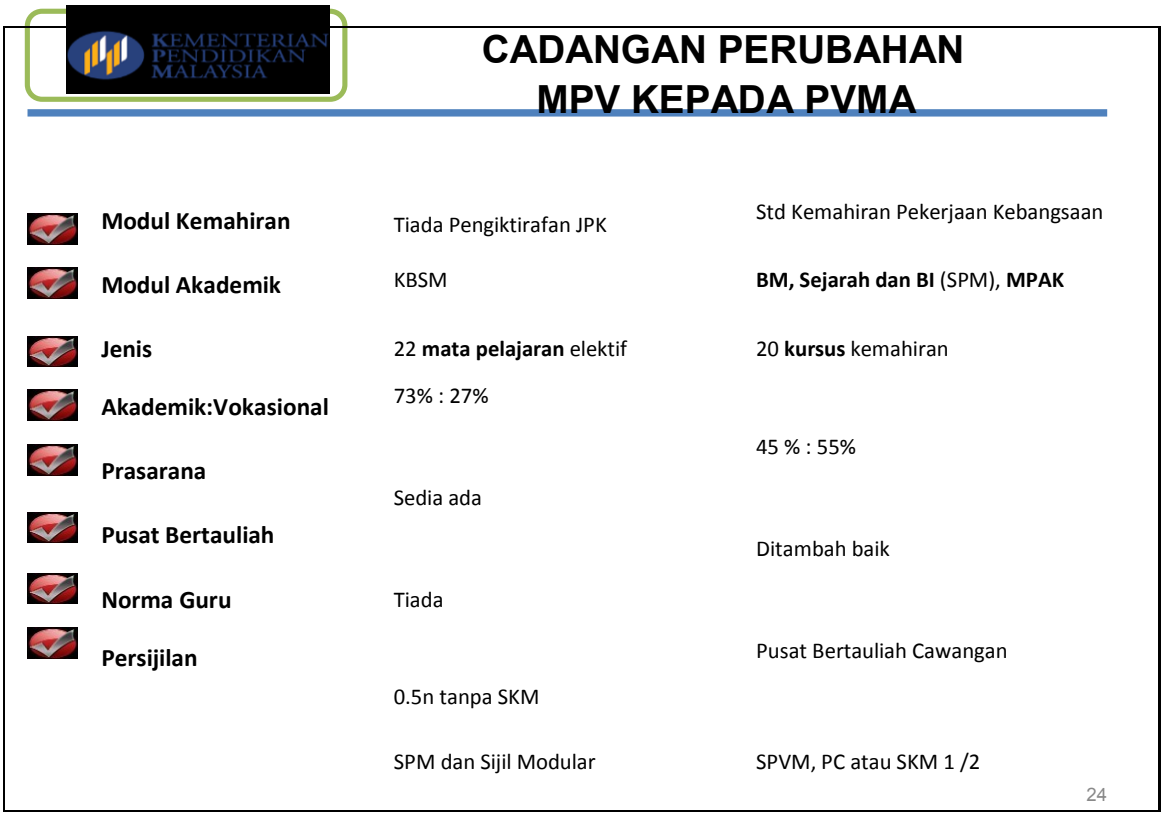

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Senarai 12 Kursus PVMA Yang Akan Dilaksanakan Dalam 2015
(NOSS format baru CoCU dan WIM telah dibangunkan sepenuhnya)

1	Membuat Perabot	**Pembuatan Perabot**
2	Pendawaian Domestik	**Pendawaian Elektrik**
3	Menservis Automobil	**Automotif**
4	Menservis Motosikal	**Motosikal**
5	Menservis Peralatan Penyejukan dan Penyamanan Udara	**Penyejukan dan Penyamanan Udara**
6	Membuat Pakaian	**Pakaian dan Jahitan**
7	Katering dan Penyajian	**Penyediaan Makanan**
8	Penjagaan Muka dan Dandanan Rambut	**Seni Kecantikan**
9	Akuakultur dan Haiwan Rekreasi	**Akuakultur**
10	Tanaman Makanan	**Tanaman**
11	Produksi Multimedia	**Animasi**
12	Hiasan Dalaman Asas	**Dekorasi Dalaman**

