**IP COMMUNITY**
**ANNUAL MEETING & SEMINAR 2018**

**JAPAN INSTITUTE FOR PROMOTING INVENTION & INNOVATION (JIPII)**

# Human Resource Development for IP Expert in Malaysia

**Speaker : Mr. Mohd Ismi Aswaly Bin Hanimi**
**5th March 2018 (Monday)**
**MyIPO Headquarters**
**Kuala Lumpur, Malaysia**

SOARING UPWARDS
MALAYSIAN HIGHER EDUCATION

NEGARAKU

# ENDORSEMENT

**This work has been presented with extensive discussions in the IP Community KL Meeting 2018. I hereby acknowledge and support on the initiatives stated for a mutual benefit between the Polytechnic and MyIPO, consequently help to improve the Global Innovation Index for the years to come.**

**Dato' Shamsiah Binti Kamaruddin**
**Director General**
**Malaysia Intellectual Property Corporation (MyIPO)**

**Date:** 6 **March 2018**

# Presentation Outline

1. Overview of MoHE, Polytechnic & Community College
2. Malaysia Education Blueprint 2015-2025 (Higher Education): The 10 Shifts
3. Research, Innovation & Commercialization Unit (UPIK)
4. Previous Initiatives:
   Fundamental Course on Intellectual Property in Malaysia & Politeknik Kota Kinabalu 2017
5. Publication: ENISHI Magazine No.17, Japan Patent Office
6. Challenges & Issues
7. Conclusion & Resolution
8. References

# Overview

MINISTRY OF HIGHER EDUCATION MALAYSIA

- **Ministry of Higher Education (MoHE) – established on 28th July 2015 (Tuesday) in accordance to the provisions of the Act relating to higher education.**

- **MoHE's integral role is to create a higher education ecosystem including public universities, private higher educational institutions, polytechnics and community colleges. These institutions are the main components in the national education ecosystem and training to generate first-level thinkers, scholars, masters, skilled and semi-skilled human capital in respective roles.**

- **MoHE has three (3) departments that manages the institutions of higher learning:**

  - **Department of Higher Education – 20 institutions**
  - **Department of Polytechnic Education – 35 institutions**
  - **Department of Community College Education – 92 institutions**

SOARING UPWARDS
MALAYSIAN HIGHER EDUCATION

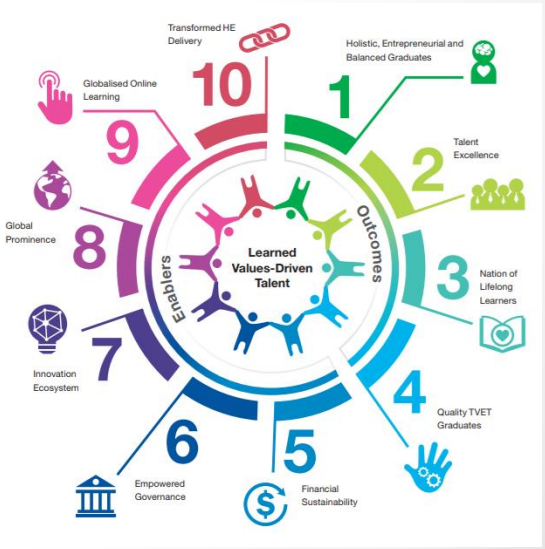
- **Supported agencies:**
  - **Malaysian Qualifications Agency (MQA) – supervising and coordinating quality assurance as well as accreditation of national higher education.**
  - **National Higher Education Fund Corporation (PTPTN) – coordinating for student's financing of higher education.**

* the tagline is used to portray Malaysia's higher education landscape that is **progressively improving**, while at the same time, acknowledges **continuous efforts that are needed** to propel the nation's higher education to the next level.

# Malaysia Education Blueprint 2015-2025 (Higher Education)

**The 10 Shifts:**

1. Holistic, Entrepreneurial and Balanced Graduates.
2. Talent Excellence.
3. Nation of Lifelong Learners.
4. Quality TVET Graduates.
5. Financial Sustainability.
6. Empowered Governance.
7. Innovation Ecosystem.
8. Global Prominence.
9. Globalized Online Learning.
10. Transformed Higher Education Delivery.

# 7th: Innovation Ecosystem

Malaysia aspires to make innovation a prime driver of national economic growth.

While research output is improving – Malaysia is ranked 23rd for number of publications in 2013, up 11 places from 34th in 2009. [4]

Additionally, Malaysia is also ranked 43rd out of 110 countries on number of patents [4], however, engagement levels with industry and community are still not as intensive or widespread as desired.

Malaysia needs to move from academia operating in insolation towards a strategic partnership including academia, industry, government and local communities.

As a result, this partnership would incubate new technopreneurs through development and commercialization of ideas holistically and efficiently.

## Global Innovation Index 2017 - Global Ranking

1. Switzerland →
2. Sweden →
3. Netherlands +6
4. United States of America →
5. United Kingdom -2
6. Denmark +2
7. Singapore -1
8. Finland -3
9. Germany +1
10. Ireland -3
11. Republic of Korea →
12. Luxembourg →
13. Iceland →
14. Japan +2
15. France +3
16. Hong Kong -2
17. Israel +4
18. Canada -3
19. Norway +3
20. Austria →
21. New Zealand -4
22. China +3
23. Australia -4
24. Czech Republic New!
25. Estonia -1

Source:
PATENT ATTORNEYS & ATTORNEYS AT LAW
DR. MEYER-DULHEUER & PARTNERS LLP


# What about Malaysia ?

**in 2016, we ranked 35th out of 128 countries**

| | | | 2009-2010 | 2014-2015 |
|---|---|---|---|---|
| Global Innovation Index (GII) | Overall | | 28/132 | 33/143 |
| | Strength | • Market sophistication | 5 | 17 |
| | | • Business sophistication | 26 | 29 |
| | Weakness | • Institution | 42 | 50 |
| | | • Knowledge and technology outputs | 23 | 39 |
| | | • Creative outputs | 52 | 39 |

Source: World Intellectual Property Organisation and World Bank

### Global Innovation Index 2017, Asia 128 countries

| | |
|---|---|
| 1 | Singapore (7th worldwide) |
| 2 | Korea (11th worldwide) |
| 3 | Japan (14th) |
| 4 | Hong Kong (China) (16th) |
| 5 | New Zealand (21st) |
| 6 | China (22nd) |
| 7 | Australia (23rd) |
| 8 | Malaysia (37th) |
| 9 | Vietnam (gains 12 positions this year, ranking 47th worldwide) |
| 10 | Thailand (51st) |

Source: Business Insider Portal

# Research, Innovation & Commercialization Unit (UPIK)

**All polytechnics around Malaysia have founded UPIK to sync KPI-related activities at the Department of Polytechnic Education (DoPE), such as:**

- organizing research conferences at national/international level.
- conducting analysis on various programmes offered.
- conducting study on graduate employability.
- promoting innovation via competition.
- establishing innovative and creative group (KIK) among staff.
- searching business potentials for commercialization.
- raising awareness on intellectual property.
- filing of intellectual property.

