

FIRST EDITION

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INDUSTRIAL SKILLS FRAMEWORK HIGHER EDUCATION INDUSTRY



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PEMBANGUNAN SUMBER MANUSIA BERHAD (545143-D)

Wisma HRD Corp, Jalan Beringin, Bukit Damansara, 50490 Kuala Lumpur.

Tel : 1 800 88 4800

Fax : +603 2096 4999

Email : support@hrdcorp.gov.my

Website : www.hrdcorp.gov.my

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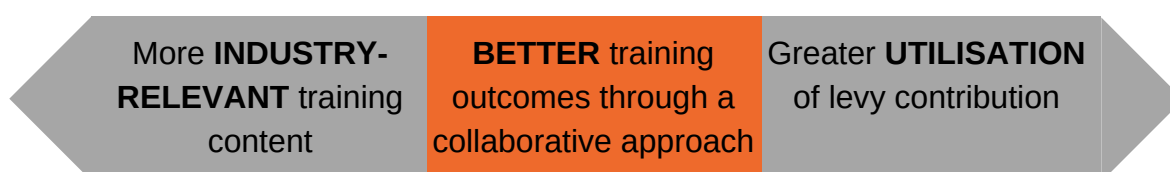


HRD CORP IndSF

↳ About HRD Corp Industrial Skills Framework

The HRD Corp Industrial Skills Framework (HRD Corp-IndSF) was developed by Human Resource Development Corporation (HRD Corp) to support industries in attracting and retaining a skilled workforce that possesses the types and levels of competencies needed by the industry. In tandem with this, HRD Corp acts as an **ADVISOR TO THE EMPLOYERS** in identifying suitable training programmes that meet the emerging needs of their businesses while bringing positive impact to the industry.

↳ HRD Corp IndSF: Aspirations



↳ What is Offered to the Employers?

Employers will be able to identify emerging requirements in the industry, equip existing workforce with the right knowledge and skills, and find suitable interventions to bridge the needs by leveraging on existing resources.

↳ Principles



Meet the competency requirements of sectors currently covered under the PSMB Act 2001



Accommodate the needs of in-services industry



Build on the National Occupational Skills Standard (NOSS)



Developed together with the industry and bench-marked against successful framework model(s)

PREFACE

This document is a first edition that covers the academic and non-academic pathways. Four (4) workshop sessions among Subject Matter Experts (SMEs) and an engagement session with validators were successfully conducted virtually, recently. Despite the impact of the COVID-19 pandemic, SMEs put in the effort to provide their input and attend the workshops. After such collective effort, we are pleased to introduce our Industrial Skills Framework for the Higher Education Industry. The document will serve as a reference for the human capital development needs for the industry, with a clear focus on career progression, available job designations in each focus area, skills needed to perform job tasks and critical training programmes required in the focus areas.



CONTENTS:

WELCOME

- 01 HRD CORP INDSF
- 02 PREFACE
- 04 ACKNOWLEDGEMENT

FOREWORD

- 05 CHIEF EXECUTIVE OF HRD CORP
- 06 PRESIDENT OF NAPEI
- 07 PRESIDENT OF MAPCU

INSIDE

- 08 GUIDELINES
- 09 HIGHER EDUCATION OVERVIEW
- 11 BUSINESS OUTLOOK
- 14 HRD CORP INITIATIVES PERSPECTIVE
- 16 MOVING FORWARD
- 17 FOCUS AREAS

CAREER PATHWAYS

- 20 FOCUS AREA I: LEADERSHIP TRACK
- 46 FOCUS AREA II: SCHOLARLY TRACK
- 65 FOCUS AREA III: FUNCTIONAL LEADERSHIP TRACK

LIST OF SOURCES

LIST OF ABBREVIATIONS

ACKNOWLEDGEMENT

We would like to thank all Subject Matter Experts (SMEs) who have greatly contributed to the development of the Industrial Skills Framework document for the Higher Education Industry. The invaluable contribution and commitment during the development of this document is truly appreciated.

Subject Matter Experts (SMEs)	Functional Leadership	1. Mr. Gurpardeep Singh Malaysia Association of Private Colleges & Universities (MAPCU) 2. Mr. Thevathevan A/L G Nagappan Malaysia Association of Private Colleges & Universities (MAPCU) 3. Associate Professor Elajsolan VM Mohan National Association of Private Educational Institutions (NAPEI) 4. Dr. Teh Choon Jin National Association of Private Educational Institutions (NAPEI) 5. Professor Ong Fon Sim University of Nottingham Malaysia
	Leadership Track	6. Dr. Maniam Kaliannan University of Nottingham Malaysia 7. Professor Ts. Dr. Murali Raman Asia Pacific University of Technology & Innovation 8. Associate Professor Dr. Lew Tek Yew Curtin University Malaysia 9. Associate Professor Dr Shankar Chelliah Universiti Sains Malaysia 10. Assistant Professor Sharina Binti Puteh Kuala Lumpur Metropolitan University College (KLMUC)
	Scholarly Track	11. Dr. HC Aslam Khan ERICAN Education Group 12. YBhg. Datin Dr. Raja Mazuin Raja Abdul Aziz Mutiarra International Grammar School 13. Dr. Zaira Abu Hassan Shaari Institut Pendidikan Guru Kampus Ilmu Khas 14. Ms. Grace Chang AsiaTEFL 15. Professor Dr. Benjamin Chan Universiti Tun Abdul Razak (UNIRAZAK) 16. Associate Professor Dr. Tan Seng Teck INTI International University 17. Dr. HC Azlina Abdul Aziz Universiti Kebangsaan Malaysia (UKM)
	Validator	18. YBhg. Datuk Professor Dr. Rajendran Nagappan University of Cyberjaya 19. Dr. Jeffery J. Louis Adaikalasamy Real Education Group 20. Ms. Lai Lee Mee Saito University College 21. Professor Ts. Dr. Lau Sian Lun Sunway University 22. Mr. Patrick A/L Joseph University of Nottingham, Malaysia 23. Ms. Carol Lau Siew Fei Sunway University



