



“TVET Collaboration Hub”

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DPCCE AT A GLANCE



36

104

TOTAL

STAFF

9,861

3,989

14,216

ENROLMENT
(as of Sept 2020)

86,466

16,324

102,790

PROGRAMME OFFERED

90

67

157

GE

(Interim Data 2020)

91.4%

94.3%

LIFELONG LEARNING (LLL)

24,442
(Involvement)
534
(Programme)

112,168
(Involvement)
6,696
(Programme)

136,590
(Involvement)
7,230
(Programme)

ACCREDITED PROGRAMME

ETAC
133

MQA
452

Data until 9 Dec 2020

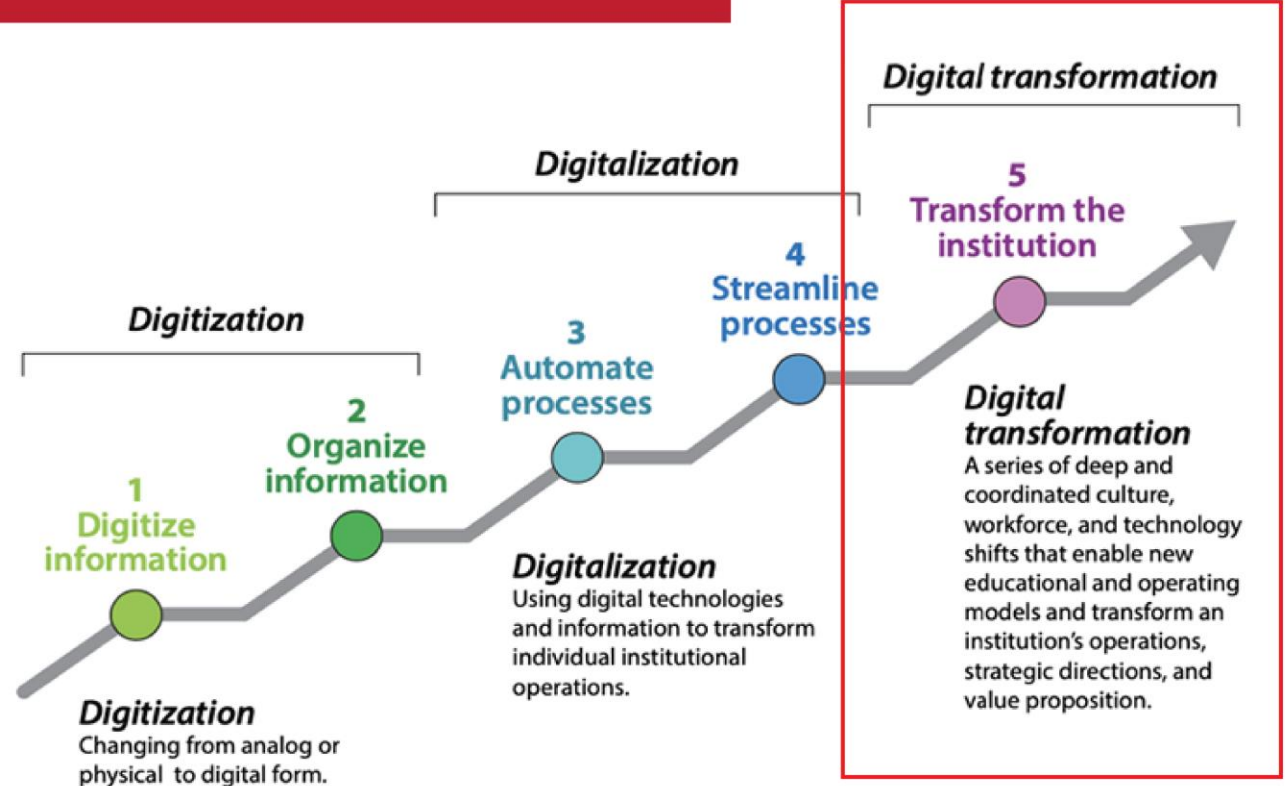
Data until 30 Nov 2020

DIGITALIZATION - A VALUABLE PROPOSITION



01

"Data is the new Oil"
Clive Humby, 2006



02



Manufacturing

- Provides sustainable competitive advantages
- Supports volatile business and product cycles
- Enables smart factories and automation

Healthcare

- Supports growing consumer interest in wellbeing
- Counters increasing costs of healthcare
- Enables safer patient data storage

Financial Services

- Supports disruption from fintech terms
- Enables online/mobile transactions and customized financial solutions

Public Safety

- Supports growing video surveillance and wearable cameras
- Defence against cyber attacks

Energy & Utilities

- Supports electrification and renewable energy generation
- Enables de-centralized business models

Impact of 4IR on new Technologies

PROGRAMMES MAPPING TO MIDA PRIORITY AREAS

Life Sciences and Medical Technology

Bachelor of Electronic Engineering Technology (Medical Electronics) with Honours

Machinery & Metal

Diploma in Mechanical Engineering (Automotive)