# Previous Initiatives

MINISTRY OF HIGHER EDUCATION MALAYSIA

SOARING UPWARDS
MALAYSIAN HIGHER EDUCATION

KOLEJ KOMUNITI HULU LANGAT

**FUNDAMENTAL COURSE**
**ON INTELLECTUAL PROPERTY**
**(PATENT, TRADEMARK, COPYRIGHT, INDUSTRIAL DESIGN)**
**COMMUNITY COLLEGES OF THE SELANGOR STATE, MALAYSIA**
**26 – 28 APRIL 2017**

**PROGRAM TENTATIVE**
**FUNDAMENTAL COURSE ON INTELLECTUAL PROPERTY**
**(PATENT, TRADEMARK, INDUSTRIAL DESIGN, COPYRIGHT)**

**Day 1 (26 April 2017)**

| Time | Agenda |
|---|---|
| 7.30 AM – 8.00 AM | • Registration & Breakfast |
| 8.00 AM – 1.00 PM | • Introduction to Intellectual Property |
| 1.00 PM – 2.00 PM | • Lunch |
| 2.00 PM – 5.00 PM | • Introduction to Patent & Utility Innovation<br>• International Patent Classification (IPC)<br>• Online Patent Searching<br>• Project Evaluation & Innovation Ideas<br>• Group Work 1 |

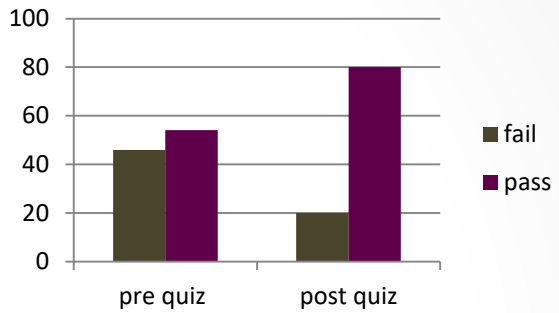
**Day 2 (27 April 2017)**

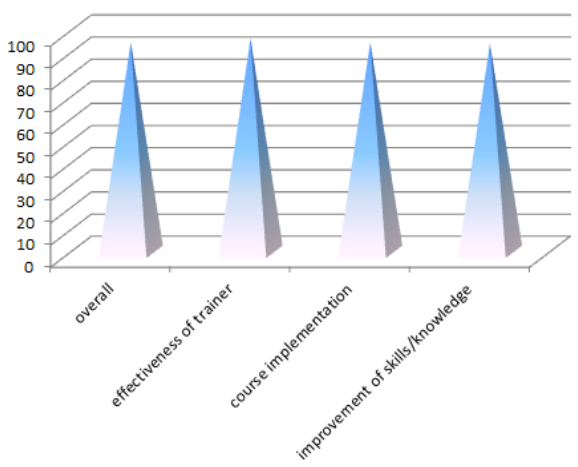
| Time | Agenda |
|---|---|
| 7.30 AM – 8.00 AM | • Breakfast |
| 8.00 AM – 1.00 PM | • Patent Drafting Exercise & Sample Draft<br>• Group Work 2 |
| 1.00 PM – 2.00 PM | • Lunch |
| 2.00 PM – 5.00 PM | • Group Presentation |

**Day 3 (28 April 2017)**

| Time | Agenda |
|---|---|
| 7.30 AM – 8.00 AM | • Breakfast |
| 8.00 AM – 1.00 PM | • Introduction to Intellectual Property (Trademark, Industrial Design & Copyright) |
| 1.00 PM – 2.00 PM | • Lunch |
| 2.00 PM – 5.00 PM | • Specific Protection Scope (Trademark, Industrial Design & Copyright)<br>• Legal Approach & Implication<br>• Case Study<br>• Application Procedure (Trademark, Industrial Design & Copyright)<br>• Closing & Certificate Ceremony |

| | | |
|---|---|---|
| Classification of Gender | Female | 38 persons |
| | Male | 4 persons |
| Classification on Rank | Executive Level | 29 persons |
| | Support Level | 13 persons |



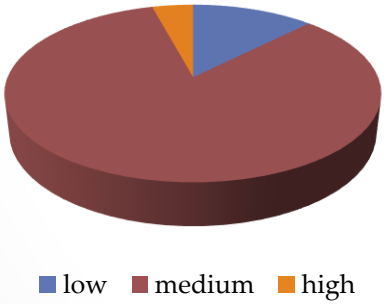







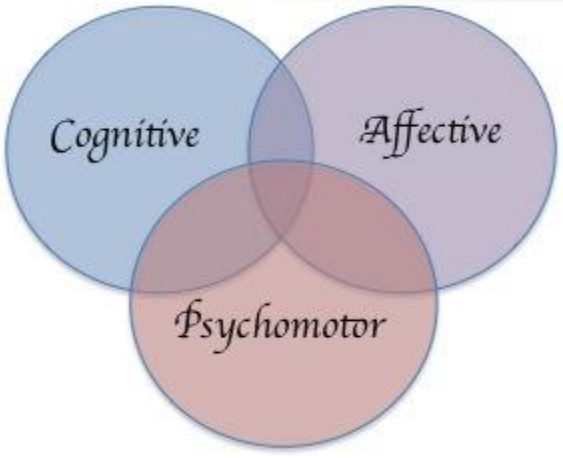
**In comparison to pre-quiz & post-quiz, the latter was a bit trickier than the other. It involved questions up to the fourth-level cognitive learning domain [5], including knowledge, comprehension, application and analysis on the case studies found in the questions related to IP types.**

**Therefore, this course has been proven to have an impact in terms of increased knowledge and understanding of intellectual property among participants.**




**Innovator Personality Test***

***an important instrument for assessing participants' true identity in regards to being an innovator.**




**Cognitive Domain**

C1 Knowledge
C2 Comprehension
C3 Application
C4 Analysis
C5 Synthesis
C6 Evaluation