CHIEF EXECUTIVE

HUMAN RESOURCE DEVELOPMENT CORPORATION

DATUK SHAHUL DAWOOD

Human Resource Development Corporation (HRD Corp) has been continuously working towards increasing efficiency at the workplace by equipping the Malaysian workforce with proper skills, competencies and trainings. This requires us to work hand in hand with players from the industry to realign training needs with suitable certification programmes. A well planned investment in human capital development will boost the growth of various industries and ultimately, the economy, in the long term.

The recent COVID-19 pandemic has impacted most industries, rendering conventional job positions obsolete. There are calls for flexible working methods and new jobs that will allow employees to work remotely while maintaining current productivity. HRD Corp realised that there is a need to revamp our approach in reaching out to industry players in enabling them to upskill and reskill their employees. Our biggest challenge at this point is to proactively assist retrenched and unemployed Malaysian workers to get back into the workforce.

As such, this Industrial Skills Framework (IndSF) is a well-timed effort that can address the current challenges of assisting Malaysians to get successfully hired based on new skills and competencies that are required by the industry.

I would like to take this opportunity to congratulate all subject matter experts (SMEs) from the higher education industry for their tireless effort in developing this IndSF document. It is indeed an honour to be able to deliver this initiative to the Malaysian workforce. HRD Corp looks forward to being the driving force in shaping and empowering our local workforce in higher education for decades to come.

Datuk Shahul Dawood

Human Resource Development Corporation (HRD Corp)



PRESIDENT

NATIONAL ASSOCIATION OF PRIVATE EDUCATIONAL INSTITUTIONS (NAPEI)

ASSOCIATE PROFESSOR ELAJSOLAN VM MOHAN

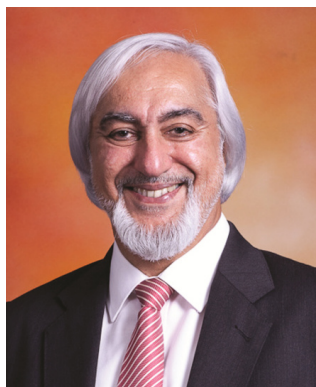
The Industrial Skills Framework (IndSF) for Higher Education is designed to support the promotion of skills mastery and lifelong learning which is an integral component of the Malaysia Education Blueprint 2015-2025 (Higher Education). This is particularly the case for Talent Excellence under Shift 2 of the Blueprint. The outcomes enable the sector to be able to attract, develop and retain excellent talents through specialised pathways for educators, researchers, leaders, and non-academic staff of the sector. The National Association of Private Educational Institutions (NAPEI) was one of the associations that worked with HRD Corp to develop this document. The IndSF for Higher Education provides useful information on sector information, career pathways, occupations and job roles, existing and emerging skills; and training programmes for skills upgrading and mastery.

The academic community will also benefit from a conducive, supportive and meritocratic environment with better continuous professional development programmes that enable them to meet changing responsibilities and expectations. Thus, Malaysian talents will be respected, and preferred, both locally and internationally. The introduction of the IndSF for Higher Education is also timely in view that the private higher education sector is now being recognised by the government as one of the biggest contributing sectors to the national economy. Hence, it is vital that institutions of higher learning continuously pursue talent excellence by providing diversified career pathways, supporting the upskilling of talents and introducing systematic mechanisms for talent recruitment and development that will help in retaining the best talents within the industry.

I would like to take this opportunity to thank all members of the Education Sectoral Training Committee (STC), subject matter experts from the education industry, panel of validators and staff of the HRD Corp in making the IndSF for Education possible.

Associate Professor Elajsolan VM Mohan

National Association of Private Educational Institutions (NAPEI)



PRESIDENT

MALAYSIAN ASSOCIATION OF PRIVATE COLLEGES & UNIVERSITIES (MAPCU)

DATUK PARMJIT SINGH

The Malaysian Private Higher Education industry plays a very important role in complementing the Government's efforts, by providing Malaysians with access to quality higher education as well as generating highly employable talent for the full spectrum of industries operating in Malaysia. Beyond its role in providing talents for the country, it is a key economic sector contributing significantly to the Malaysian GDP, as well as a major exporter of services. Rapid advancements in disruptive technologies are resulting in major shifts in the future of work globally. This requires institutions to constantly re-examine their approaches to teaching and learning as well the entire institutional-student engagement model, to ensure that they continuously produce the right type of talents for industry. The use of technology to support teaching and learning as well as to enable the creation of alternative educational products has intensified in recent years. The on-going pandemic has also forced institutions to rapidly transform, in order to survive in a dramatically disrupted environment. This in turn now requires institutions to adopt new leadership paradigms as well as to transform their workforce to be more resilient, agile and technologically-aware.

The development of the Industry Skills Framework for Higher Education is very timely. With the Skills Framework, Private Institutions are able to identify critical skills gaps and ensure that their employees are provided with the opportunity to enhance their skills for career progression through high-impact training and certification programmes.

I would like to thank and congratulate the team of experts from the Private Higher Education industry for their tremendous efforts and dedication in contributing towards the development of the Industry Skills Framework, with the support and guidance of the team from Human Resources Development Corporation (HRD Corp). I am confident that this will be a living document which will be reviewed continuously to keep it in step with the inevitable rapid changes in global education practices and technologies.