Bachelor of Manufacturing Engineering Technology (Automotive Design) with Honours

Creative Industries

Diploma in Creative Animation

Diploma in Digital Arts

Life Sciences and Bio-Industry

Diploma in Biotechnology

Business Services (Distributive Trade/- Professional Services/Wealth Management/ Logistics)

Diploma in Retail Management

Diploma in Accountancy

Diploma in Islamic Banking and Finance

Diploma in Logistics and Supply Chain Management

Diploma in Insurance

Green Technology

Diploma in Electrical Engineering (Green Energy)

Diploma in Photovoltaic Technology

Oil & Gas

Diploma in Process Engineering (Petrochemical)

Diploma in Chemical Engineering

Design Industries

Diploma in Industrial Technology

Diploma in Graphic Design

Drone Technology and Robotic Cultivation

Diploma in Agrotechnology

Education Services - ICT

Diploma In Information Technology (Digital Technology)

- Track: Software and Application Development
- Track: Networking Systems
- Track: Information Security
- Track: Games Technology

Machinery and Equipment

Diploma in Electronic Engineering (Control)

Diploma in Electronic Technology (Instrumentation)

Building and Technology

Diploma in Architectural Technology

Bachelor of Civil Engineering Technology

Hospitality (Hotel and Tourism)

Diploma in Tourism Management
Diploma in Hotel Management
Certificate in Hotel Operations

Aquaculture, Breeding and Harvest Technology

Diploma in Aquaculture
Certificate in Aquaculture

14
AREAS

31
PROGRAMMES
AND MORE

34
INDUSTRY-DRIVEN
COURSES





National TVET Council

18 December 2020

The Cabinet acknowledged the establishment of MTVET through the Cabinet Memorandum

11 February 2021

MTVET Meeting No.1/2021

Propose key strategies and initiatives for National TVET Empowerment Agenda



What is MTVET?

The highest decision-making body related to the direction of TVET

Responsible in improving the coordination of TVET ecosystem through public and private stakeholders' involvements

A platform for the government to empower TVET in developing highly skilled human resource to meet the needs of the industry

Why do we need MTVET?

MTVET ASPIRATIONS

Efforts to mainstream TVET empowerment agenda are implemented in a more coordinated manner from the following perspectives:

NATION

Achieve the vision of becoming a developed country in tandem with Industry4wrd policy and WKB 2030 aspirations

INDUSTRY

Develop competent TVET human resource in consistent with industry's needs

TVET GRADUATE

Support employability and job creation agenda among graduates

INSTITUTION AND TVET PROVIDERS

Receive supporting resources to produce TVET graduates who meet the demands of the industry

NATIONAL TVET PROVIDER LANDSCAPE

11 MINISTRIES

640 PUBLIC TVET INSTITUTIONS

22 STATE GOVERNMENT TVET INSTITUTIONS

633 PRIVATE TVET INSTITUTIONS

MINISTRY OF EDUCATION

Kolej Vokasional (87)

87

MINISTRY OF HIGHER EDUCATION

MTUN (4)
Politeknik (36)
Kolej Komuniti (104)

144

MINISTRY OF WORKS

Akademik Binaan Malaysia (11)

11

MINISTRY OF RURAL DEVELOPMENT

KEMAS (2)
Kolej KEDA (1)
PERDA – TECH (1)

MARA:
MJII (1)
IKM (14)
KKTM (10)
Giat MARA (231)
UNIKL (13)
GMI (1)

274

MINISTRY OF HUMAN RESOURCES

ILP (23)
ADTEC (8)
JMTI (1)
CIAST (1)

33

MINISTRY OF YOUTH AND SPORTS

IKTBN (8)
IKBN (13)
AKBG (1)

22

MINISTRY OF AGRICULTURE AND FOOD INDUSTRIES

Institut Latihan Pertanian (15)

15

MINISTRY OF WOMEN, FAMILY AND COMMUNITY DEVELOPMENT

PLPP (1)
Bengkel Daya (2)

3

MINISTRY OF DEFENCE

PERHEBAT (1)

1

MINISTRY OF HOME AFFAIRS

Cure and Care Vocational Center (1)
Pusat Vokasional Industri (41)
Pusat Latihan Kemahiran Kem (6)

48

MINISTRY OF TOURISM, ARTS AND CULTURE

ASWARA (1)
Institut Kraf Negara (1)

2

22 STATE GOVERNMENT TVET INSTITUTIONS

PRIVATE SKILLS TRAINING INSTITUTIONS

PRIVATE HIGHER EDUCATION INSTITUTIONS

633

1295 TVET INSTITUTIONS

(as of 11 February 2021)