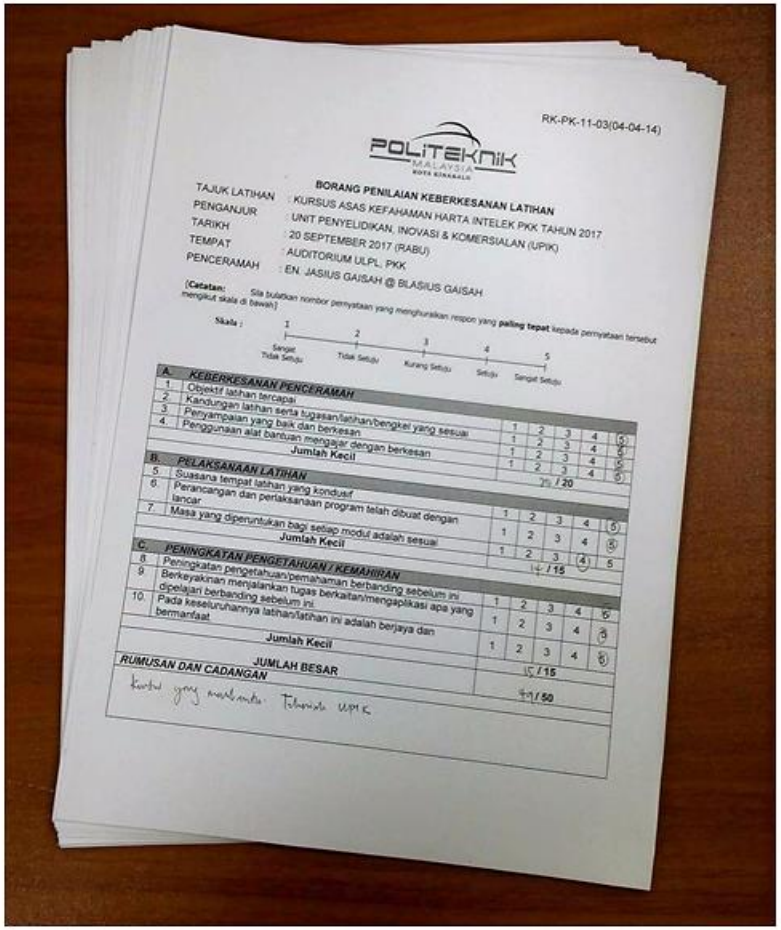
depth of knowledge

# Fundamental Course on Intellectual Property
# Politeknik Kota Kinabalu 2017




**Date** : 20th September 2017 (Wednesday)
**Time** : 8:00 AM until 1:00 PM
**Venue** : ULPL Auditorium, Politeknik Kota Kinabalu
**Trainer** : 1) Mr. Jasius Gaisah @ Blasius Gaisah
2) Mdm. Asmah Binti Khalid
(Officers at MyIPO Sabah State Branch)


# Course Evaluation Analysis by 65 Participating Lecturers & Students



RK-PK-11-03(04-04-14)

POLITEKNIK MALAYSIA
KUALA KANGSAR

**BORANG PENILAIAN KEBERKESANAN LATIHAN**

TAJUK LATIHAN : KURSUS ASAS KEFAHAMAN HARTA INTELEK PKK TAHUN 2017
PENGANJUR : UNIT PENYELIDIKAN, INOVASI & KOMERSIALAN (UPIK)
TARIKH : 20 SEPTEMBER 2017 (RABU)
TEMPAT : AUDITORIUM ULPL PKK
PENCERAMAH : EN. JASIUS GAISAH @ BLASIUS GAISAH

(Catatan: Sila bulatkan nombor pernyataan yang menghuraikan respon yang **paling tepat** kepada pernyataan tersebut mengikut skala di bawah)

Skala : 1 Sangat Tidak Setuju, 2 Tidak Setuju, 3 Kurang Setuju, 4 Setuju, 5 Sangat Setuju

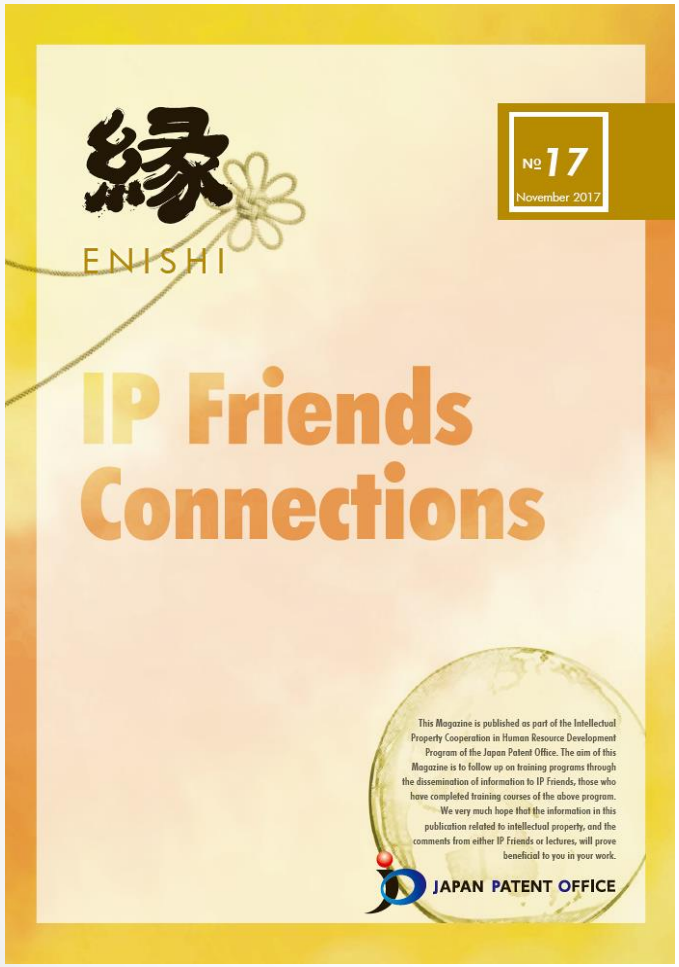
| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **A.** | **KEBERKESANAN PENCERAMAH** | | | | | | |
| 1. | Objektif latihan tercapai | 1 | 2 | 3 | 4 | (5) | |
| 2. | Kandungan latihan serta tugasan/latihan/bengkel yang sesuai | 1 | 2 | 3 | 4 | (5) | |
| 3. | Penyampaian yang baik dan berkesan | 1 | 2 | 3 | 4 | (5) | |
| 4. | Penggunaan alat bantuan mengajar dengan berkesan | 1 | 2 | 3 | 4 | (5) | |
| | **Jumlah Kecil** | | | | | 20 / 20 | |
| **B.** | **PELAKSANAAN LATIHAN** | | | | | | |
| 5. | Suasana tempat latihan yang kondusif | 1 | 2 | 3 | 4 | (5) | |
| 6. | Perancangan dan pelaksanaan program telah dibuat dengan lancar | 1 | 2 | 3 | 4 | (5) | |
| 7. | Masa yang diperuntukan bagi setiap modul adalah sesuai | 1 | 2 | 3 | 4 | (5) | |
| | **Jumlah Kecil** | | | | | 15 / 15 | |
| **C.** | **PENINGKATAN PENGETAHUAN / KEMAHIRAN** | | | | | | |
| 8. | Peningkatan pengetahuan/pemahaman berbanding sebelum ini | 1 | 2 | 3 | 4 | (5) | |
| 9. | Berkeyakinan menjalankan tugas berkaitan/mengaplikasi apa yang dipelajari berbanding sebelum ini | 1 | 2 | 3 | 4 | (5) | |
| 10. | Pada keseluruhannya latihan/latihan ini adalah berjaya dan bermanfaat | 1 | 2 | 3 | 4 | (5) | |
| | **Jumlah Kecil** | | | | | 15 / 15 | |
| | **JUMLAH BESAR** | | | | | 50 / 50 | |

**RUMUSAN DAN CADANGAN**

kursus yang mantap. Teruskan UPIK

**Score for Section A : Effectiveness of Trainer = 88.9%**
**Score for Section B : Course Implementation = 91.3%**
**Score for Section C : Improvement of Skills/Knowledge = 90.4%**
**Overall Score = 90.2% (A+ Grade)**

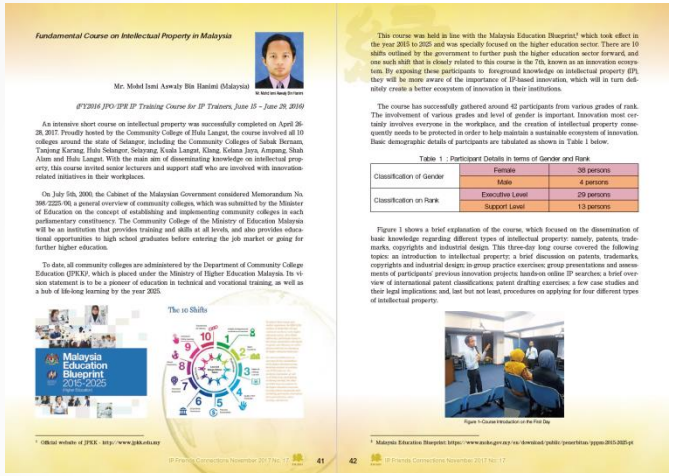
# Publication




【The meaning of 縁 (Enishi)】
"Enishi" refers to the bond created between people when encountering someone they were destined to meet. We have chosen this term as the title for our publication because we are all members of the Intellectual Property community, and the bonds created between us extend beyond national borders. We hope that you will use this informative publication to deepen the "Enishi" you have created with your IP Friends.