Datuk Parmjit Singh

Malaysian Association of Private Colleges & Universities (MAPCU)

GUIDELINES

These guidelines sum up the three (3) focus areas covered and help users to understand the content of this document.

1

This booklet serves as a **guide** for individuals, employers and training providers on knowledge, experience and skills mastery in the higher education industry.

2

The prepared job matrix can serve as a **reference** for career progression within the industry.

3

The Industrial Skills Framework for Higher Education Industry will **focus on all levels** of Malaysian Skill Certification (or equivalent).

4

It is a **complementary document** to the existing references developed by the National Occupational Skills Standard (NOSS) and Malaysian Qualification Framework (MOF).

5

This booklet focuses on **career pathways, job descriptions, skills and training needed** in the **higher education industry**.

6

The Industrial Skills Framework document is **not exhaustive** and may be **reviewed from time to time** for continuous improvement parallel with the latest changes within the industry.

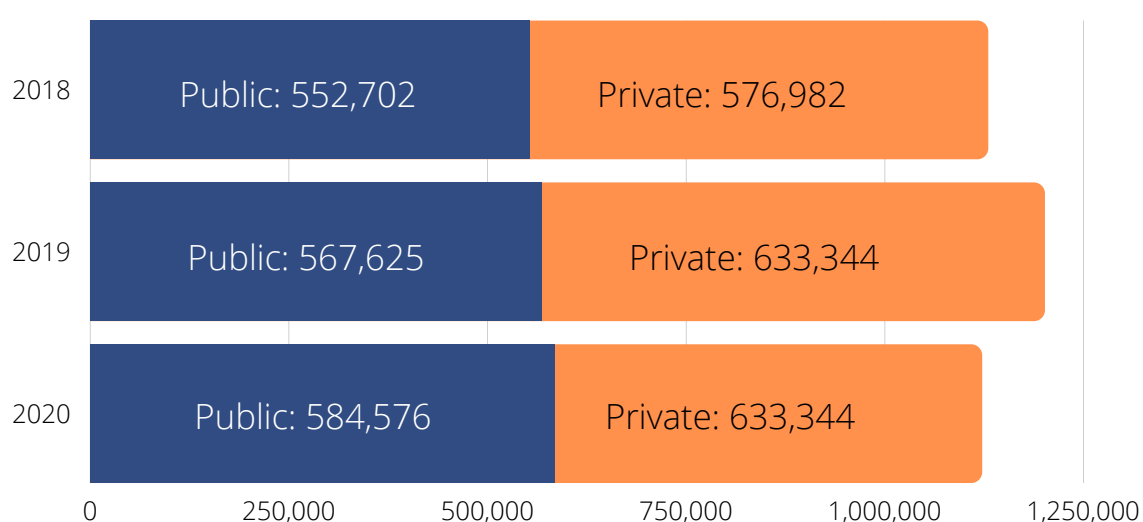
OVERVIEW

Training Scenario in the Higher Education Industry

What is the Potential of Malaysia's Higher Education?

- In Malaysia, the higher education industry is at a significant growth stage. The government has prioritised the industry by allocating the highest share of its budget to education. There are currently 20 public universities and 437 private higher learning institutions (HLIs) operating in 2021.
- The growth in the number of public and private higher education institutions has provided tertiary education access to a greater number of Malaysians. From 2018 to 2019, Public & Private sector enrolment increased by 6.3% to 1.2 million annually. However, during the COVID-19 pandemic, the numbers decreased by 6.5% due to low enrolment from international students.

Number of Students Enrolled in Public & Private Higher Education Institution, 2018 -2020



OVERVIEW

Training Scenario in the Higher Education Industry

Malaysia's Education Must Adapt to the Fourth Industrial Revolution (IR 4.0)

- Education needs to equip today's young people with the skills to thrive in tomorrow's world. According to the World Economic Forum's Future of Jobs Survey, "A wide range of occupations will require a higher degree of cognitive abilities such as creativity, logical reasoning and problem sensitivity as part of their core skill set".
- This calls for the need to re-design the education system and transform the learning and teaching delivery, all while encouraging industry sectors to upskill and reskill their talents. Experiential learning, future-ready curriculum, and a life-long learning mindset are the critical elements in strengthening graduates' skills and helping them thrive in the gig economy world.
- Talent planning is therefore critical to ensure Malaysia's preparation in producing talents and graduates who are agile and adaptive to the changing demands of IR 4.0.

BUSINESS OUTLOOK

NO. OF EMPLOYERS & EMPLOYEES AS AT DECEMBER 2020

Higher Education is one of the sub-sectors under the PSMB Act, which comprises of:

397 REGISTERED EMPLOYERS

46,013 EMPLOYEES

LEVY COLLECTED & LEVY CLAIMED FROM JAN - DEC 2020

Levy collected for Higher Education industry is

RM 1,404,514

and levy claimed is

RM 767,297

LEVY UTILISATION RATE & TRAINEES TRAINED FROM JAN - DEC 2020

Levy utilisation rate is at

55%

NO. OF PROFESSIONAL TRAINING ATTENDED FOR YEAR 2020

9%

of attended programme are certification programmes

Top Five (5) Skill Areas Trained by the Higher Education Industry

2018

1. Education or Training
2. Management or Strategic Management
3. Team Building or Motivation
4. Computer or Information and Technology
5. Quality and Productivity

2019

1. Education or Training
2. Quality and Productivity
3. Computer or Information and Technology
4. Management or Strategic Management
5. Team Building or Motivation

2020

1. Education or Training
2. Computer or Information and Technology
3. Management or Strategic Management
4. Quality and Productivity
5. Research & Development

BUSINESS OUTLOOK

Desired Talent Attributes Higher Education Industry

- This section aims to identify future talent needs in the Higher Education industry. This includes getting a better understanding of the unique talent requirements in Malaysia and defining the talent strategy for the industry.