Three (3) TVET Strategic Thrusts

Integrated and coordinated governance

Industry-Driven TVET

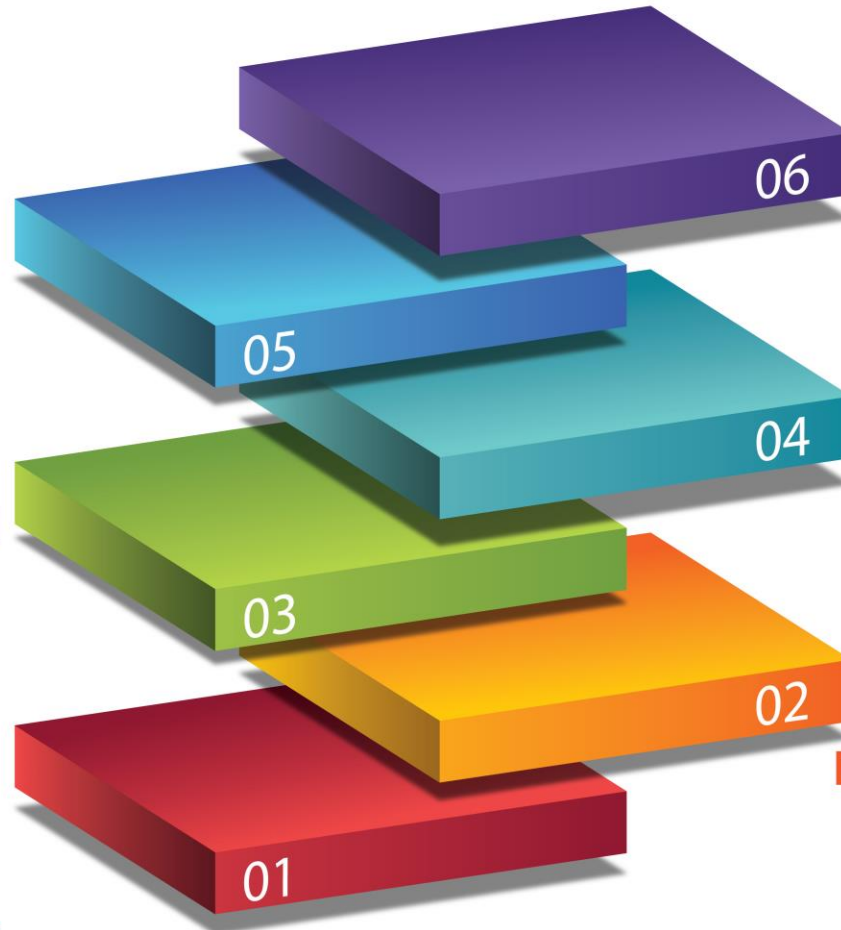
TVET shaping the future

**Six (6)
key
initiatives**

Establishing TVET programme policies

Creating the National TVET Branding Plan

Formulating sustainable financing models



Developing one stop TVET data centre

Establishing the TVET Collaboration Hub

Developing policies to encourage industry participation

TVET COLLABORATION HUB

Key Principles

Industry Driven –
Responsive to the
Economy

Preparation for
a highly
skilled workforce

Collaboration across
Ministries and Agencies
(Public, Private and
State-Run TVET
Institutions)

Leverage on Digital
Technologies and
Social Media

Supportive
Governance
Policies and
Procedures

Empowering
Lifelong
Learning

TVET Hub-and-Spoke Model

MTVET to develop a framework on how to select Hubs and Spokes. The general characteristics of Hubs and Spokes are as follows:

Hubs: High-performing TVET Institutions which can be considered Centre of Excellence (CoE) due to their size and past performance records as well as have programme(s) which are relevant to local Industry requirements.

Spokes: Smaller TVET Institutions that focus primarily on delivering similar TVET programmes as Hubs within the same region. These TVET Institutions may also be relatively further away from key Industry players or other TVET institutions, thus limiting their ability to drive collaboration.

POTENTIAL COLLABORATION



Local industry players
supplying machinery or
equipment

TVET students working on specialised
equipment at industry's facilities
(i.e. at the company's premises) during
off-peak hours

Industry practitioners teaching
TVET students on selected
modules/subjects as a
visiting instructor

Industry players giving
feedback and input on
programme curriculum structure/
content/skills standards

Offer of apprenticeship
placement to TVET students

Offer TVET instructors
placements for industry
attachment

Industry players giving
active feedback to
TVET Institutions at every
touchpoint event

POTENTIAL TVET HUBS



Politeknik Sultan Salahuddin Abd Aziz Shah
on Medical Electronics



ADTEC Shah Alam on Automotive Manufacturing



Centre of Skill Excellence
CoSE) on Manufacturing / Mechatronic



Giat Mara Simpang Ampat on Automotive



Politeknik Mersing on Cyber Security



APPROVED
CENTRE

Kolej Komuniti Kepala Batas
on Electric Vehicle Maintenance



Kolej Komuniti Bandar Penawar
on Oil and Gas at Pengerang, Johor

Regional and investment authorities (e.g. IRDA, NCIA, MIDA) will be invited to work with us to ascertain the human capital requirements for the region and provide inputs on sector development and growth



Thank You

Sekretariat MTVET
Bahagian Kolaborasi TVET
Jabatan Pendidikan
Politeknik dan Kolej Komuniti
Kementerian Pengajian Tinggi