**Table of Contents**

# ENISHI No.17 [6: 41-48]



*Fundamental Course on Intellectual Property in Malaysia*



Mr. Mohd Ismi Aswaly Bin Hanimi (Malaysia)

*@FY2016 JPO/JPA IP Training Course for IP Trainers, June 15 – June 29, 2016)*

An intensive short course on intellectual property was successfully completed on April 26-28, 2017. Proudly hosted by the Community College of Hulu Langat, the course involved all 10 colleges around the state of Selangor, including the Community Colleges of Sabak Bernam, Tanjung Karang, Hulu Selangor, Selayang, Kuala Langat, Klang, Kelana Jaya, Ampang, Shah Alam and Hulu Langat. With the main aim of disseminating knowledge on intellectual property, this course invited senior lecturers and support staff who are involved with innovation-related initiatives in their workplaces.

On July 5th, 2000, the Cabinet of the Malaysian Government considered Memorandum No. 398/2225/00, a general overview of community colleges, which was submitted by the Minister of Education on the concept of establishing and implementing community colleges in each parliamentary constituency. The Community College of the Ministry of Education Malaysia will be an institution that provides training and skills at all levels, and also provides educational opportunities to high school graduates before entering the job market or going for further higher education.

To date, all community colleges are administered by the Department of Community College Education (JPKK)[1], which is placed under the Ministry of Higher Education Malaysia. Its vision statement is to be a pioneer of education in technical and vocational training, as well as a hub of life-long learning by the year 2025.







[1] Official website of JPKK - http://www.jpkk.edu.my

This course was held in line with the Malaysia Education Blueprint,[2] which took effect in the year 2015 to 2025 and was specially focused on the higher education sector. There are 10 shifts outlined by the government to further push the higher education sector forward, and one such shift that is closely related to this course is the 7th, known as an innovation ecosystem. By exposing these participants to foreground knowledge on intellectual property (IP), they will be more aware of the importance of IP-based innovation, which will in turn definitely create a better ecosystem of innovation in their institutions.

The course has successfully gathered around 42 participants from various grades of rank. The involvement of various grades and level of gender is important. Innovation most certainly involves everyone in the workplace, and the creation of intellectual property consequently needs to be protected in order to help maintain a sustainable ecosystem of innovation. Basic demographic details of participants are tabulated as shown in Table 1 below.

Table 1 : Participant Details in terms of Gender and Rank

| | | |
|---|---|---|
| Classification of Gender | Female | 38 persons |
| | Male | 4 persons |
| Classification on Rank | Executive Level | 29 persons |
| | Support Level | 13 persons |

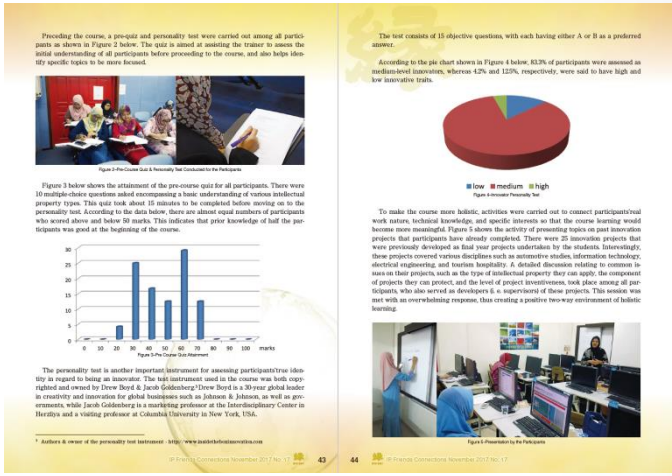
Figure 1 shows a brief explanation of the course, which focused on the dissemination of basic knowledge regarding different types of intellectual property: namely, patents, trademarks, copyrights and industrial design. This three-day long course covered the following topics: an introduction to intellectual property; a brief discussion on patents, trademarks, copyrights and industrial design; in-group practice exercises; group presentations and assessments of participants' previous innovation projects; hands-on online IP searches; a brief overview of international patent classifications; patent drafting exercises; a few case studies and their legal implications; and, last but not least, procedures on applying for four different types of intellectual property.



Figure 1-Course Introduction on the First Day

[2] Malaysia Education Blueprint: https://www.moe.gov.my/en/download/public/pesertiau/pppm-2015-2025-pt





Preceding the course, a pre-quiz and personality test were carried out among all participants as shown in Figure 2 below. The quiz is aimed at assisting the trainer to assess the initial understanding of all participants before proceeding to the course, and also helps identify specific topics to be more focused.



Figure 2-Pre-Course Quiz & Personality Test Conducted for the Participants

Figure 3 below shows the attainment of the pre-course quiz for all participants. There were 10 multiple-choice questions asked encompassing a basic understanding of various intellectual property types. This quiz took about 15 minutes to be completed before moving on to the personality test. According to the data below, there are almost equal numbers of participants who scored above and below 50 marks. This indicates that prior knowledge of half the participants was good at the beginning of the course.




Figure 3-Pre Course Quiz Attainment

The personality test is another important instrument for assessing participants'true identity in regard to being an innovator. The test instrument used in the course was both copyrighted and owned by Drew Boyd & Jacob Goldenberg.[3]Drew Boyd is a 30-year global leader in creativity and innovation for global businesses such as Johnson & Johnson, as well as governments, while Jacob Goldenberg is a marketing professor at the Interdisciplinary Center in Herzliya and a visiting professor at Columbia University in New York, USA.

[3] Authors & owner of the personality test instrument - http://www.insidetheboxinnovation.com

The test consists of 15 objective questions, with each having either A or B as a preferred answer.

According to the pie chart shown in Figure 4 below, 63.3% of participants were assessed as medium-level innovators, whereas 42% and 123%, respectively, were said to have high and low innovative traits.