Critical Occupational List in the Higher Education Industry

01 University & Higher Education Professional Teacher

02 Language Teacher

03 Music Teacher

04 Vocational Education Teachers

05 Arts Teacher

06 Teachers' Aides

BUSINESS OUTLOOK

Future Skills Sets Higher Education Industry

The Higher Education Industry requires teachers or lecturers with the skills set below, in the near future, due to technological advancements and global market demands within the industry:

Cognitive Skills

- A set of thinking strategies that enable the use of language, numbers, reasoning and acquired knowledge. They comprise verbal, non-verbal and higher-order thinking skills. Metacognitive skills include learning-to-learn skills and the ability to recognise one's knowledge, skills, attitudes and values.

Social and Emotional Skills

- A set of individual capacities that can be manifested in consistent patterns of thoughts, feelings and behaviours that enable people to develop themselves, cultivate their relationships at home, work and in the community, and exercise their civic responsibilities.

Physical Skills

- A set of abilities to use physical tools, operations and functions. They include manual skills, such as the ability to use information and communication technology devices and new machines, play musical instruments, craft artworks and play sports.

HRD CORP INITIATIVES PERSPECTIVE

This section explains the initiatives taken by HRD Corp to provide training schemes for HRD Corp's registered employers. This section also examines the current human capital issues that are required by their employees and future workers across different job categories and industries.



HRD CORP-BASED SCHEMES - EMPLOYER LEVY

1

SKIM BANTUAN LATIHAN (SBL) & SKIM BANTUAN LATIHAN KHAS (SBL-KHAS)

Retaining and upgrading the skills and knowledge of their employees, in line with their operational and business requirements.

INDUSTRIAL TRAINING SCHEME (ITS)

ITS scheme is targeted at trainees undergoing practical training at the premises of an employer before graduating.

2

3

COMPUTER BASED TRAINING (CBT)

Enable employers to purchase or develop training software to retrain and upskill their workforce.

RECOGNITION OF PRIOR LEARNING (RPL)

Enable workers to gain recognition for skills, knowledge and experience acquired through working and learning. This will be assessed according to the levels determined by the Department of Skills Development (DSD).

4

5

ON THE JOB TRAINING (OJT)

Encourages a skilled worker/supervisor to train and equip new employees with relevant skills. This will facilitate the transfer of skills, knowledge and competencies that are needed for employees to perform specific jobs within the workplace and environment.

SKIM LATIHAN BERSAMA (SLB)

6

Designed to assist employers in organising joint training sessions with other registered employers. These trainings can be facilitated by either in-house or external trainers.

7 INFORMATION TECHNOLOGY (IT)

Encourage employers to further re-train their employees in the field of information technology through financial assistance for the purchase of desktop/laptop, webcam and an internet connection for the first year.

**PENJANA - STRATEGIC INITIATIVES****1 PLACE AND TRAIN**

This scheme sources and provides employment for workers by participating in value-added relevant training courses required by selected industries.

GERAK INSAN GEMILANG (GIG)

2

It provides end-to-end training for up-skilling that can improve an individual's capabilities to earn an income through gig work or freelancing.

3 UPSKILLING & RESKILLING

It assists employers in training their workers in Digitalisation and IR 4.0 related courses.