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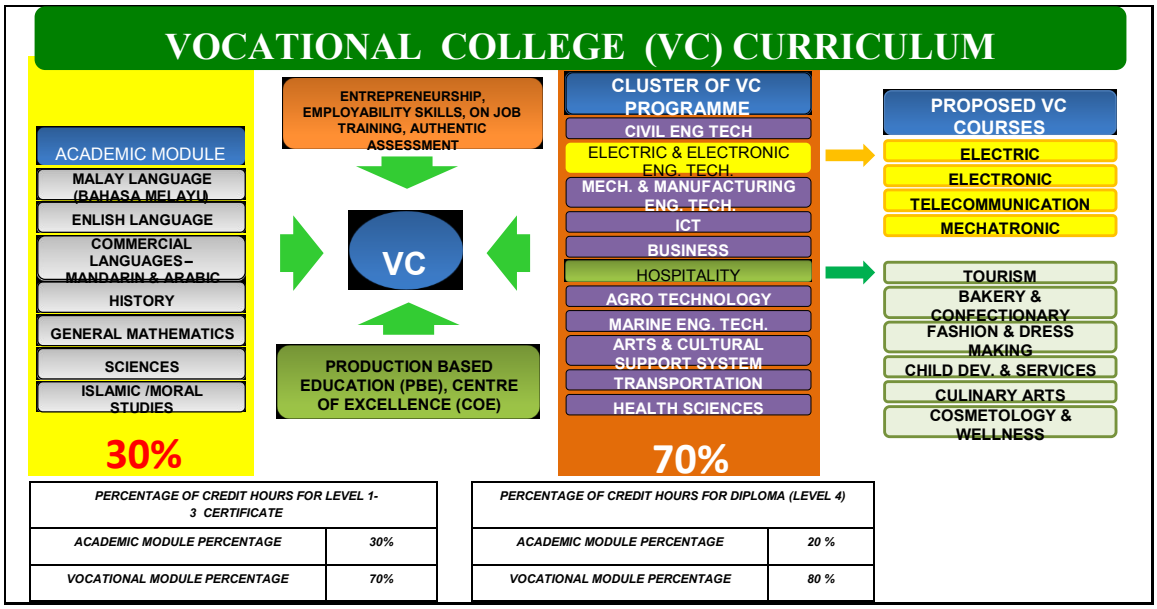

PERCENTAGE OF CREDIT HOURS FOR LEVEL 1-3 CERTIFICATE	
ACADEMIC MODULE PERCENTAGE	30%
VOCATIONAL MODULE PERCENTAGE	70%

PERCENTAGE OF CREDIT HOURS FOR DIPLOMA (LEVEL 4)	
ACADEMIC MODULE PERCENTAGE	20 %
VOCATIONAL MODULE PERCENTAGE	80 %

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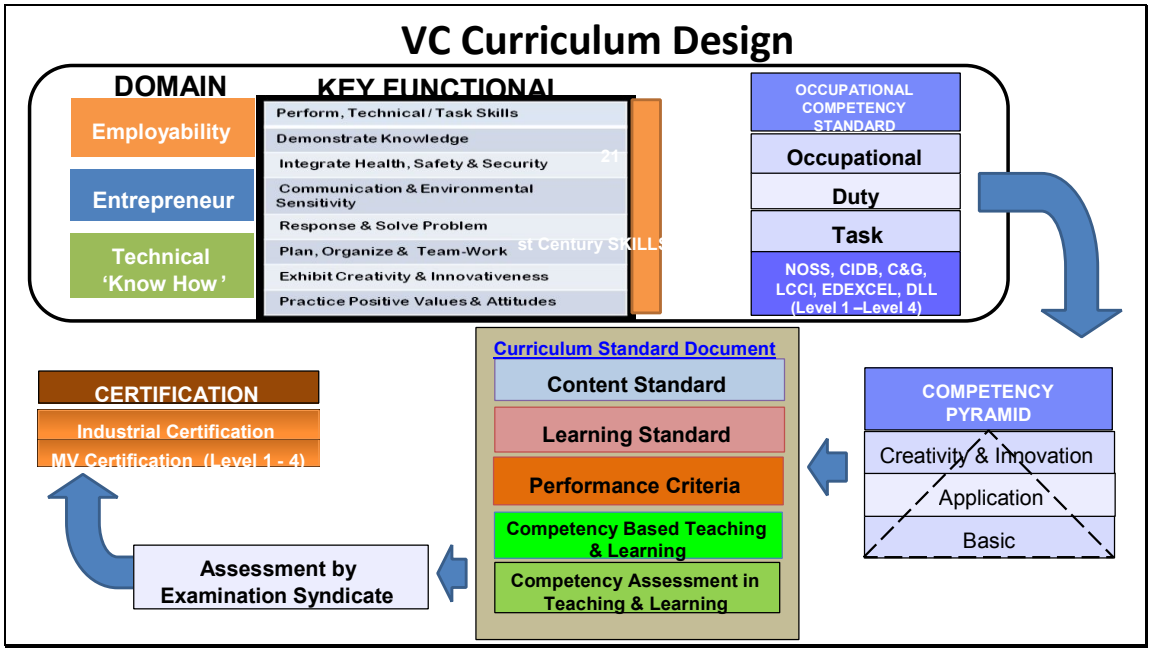