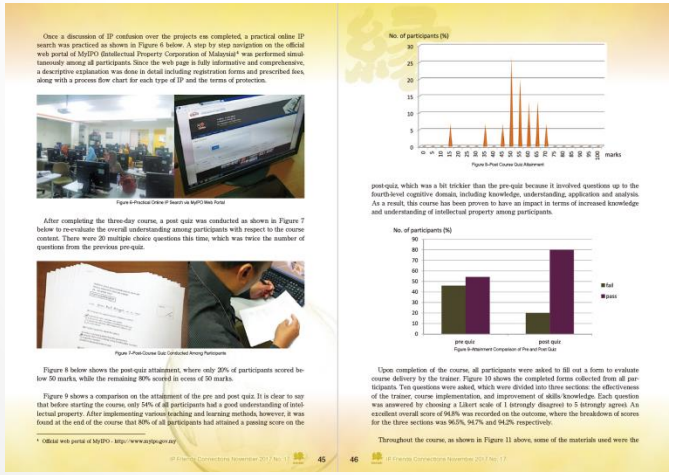

Figure 4-Innovator Personality Test

To make the course more holistic, activities were carried out to connect participants'real work nature, technical knowledge, and specific interests so that the course learning would become more meaningful. Figure 5 shows the activity of presenting topics on past innovation projects that participants have already completed. There were 25 innovation projects that were previously developed as final year projects undertaken by the students. Interestingly, these projects covered various disciplines such as automotive studies, information technology, electrical engineering, and tourism hospitality. A detailed discussion relating to common issues on their projects, such as the type of intellectual property they can apply, the component of projects they can protect, and the level of project inventiveness, took place among all participants, who also served as developers f. o. supervisors of these projects. This session was met with an overwhelming response, thus creating a positive two-way environment of holistic learning.



Figure 5-Presentation by the Participants





Once a discussion of IP confusion over the projects ess completed, a practical online IP search was practiced as shown in Figure 6 below. A step by step navigation on the official web portal of MyIPO (Intellectual Property Corporation of Malaysia)[4] was performed simultaneously among all participants. Since the web page is fully informative and comprehensive, a descriptive explanation was done in detail including registration forms and prescribed fees, along with a process flow chart for each type of IP and the terms of protection.



Figure 6-Practical Online IP Search via MyIPO Web Portal

After completing the three-day course, a post quiz was conducted as shown in Figure 7 below to re-evaluate the overall understanding among participants with respect to the course content. There were 20 multiple choice questions this time, which was twice the number of questions from the previous pre-quiz.



Figure 7-Post-Course Quiz Conducted Among Participants

Figure 8 below shows the post-quiz attainment, where only 20% of participants scored below 50 marks, while the remaining 80% scored in ecess of 50 marks.

Figure 9 shows a comparison on the attainment of the pre and post quiz. It is clear to say that before starting the course, only 54% of all participants had a good understanding of intellectual property. After implementing various teaching and learning methods, however, it was found at the end of the course that 80% of all participants had attained a passing score on the

[4] Official web portal of MyIPO - http://www.myipo.gov.my




Figure 8-Post Course Quiz Attainment

post-quiz, which was a bit trickier than the pre-quiz because it involved questions up to the fourth-level cognitive domain, including knowledge, understanding, application and analysis. As a result, this course has been proven to have an impact in terms of increased knowledge and understanding of intellectual property among participants.




Figure 9-Attainment Comparison of Pre and Post Quiz

Upon completion of the course, all participants were asked to fill out a form to evaluate course delivery by the trainer. Figure 10 shows the completed forms collected from all participants. Ten questions were asked, which were divided into three sections: the effectiveness of the trainer, course implementation, and improvement of skills/knowledge. Each question was answered by choosing a Likert scale of 1 (strongly disagree) to 5 (strongly agree). An excellent overall score of 94.8% was recorded on the outcome, where the breakdown of scores for the three sections was 96.5%, 94.7% and 94.2% respectively.

Throughout the course, as shown in Figure 11 above, some of the materials used were the







Figure 10-Course Evaluation Form and Outcomes



Figure 11-Our Textbook Previously Published by JPO/APIC/JIPII

textbook that was previously published by the Japan Patent Office (JPO) in cooperation with the Asia-Pacific Industrial Property Center (APIC) and the Japan Institute for Promoting Invention & Innovation (JIPII), which we successfully wrote and compiled during the last year's IP Trainer Course FY2016 held in Tokyo, Japan from June 15th-29th, 2016, alongside 11 other countries. On behalf of all 26 IP participants, we would like to express our grateful highest appreciation to the Government of Japan for this fully-funded exclusive invitation.



Acknowledgement and special thanks shall also be given to Community College of Hulu Langat Director, Mr. Zaidi Bin Zakaria, and the Head of Staff Training Unit, Mdm. Wan Nurul Hidayah Binti Wan Mohd Akil, for organizing this course, which was fully funded by a special fund allocation through a Warrant No. W1032 and a Serial Object No. 29000, dated April 3rd, 2017 from the Department of Community College Education, Ministry of Higher Education, Malaysia.



Mr. Zaidi Bin Zakaria Director Community College of Hulu Langat



Mdm. Wan Nurul Hidayah Binti Wan Mohd Akil Head of Staff Training Unit Community College of Hulu Langat

SOARING UPWARDS

KOLEJ KOMUNITI HULU LANGAT

**FUNDAMENTAL COURSE ON INTELLECTUAL PROPERTY**
**(PATENT, TRADEMARK, COPYRIGHT, INDUSTRIAL DESIGN)**
**COMMUNITY COLLEGES OF THE SELANGOR STATE, MALAYSIA**
**26 – 28 APRIL 2017**

# Challenges & Issues

*"The traditional method of teaching IP was in-person interaction in the classroom….the biggest challenge this posed was the availability of trained IP staff." [8]*

*- S.E. Lakhan & M. K. Khurana, Global Neuroscience Initiative Foundation*

***"An entrepreneurial approach would include a greater role for industry and public-private partnerships, drawing on the greater dynamism and innovation in the private sector. This is particularly so in relation to the adoption of digital technologies." [9]***

***- H.R.H. Sultan Nazrin Muizzuddin Shah, The Ruler of Perak State***

*"Lack of coordination in research, development, commercialization and innovation initiatives." [11]*

*- Strategy Paper 21, The 11th Malaysia Plan 2016-2020*

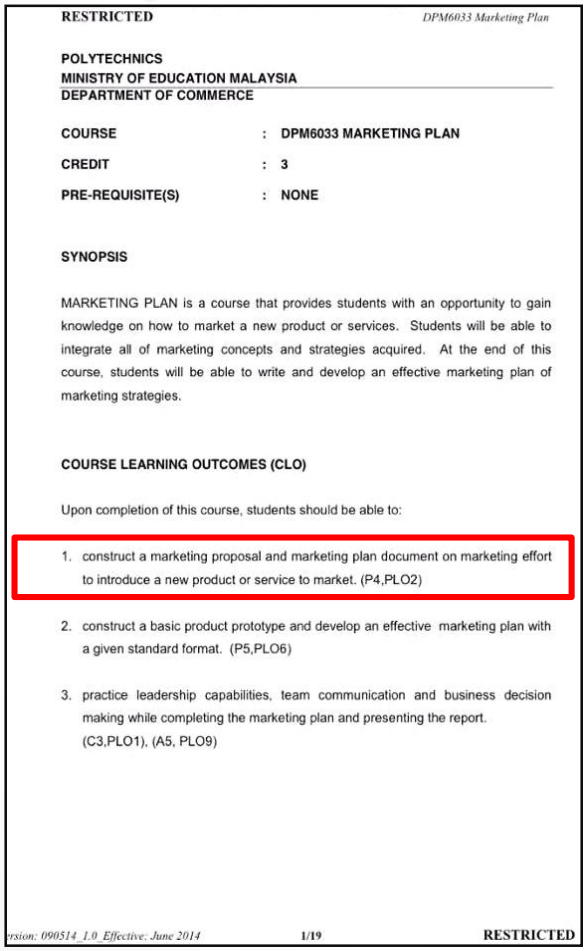
***"Introduce the subject of IP in the formal education system in primary & secondary schools as well as institutions of higher learning." [12]***