B40 DEVELOPMENT

4

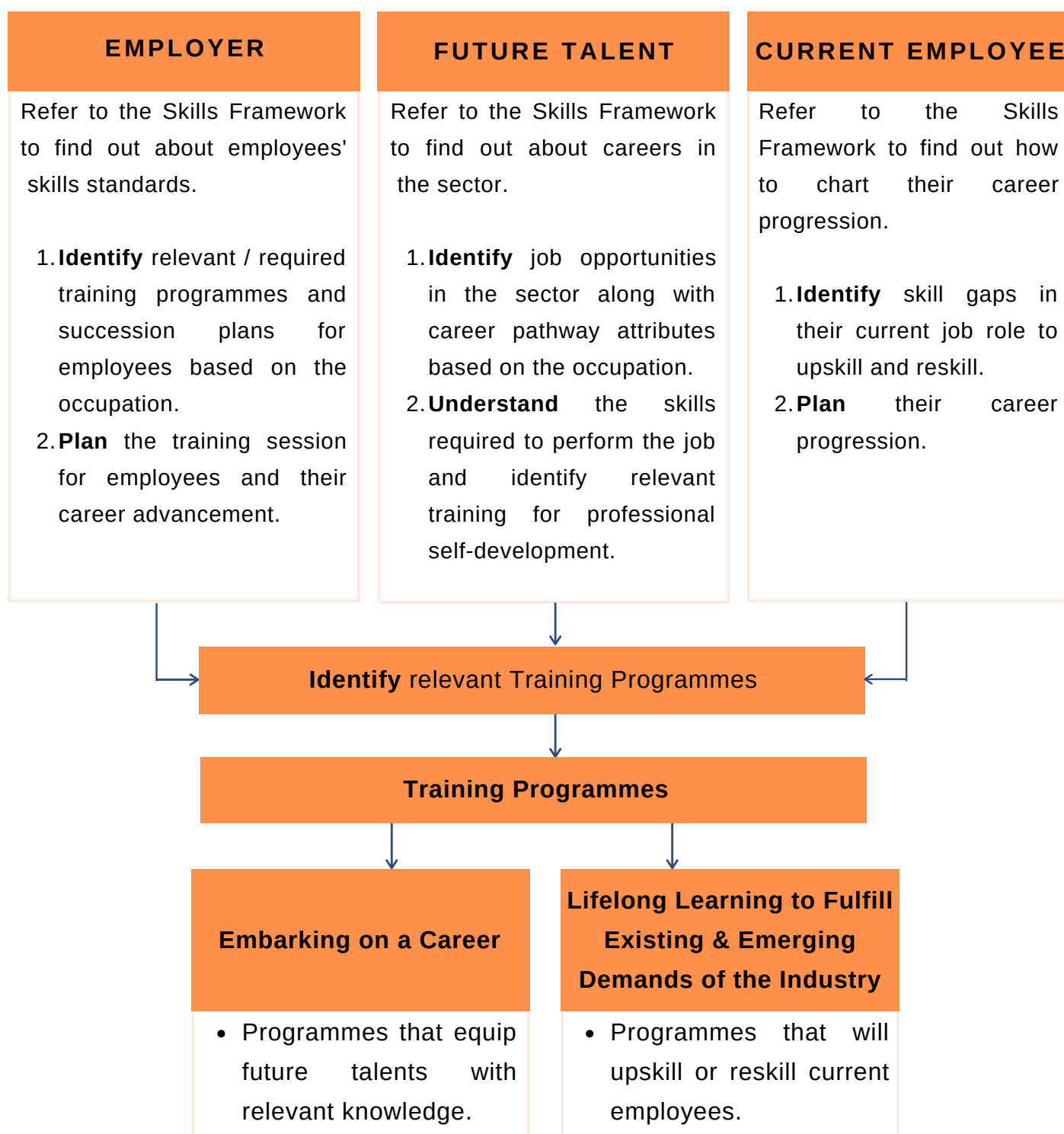
This scheme equips vulnerable individuals from the B40 category with specific skills that can help them become entrepreneurs.

5 SME DEVELOPMENT

It provides functional and operational training courses to support Small and Medium Enterprises.

MOVING FORWARD EDUCATION INDUSTRY

Here is the breakdown of how the Industrial Skills Framework comes into the picture and guides employers, future talents and current employees in taking the next step forward.



FOCUS AREAS



There are three (3) critical focus areas in the higher education industry that have been identified during the development of Industrial Skills Framework (IndSF) document:



Scholarly Track



Leadership Track



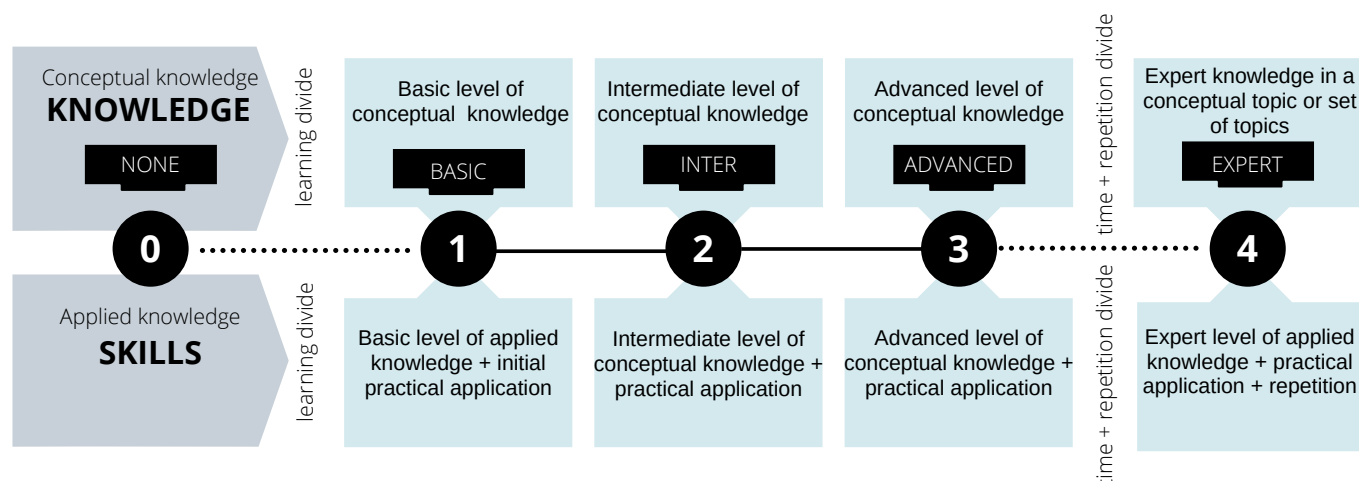
Functional Leadership



MALAYSIAN OCCUPATIONAL SKILLS QUALIFICATION FRAMEWORK (MOSQF) LEVEL DESCRIPTOR

No.	Descriptions
1	Competent in performing a range of varied work activities, most of which are routine and predictable.
2	Competent in performing a significant range of varied work activities, performed in a variety of context. Some of the activities are non-routine and require individual responsibility and autonomy.
3	Competent in performing a broad range of varied work activities, performed in a variety of context, most of which are complex and non-routine. There is considerable responsibility and autonomy. Control or guidance of others is often required.
4	Competent in performing a broad range of complex technical or professional work activities carried out in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and allocation of resources are needed. A higher level of technical skills or competencies should be demonstrated.
5	Competent in applying a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and significant responsibility for the work of others is required. Must also be able to allocate substantial resources accordingly and demonstrate solid personal accountability for analysis, diagnosis, design, planning, execution and evaluation. Specialisation in a particular technical skills area should be demonstrated.
6	Achievement at this level reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that result in substantial change or development, as well as exercising broad autonomy and judgment. It also reflects an understanding of different perspectives, approaches of schools of thought and the theories that underpin them.
7	Achievement at this level reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgment. It also reflects an understanding of theoretical and relevant methodological perspectives, and how they affect their sub-area of study or work.
8	Achievement at this level reflects the ability to develop original understanding and extend a sub-area of knowledge or professional practice. It reflects the ability to address problematic situations that involve many complex and interacting factors through initiating, designing and undertaking research, development or strategic activities. It involves the exercise of broad autonomy, judgment and leadership in sharing responsibility for the development of a field of work or knowledge, or for creating substantial professional or organisational change. It also reflects a critical understanding of relevant theoretical and methodological perspectives and how they affect the field of knowledge or work.

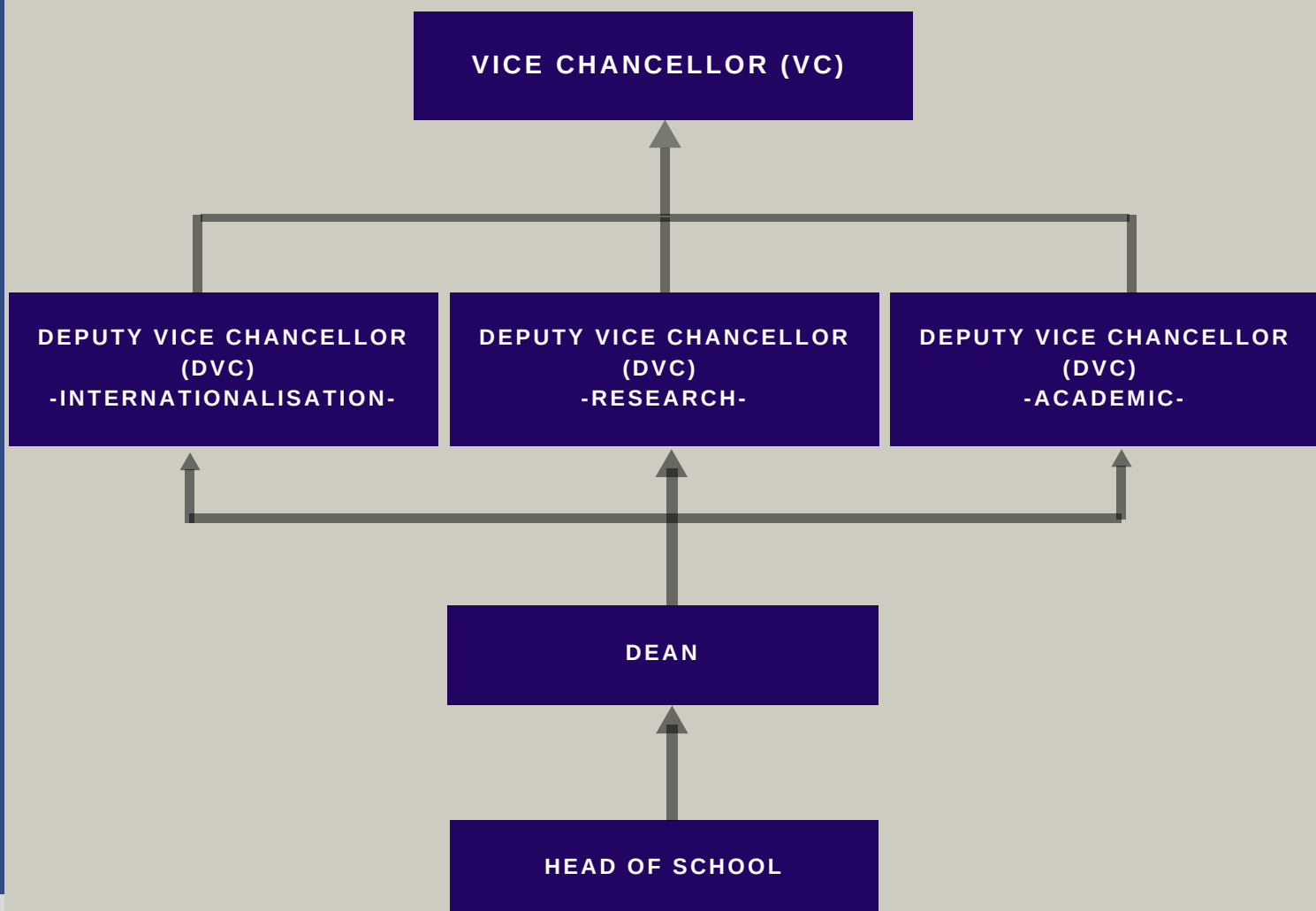
REQUIRED COMPETENCY LEVELS



LEVEL	INDICATOR	DESCRIPTION
0	None	Denotes a lack of competence in a specific area or topic.
1	Basic	Denotes an understanding of fundamentals and some initial practical application.
2	Intermediate	Denotes a solid conceptual understanding and some practical application.
3	Advanced	Denotes significant conceptual knowledge and practical experience in performing a competency to a consistently high standards.
4	Expert	Denotes extensive knowledge, refined skills and prolonged experience in performing a defined competency at the highest standards.