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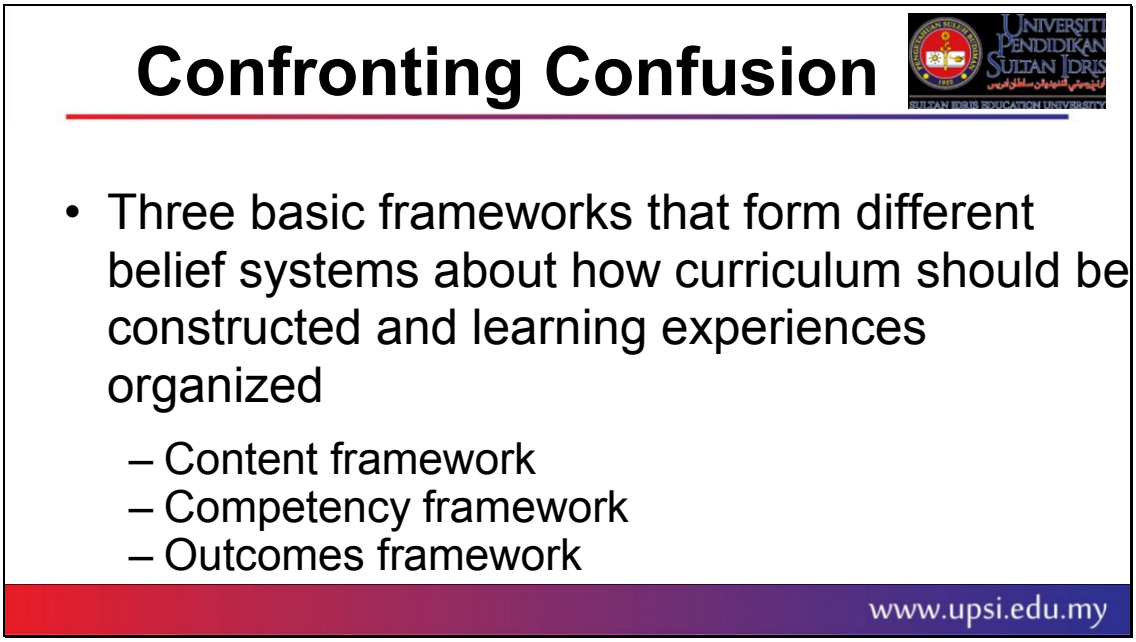

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Comparing The Curriculum Design Process Across Three Teaching Frameworks

Content Framework	*Competency Framework*	*Learning-Centered Outcomes Framework*
1. **Topics** What should be covered in this course?	1. **Competencies** What competencies should be demonstrated in this course?	1. **Outcome Statements** What do the students need to be able to DO in the "rest of life" situation(s) that we are responsible for in this course?
2. **Textbooks** What textbook should be used?	2. **Records** How should these competencies be recorded?	2. **Content** What themes, concepts and issues must students *understand* to do these things?
3. **Tests** What should be included on the tests? How many tests should there be?	3. **Minimal Performance** What is the minimal performance on each competency?	3. **Content** What *skills* must students master to do these things?
4. **Papers** What kinds of assignments should also be completed and contribute to the grade?	4. **Minimal Number of Performances** What is the minimal number of competencies that must be completed?	4. **Projects** What can students do in this course to demonstrate a level of proficiency in the outcome(s)?
	5. **Grade** How can the competencies be converted to a grade?	5. **Assessment Criteria** What are the qualitative criteria that will be applied to the demonstration?