***- Strategy 5.7, Malaysia National Intellectual Property Policy***

**At polytechnics:**

1) **Awareness of IP knowledge among students and staff is still low.**
2) **Quality of project developed in terms of methodological uniqueness makes patent granting is still hard to be obtained.**
3) **Tendency to lose unprotected ideas exposed in the exhibitions is alarming.**

# Student's Final Year Diploma Project – The Syllabuses



RESTRICTED *DPM6033 Marketing Plan*

**POLYTECHNICS**
**MINISTRY OF EDUCATION MALAYSIA**
**DEPARTMENT OF COMMERCE**

| | | |
|---|---|---|
| **COURSE** | : | **DPM6033 MARKETING PLAN** |
| **CREDIT** | : | **3** |
| **PRE-REQUISITE(S)** | : | **NONE** |

**SYNOPSIS**

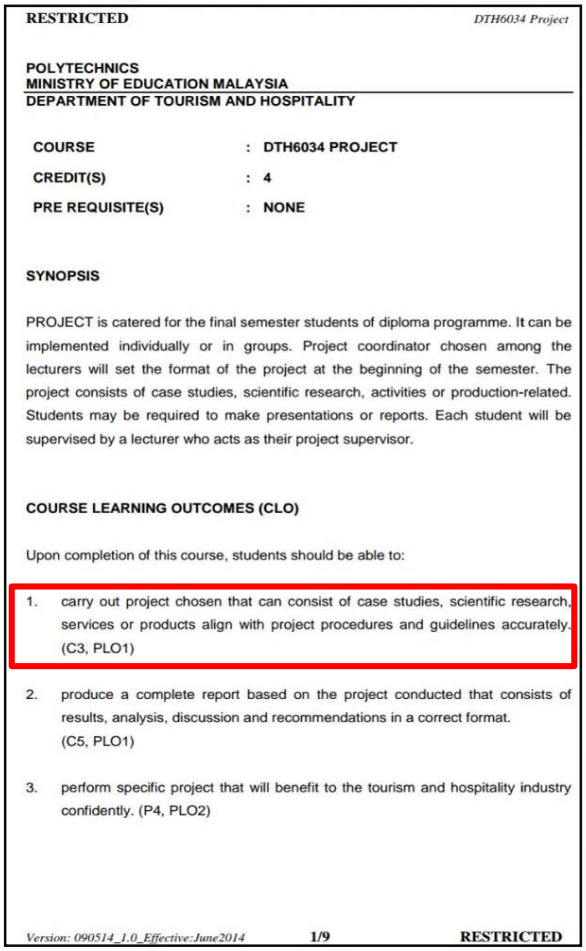
MARKETING PLAN is a course that provides students with an opportunity to gain knowledge on how to market a new product or services. Students will be able to integrate all of marketing concepts and strategies acquired. At the end of this course, students will be able to write and develop an effective marketing plan of marketing strategies.

**COURSE LEARNING OUTCOMES (CLO)**

Upon completion of this course, students should be able to:

1. construct a marketing proposal and marketing plan document on marketing effort to introduce a new product or service to market. (P4,PLO2)
2. construct a basic product prototype and develop an effective marketing plan with a given standard format. (P5,PLO6)
3. practice leadership capabilities, team communication and business decision making while completing the marketing plan and presenting the report. (C3,PLO1), (A5, PLO9)

*ersion: 090514_1.0_Effective: June 2014* 1/19 RESTRICTED



RESTRICTED *DTH6034 Project*

**POLYTECHNICS**
**MINISTRY OF EDUCATION MALAYSIA**
**DEPARTMENT OF TOURISM AND HOSPITALITY**

| | | |
|---|---|---|
| **COURSE** | : | **DTH6034 PROJECT** |
| **CREDIT(S)** | : | **4** |
| **PRE REQUISITE(S)** | : | **NONE** |

**SYNOPSIS**

PROJECT is catered for the final semester students of diploma programme. It can be implemented individually or in groups. Project coordinator chosen among the lecturers will set the format of the project at the beginning of the semester. The project consists of case studies, scientific research, activities or production-related. Students may be required to make presentations or reports. Each student will be supervised by a lecturer who acts as their project supervisor.

**COURSE LEARNING OUTCOMES (CLO)**

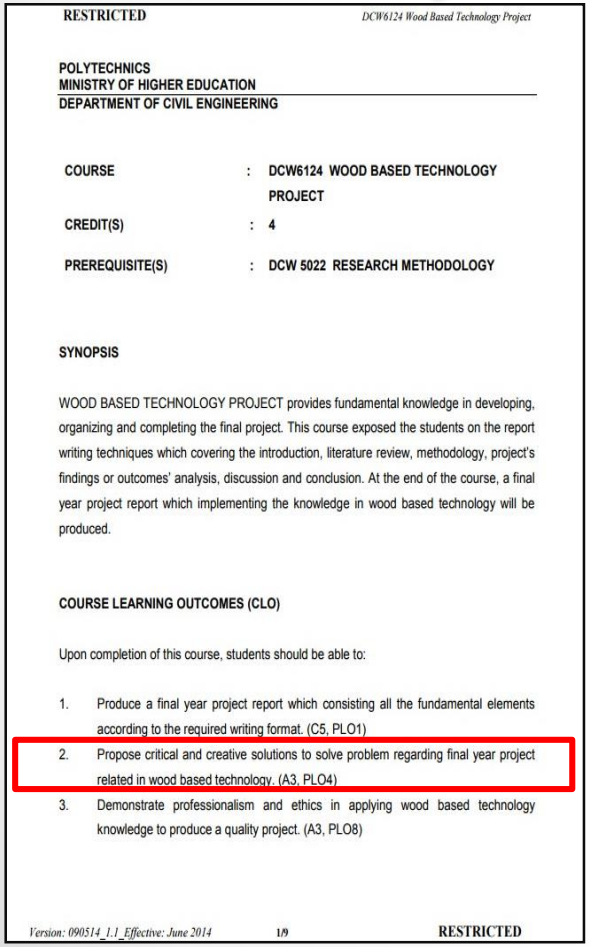
Upon completion of this course, students should be able to:

1. carry out project chosen that can consist of case studies, scientific research, services or products align with project procedures and guidelines accurately. (C3, PLO1)
2. produce a complete report based on the project conducted that consists of results, analysis, discussion and recommendations in a correct format. (C5, PLO1)
3. perform specific project that will benefit to the tourism and hospitality industry confidently. (P4, PLO2)

*Version: 090514_1.0_Effective:June2014* 1/9 RESTRICTED

*Note: Approval Requisition Letter for Public Display to Department of Polytechnic Education Malaysia dated on 14 February 2018 with Reference No. PKK/UPIK/INOVASI/2018 JLD (1)*