CAREER PATHWAY

ACADEMIC - LEADERSHIP TRACK



Focus Area : Academic	Sub Focus Area : Leadership Track
Job Title : Head of School	Level : 4

Job Description
1. Strategic Leadership

- Reporting to the Dean of the Faculty, the Head of School (HoS) shall work closely with the faculty to provide leadership to the school.
- Develop strategies and talent for the school in teaching and learning, research, and other academic services.
- Responsible for the performance of the school and support the dean in implementing the University's vision, mission and strategies and managing each school in terms of quality in teaching and learning, disruptions, digital awareness, and financial literacy.

2. Management /Operation

- Provide support to the University in student recruitment and the growth of the school.
- Lead a team of academic and administrative staff to manage the operations of the school in academic, research, continuing education and commercialisation and any other activities as required.
- Manage the budget for the school if applicable.
- Ensure the delivery of programmes in compliance with the programme standards, develop new programmes to ensure that the programme offerings of the school remain relevant.
- Ensure good governance and compliance to the regulatory requirements of MoHE, MQA, professional bodies and any other regulatory requirements.

3. Wellbeing of Staff and Students

- Support the university in providing training and professional development to the staff and ensuring their well-being.
- Support the university in providing the pastoral care and the overall well-being of students.

Personal Competencies	Competency Level	Recommended Training
1. Communication [LSI]	3	1. Strategic Planning/ Leadership Skills 2. Reasoning and Problem Solving
2. IQ / EQ / LQ / Agile / Empathy / Problem Solving [RPSI]	3	1. Problem Solving Techniques 2. Design and Critical Thinking

Personal Competencies	Competency Level	Recommended Training
		3. IQ/EQ/LQ 4. Agile and Growth Mindset
3. Leadership [LSI]	3	1. Collaborative Leadership in Teaching and Research 2. Digital Leadership in Complex Problem Solving 3. Team Building with the Culture of Excellence 4. Developing Collegiality in Teams 5. Leadership and Social Influence 6. Pedagogical Skills
4. Strategic Thinking [ATI]	3	1. Strategic and Operational Planning 2. Digital Transformation for Higher Education 3. Agile Management 4. Analytical Thinking and Innovation
5. Teamwork / Collaborative Skills [LSI]	2	1. Team Building with the Culture of Excellence 2. Developing Collegiality in Teams
6. Negotiation - PR, Business Exploration, Networking [CPS]	2	1. Stakeholder Management and Social Influence 2. Effective Negotiation skills and Closing Deals
7. Stakeholder Engagement [CPS]	2	1. Stakeholder Management and Social Influence 2. Negotiation and Closing deals 3. Global Mindset
8. Embracing Diversity (LSI)	2	1. Managing Diversity for Excellence
9. Digital Knowledge [TU]	3	1. Technology Use, Monitoring and Use in Higher Education 2. Technology Design and Programming 3. Social Media Presence and Tech Tools
10. Global Mindset [CTA]	3	1. Critical Thinking and Analysis

Personal Competencies	Competency Level	Recommended Training
		2. Design and Critical Thinking 3. Business Model Canvassing
11. Introspection/Mindfulness [RSTF]	3	1. Mindfulness at Work 2. Managing Emotions

Task/Function Competencies	Competency Level	Recommended Training
1. Management – Planning, Organizing, Leading, Controlling [RPSI]	3	1. Staff Management 2. Managing Financial and School Resources 3. Data Analytics
2. Budgeting [RPSI]	3	1. Budgeting
3. Innovation & Creativity [CTA]	3	1. Design and Critical Thinking 2. Business Model Canvassing
4. Internationalisation/PR/Networking [LSI]	1	1. Stakeholder Engagement/ Management - Domestic and International 2. University-Industry Collaborations 3. University-International Partners Collaborations
5. High Quality Curricula and Assessment [AL]	4	1. Quality Management in Higher Education 2. Contemporary Learning Pedagogies and Assessments 3. Malaysian Qualifications Agency (MQA) Accreditation Guidelines
6. Student Experience/Engagement [AL]	4	1. Managing Student Learning Experience and Engagement 2. Active Learning and Student Centered Learning Strategies
7. Quality of Teaching and learning [AL]	4	1. Outcome-Based Education (OBE) in Teaching and Learning 2. Accreditation Structure Management

Task/Function Competencies	Competency Level	Recommended Training
8. Research Excellence	3	1. MYRA Guidelines by Kementerian Pengajian Tinggi Malaysia 2. Research Quality and Impact

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Governance and Ethics [LSI]	3	1. Governing Higher Education 2. Integrity and corporate ethic 3. Managing difficult customers 4. Managing risk
2. Environmental Sustainability/ Sustainability in HEIs [RSTF]	3	1. Managing Sustainability in Higher Education 2. Resilience and Stress Management 3. Financial Literacy and Management - Managing Budgets, Profit and Loss
3. Visionary / Envisioning /Predictability [CTA+LSI]	2	1. Strategic and Operational Planning 2. Digital Transformation for Higher Education 3. Agile Management 4. Critical Thinking and Analysis
4. Digital transformation [CPS+TU]	2	1. Technology Use, Monitoring and Use in Higher Education 2. Technology Design and Programming 3. Problem Solving

Focus Area : Academic	Sub Focus Area : Leadership Track
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Job Title : Dean	Level : 6
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Job Description

1. Strategic Leadership

- Work closely with the senior management team of the University on all strategic matters.
- Provide leadership to faculty members in realizing the faculty's vision, mission and values.
- Establish and drive Key Performance Indicators (KPIs) in line with the university's strategic thrusts.
- Identify and develop new programmes that will ensure the sustainable growth of the faculty and the University.