Content Framework

Competency Framework

Learning Centered Outcomes Framework

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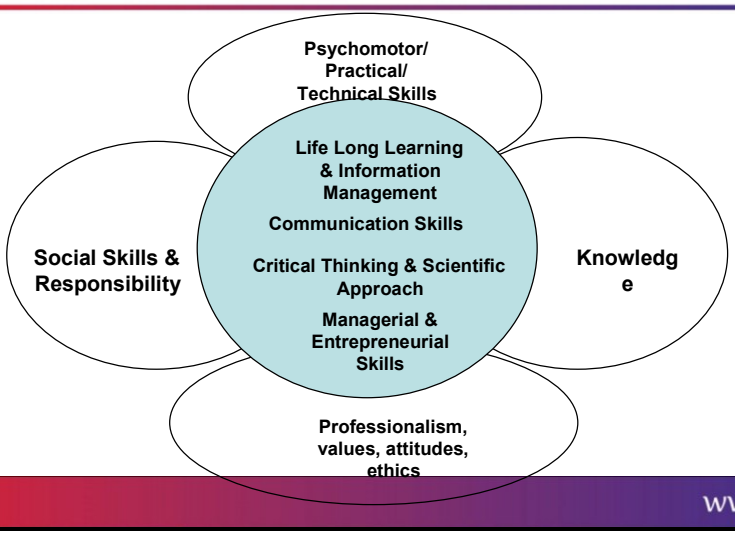
LEARNING OUTCOMES



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Effective communication, interpersonal skills, personality skills, strong leadership qualities, computer literacy, planning, manage, able to

organize a group (team work), self-motivated, logical and strong analytical skills, able to work independently, resourceful,

knowledgeable, fast learner, quick learner, adaptability, honesty,

integrity, commitment, output or result oriented, dynamic, enthusiasm, professionalism, problem solving skills, able to work under pressure

(tight schedule) with minimum supervision, discipline, good negotiation skills, able to supervise a group, good presentation (report writing)

skills, pro-active, having initiative, being creative, having accountability, showing maturity, showing responsibility, strategic thinking abilities,

initiative, aggressive, and energetic,

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Recent Developments of VTET

- New programme known as National Dual Training System is offered concurrently with the NOSS-training system
- MOE reviewed the technical and vocational education curriculum
- Now Technical Schools have been upgraded or rename as Vocational Colleges, offering Diploma in various skills

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Recent Developments of VTET

- National Vocational Training Council (NVTC) has made two major changes namely the adoption of a new 5-level National Skills Qualification Framework (NSQF)
- The change of the organisational structure of NVTC which is currently known as Department of Skills Development (DSD)
- DSD much more focus in monitoring the NSQF

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TEACHER EDUCATION AND TRAINING INSTITUTIONS FOR TVET

- Center for Instructors and Advanced Skills Training (CIAST)
- Universiti Teknologi Malaysia (UTM)
- Universiti Tun Hussein Onn Malaysia (UTHM)
- Universiti Putra Malaysia (UPM)
- Universiti Pendidikan Sultan Idris (UPSI) • Institut Pendidikan Guru (IPG) - Teknikal

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Major Issues and Challenges

- VTET programmes should better understand employers' response to workforce diversity
- VTET institutions should understand the types of teaching and learning environments that are conducive to the employment, retention, and promotion of diverse groups to ensure productivity and remain competitive

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Major Issues and Challenges

- VTET institutions must addressed the global marketplace
- VTET should be proactive to produce a more productive, creative and innovative workforce who are capable of competing globally.
- Improve industry involvement in the school activities
- VTET should develop new image to attract parents and student towards TVET

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Major Issues and Challenges

- Mismatch between training and employment – graduates not working in the fields they were trained
- VTET should aim to develop a holistic young people who will become future workers with 'towering personality' – possessing all the social and employability skills besides knowledge and skills in the specific area of occupation

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Future Plan

- The government works collaboratively with the private sector to maintain and expand vocational education and training in Malaysia
- VTET provides more generalisable skills in order to prepare the labour force for the rapidly changing world of work

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Future Plan

- Introducing a flexible VTET programmes which take into consideration the development in ICT and equipment in the workplace
- Ensuring VTET to be productive and demand-driven in order to meet the changing needs of the industry and the society

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Future Plan

- Providing entrepreneurial skills and other social skills to all vocational students
- Emphasising the development of proper attitudes and values (affective domain) in order to produce virtuous individuals who are responsible and able to contribute towards the prosperity and development of the country

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