# Student's Final Year Diploma Project – The Syllabuses



RESTRICTED *DCW6124 Wood Based Technology Project*

POLYTECHNICS
MINISTRY OF HIGHER EDUCATION
DEPARTMENT OF CIVIL ENGINEERING

COURSE : DCW6124 WOOD BASED TECHNOLOGY PROJECT
CREDIT(S) : 4
PREREQUISITE(S) : DCW 5022 RESEARCH METHODOLOGY

**SYNOPSIS**

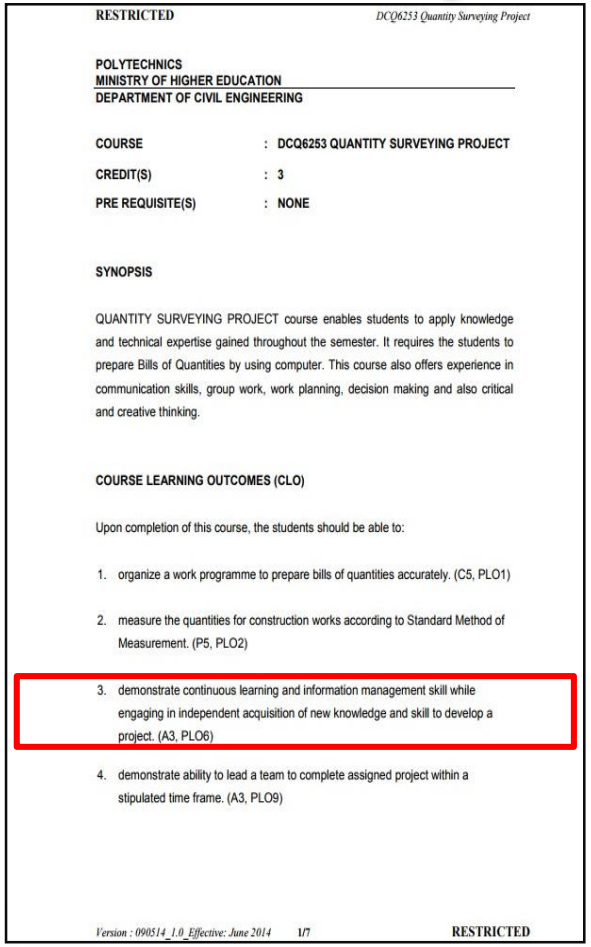
WOOD BASED TECHNOLOGY PROJECT provides fundamental knowledge in developing, organizing and completing the final project. This course exposed the students on the report writing techniques which covering the introduction, literature review, methodology, project's findings or outcomes' analysis, discussion and conclusion. At the end of the course, a final year project report which implementing the knowledge in wood based technology will be produced.

**COURSE LEARNING OUTCOMES (CLO)**

Upon completion of this course, students should be able to:

1. Produce a final year project report which consisting all the fundamental elements according to the required writing format. (C5, PLO1)
2. Propose critical and creative solutions to solve problem regarding final year project related in wood based technology. (A3, PLO4)
3. Demonstrate professionalism and ethics in applying wood based technology knowledge to produce a quality project. (A3, PLO8)

*Version: 090514_1.1_Effective: June 2014* 1/9 RESTRICTED



RESTRICTED *DCQ6253 Quantity Surveying Project*

POLYTECHNICS
MINISTRY OF HIGHER EDUCATION
DEPARTMENT OF CIVIL ENGINEERING

COURSE : DCQ6253 QUANTITY SURVEYING PROJECT
CREDIT(S) : 3
PRE REQUISITE(S) : NONE

**SYNOPSIS**

QUANTITY SURVEYING PROJECT course enables students to apply knowledge and technical expertise gained throughout the semester. It requires the students to prepare Bills of Quantities by using computer. This course also offers experience in communication skills, group work, work planning, decision making and also critical and creative thinking.

**COURSE LEARNING OUTCOMES (CLO)**

Upon completion of this course, the students should be able to:

1. organize a work programme to prepare bills of quantities accurately. (C5, PLO1)
2. measure the quantities for construction works according to Standard Method of Measurement. (P5, PLO2)
3. demonstrate continuous learning and information management skill while engaging in independent acquisition of new knowledge and skill to develop a project. (A3, PLO6)
4. demonstrate ability to lead a team to complete assigned project within a stipulated time frame. (A3, PLO9)

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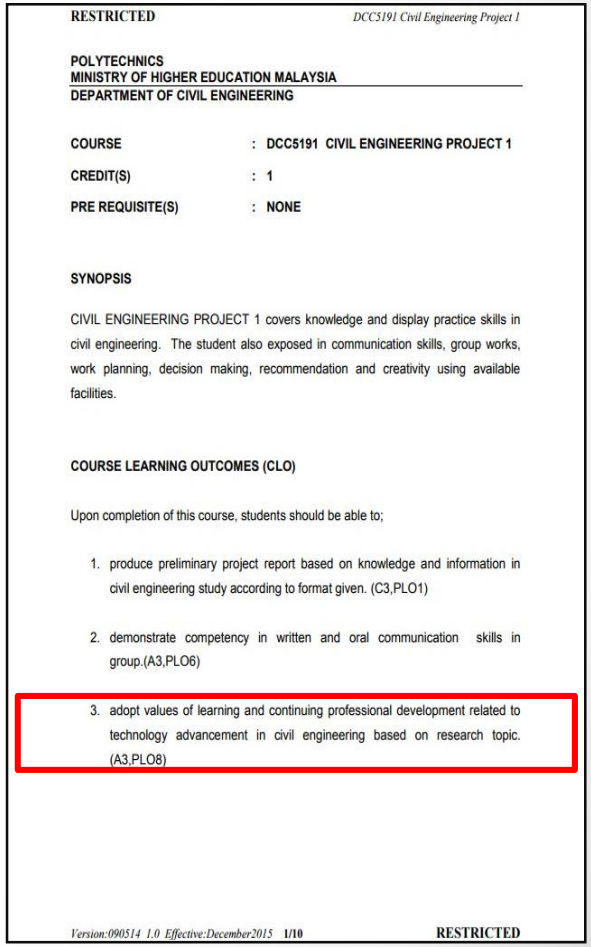


RESTRICTED *DCC5191 Civil Engineering Project 1*

POLYTECHNICS
MINISTRY OF HIGHER EDUCATION MALAYSIA
DEPARTMENT OF CIVIL ENGINEERING

COURSE : DCC5191 CIVIL ENGINEERING PROJECT 1
CREDIT(S) : 1
PRE REQUISITE(S) : NONE

**SYNOPSIS**

CIVIL ENGINEERING PROJECT 1 covers knowledge and display practice skills in civil engineering. The student also exposed in communication skills, group works, work planning, decision making, recommendation and creativity using available facilities.

**COURSE LEARNING OUTCOMES (CLO)**

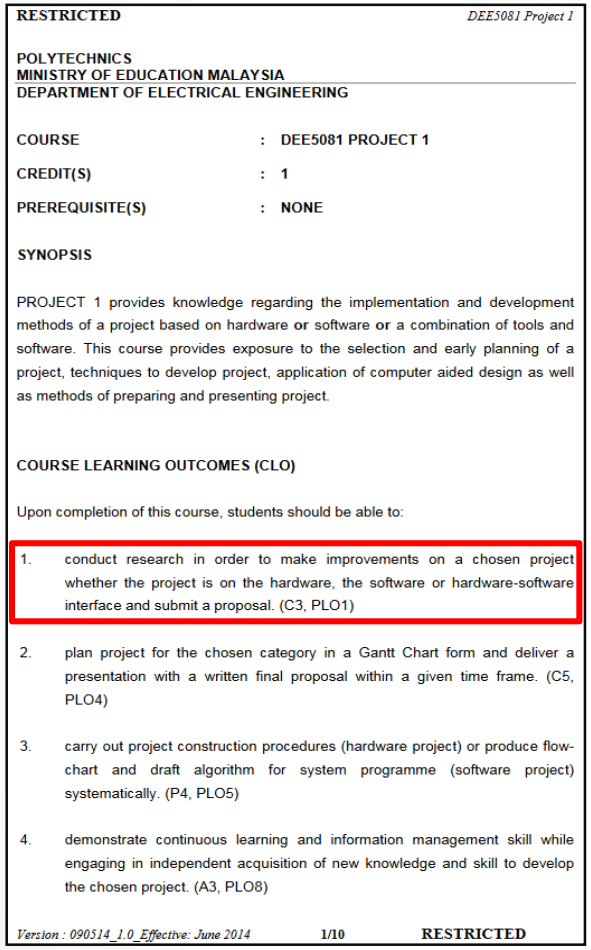
Upon completion of this course, students should be able to;

1. produce preliminary project report based on knowledge and information in civil engineering study according to format given. (C3,PLO1)
2. demonstrate competency in written and oral communication skills in group.(A3,PLO6)
3. adopt values of learning and continuing professional development related to technology advancement in civil engineering based on research topic. (A3,PLO8)

*Version:090514_1.0_Effective:December2015* 1/10 RESTRICTED

*Note: Approval Requisition Letter for Public Display to Department of Polytechnic Education Malaysia dated on 14 February 2018 with Reference No. PKK/UPIK/INOVASI/2018 JLD (1)*

# Student's Final Year Diploma Project – The Syllabuses



RESTRICTED *DEE5081 Project 1*

POLYTECHNICS
MINISTRY OF EDUCATION MALAYSIA
DEPARTMENT OF ELECTRICAL ENGINEERING

COURSE : DEE5081 PROJECT 1

CREDIT(S) : 1

PREREQUISITE(S) : NONE

SYNOPSIS

PROJECT 1 provides knowledge regarding the implementation and development methods of a project based on hardware **or** software **or** a combination of tools and software. This course provides exposure to the selection and early planning of a project, techniques to develop project, application of computer aided design as well as methods of preparing and presenting project.

COURSE LEARNING OUTCOMES (CLO)

Upon completion of this course, students should be able to:

1. conduct research in order to make improvements on a chosen project whether the project is on the hardware, the software or hardware-software interface and submit a proposal. (C3, PLO1)
2. plan project for the chosen category in a Gantt Chart form and deliver a presentation with a written final proposal within a given time frame. (C5, PLO4)
3. carry out project construction procedures (hardware project) or produce flow-chart and draft algorithm for system programme (software project) systematically. (P4, PLO5)
4. demonstrate continuous learning and information management skill while engaging in independent acquisition of new knowledge and skill to develop the chosen project. (A3, PLO8)

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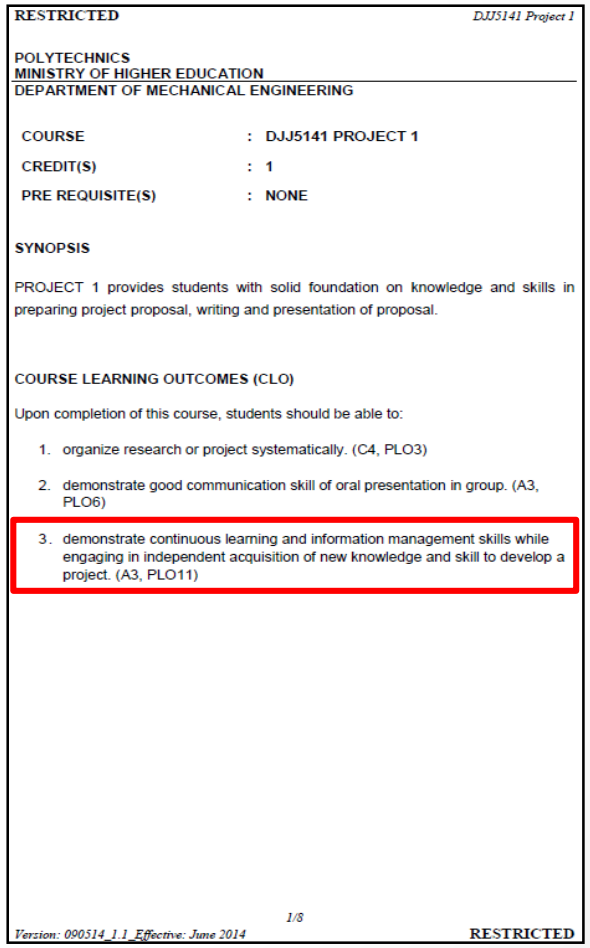

RESTRICTED *DJJ5141 Project 1*

POLYTECHNICS
MINISTRY OF HIGHER EDUCATION
DEPARTMENT OF MECHANICAL ENGINEERING

COURSE : DJJ5141 PROJECT 1

CREDIT(S) : 1

PRE REQUISITE(S) : NONE

SYNOPSIS

PROJECT 1 provides students with solid foundation on knowledge and skills in preparing project proposal, writing and presentation of proposal.

COURSE LEARNING OUTCOMES (CLO)

Upon completion of this course, students should be able to:

1. organize research or project systematically. (C4, PLO3)
2. demonstrate good communication skill of oral presentation in group. (A3, PLO6)
3. demonstrate continuous learning and information management skills while engaging in independent acquisition of new knowledge and skill to develop a project. (A3, PLO11)

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*Version: 090514_1.1_Effective: June 2014* RESTRICTED

*Note: Approval Requisition Letter for Public Display to Department of Polytechnic Education Malaysia dated on 14 February 2018 with Reference No. PKK/UPIK/INOVASI/2018 JLD (1)*

# Conclusion & Resolution

- Undeniably, Malaysia is developing innovation agendas quite rapidly [11] in a world of finite resources but infinite passion and creativity. Transformation is a constantly changing journey and is vital in the direction of being better tomorrow.

- Industry Visiting Lecturer (PPI) program, for example, can be expanded by engaging Attorneys and IP Examiners working in a private sector [8] which is currently running in Thailand, to further helps in advising certain aspects with respect to the technical and law. Provided that there is a basic chapter about IP in the existing syllabus, this initiative is possible considering the online content provided on the MyIPO & WIPO portals.

- Overall, a holistic resolution should consider IP education at Malaysian Polytechnics similar to the USA [13], particularly on its basics. Thus, an inclusion of IP chapter in the existing syllabus, through a collaboration between DoPE & MyIPO, for instance, will definitely help in realizing Malaysia's TN50 aspiration to become a top 20 nation in economic development, social advancement and innovation.[14]

Thank you.

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