2. Management /Operation

- Driving performance through effective work culture, collaboration, and networking
- Drive quality teaching and learning, promote research excellence, embrace community engagement, industry partnership and other stakeholder partnerships.
- Work with the various departments or schools in the faculty to ensure adherence to accreditation standards, professional bodies requirements, and review the curriculum in a periodical manner with relevant stakeholders.
- Oversee faculty staff recruitment, appointment, performance review, and staff professional development in accordance with university strategic vision.
- Manage funding and budget appropriately and contribute to the profitability of the faculty/university.
- Monitor the implementation of activities of the faculty and uphold the governance of the university.
- Liaise with external bodies, including government regulatory bodies, professional organisations, employers and other stakeholders, and the wider academic community.

3. Wellbeing of Staff and Students

- Support the university in providing training and professional development to the staff in the faculty and ensuring their well-being.
- Support the university in providing the pastoral care and the overall well-being of students.

Personal Competencies	Competency Level	Recommended Training
1. Communication [LSI]	3	1. Communication Challenges with Government Agencies 2. Social Media and Communication 3. Social Media Presence and Tech Tools
2. IQ / EQ / LQ / Agile / Empathy / Problem Solving [RPSI]	3	1. Design Thinking for Problem Solving 2. IQ/EQ/LQ
3. Leadership [LSI]	3	1. Succession Planning 2. Coaching and Mentoring
4. Strategic Thinking [ATI]	3	1. Internationalization of Higher Education 2. Franchising/Dual Degree with Foreign Universities
5. Teamwork / Collaborative Skills [LSI]	3	1. Developing High Performance Teams 2. Driving Organizational Transformational and Success
6. Negotiation - PR, Business Exploration, Networking [CPS]	3	1. Commercialization of Research Products 2. Intellectual Property Rights
7. Stakeholder Engagement [CPS]	3	1. Working with MQA and other Government Agencies 2. Stakeholder Management
8. Embracing Diversity (LSI)	3	1. Cultural Challenges in Higher Education
9. Digital Knowledge [TU]	3	1. MOOC Workshop 2. Micro-Credential Workshop 3. Learning Technology Design 4. Emerging Technology Synthesis 5. Technology-Enabled Learning Delivery
10. Global Mindset [CTA]	4	1. Business Model Canvassing
11. Introspection/Mindfulness [RSTF]	4	1. Understanding Millennial Generation

Task/Function Competencies	Competency Level	Recommended Training
1. Management – Planning, Organizing, Leading, Controlling [RPSI]	4	1. MYRA Guidelines by Kementerian Pengajian Tinggi Malaysia 2. MQA guidelines by Kementerian Pengajian Tinggi Malaysia 3. Quality Assurance Management 4. Data Analytics for Decision Making 5. Leading and Managing Staff
2. Budgeting [RPSI]	4	1. Financial Planning and Analysis 2. Budgeting 3. In House Budgeting Requirements
3. Innovation & Creativity [CTA]	4	1. Product Commercialization 2. Research into Professional Practice Translation 3. Blue Ocean Strategy 4. Improve Marketing Techniques for its Existing and New Programs through Digital Marketing 5. Leading Disruption and Diversity in the New Normal
4. Internationalisation/PR/Networking [LSI]	2	1. MOU and MOA guidelines of the IPTS 2. Dual Degree and Double Degree Framework in Asia, Europe, United States, Middle East etc.
5. High Quality Curricula and Assessment [AL]	4	1. Outcome-Based Education (OBE) in Teaching and Learning 2. Accreditation Structure Management
6. Student Experience/Engagement [AL]	4	1. Active Learning and Student Centered Learning Strategies 2. Learning through Community Problem Solving
7. Quality of Teaching and Learning [AL]	4	1. Teaching Pedagogy 2. Outcome-Based Education (OBE) in Teaching and Learning

Personal Competencies	Competency Level	Recommended Training
8. Research Excellence [AL]	4	1. Research Excellence and High-Quality Publication 2. Research Grant Writing Workshop 3. Understanding Web of Science, SCOPUS, ABDC and ERA Requirements.

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Governance and Ethics [LSI]	3	1. Business Risk Assessment 2. Business Continuity Management 3. Governance in Higher Education
2. Environmental Sustainability/ Sustainability in HEIs [RSTF]	4	1. Educational Leadership through Sustainability 2. SDG in Education
3. Visionary / Envisioning /Predictability [CTA+LSI]	3	1. Higher Education Framework (currently being Developed by HRDC) 2. Malaysian Education Blueprint
4. Digital Transformation [CPS+TU]	3	1. MOOC Workshop 2. Micro-Credential Workshop 3. Learning Technology Design 4. Emerging Technology Synthesis 5. Technology-Enabled Learning Delivery

Focus Area : Academic	Sub Focus Area : Leadership Track
Job Title : Deputy Vice Chancellor (Internationalisation)	Level : 7

Job Description
1. Strategic Leadership

- Primarily responsible for the leadership and management of the university's internalization and engagement activities.
- Support the teaching and learning, R & D and commercialisation activities at the university by leading collaborations with international partners.
- Establish and maintain communications with both internal and external stakeholders.
- Observe the highest standards of integrity, objectivity, and honesty in the execution of all responsibilities.
- Provide leadership to Deans on all internalization and commercialisation strategic decisions in line with the university's vision, mission and values.

2. Management /Operations

- Constantly engage with internal and external stakeholders to ensure smooth operations of the university's internalization and engagement activities for the university.
- Responsible for the management of financial and non-financial resources in relation to the university's internalization and engagement activities of the university.
- Ensure compliance to all relevant policies and regulations, ethics and governance of university's internalization and engagement activities.
- Represent the University externally, both locally and overseas for the university's internalization and engagement related matters.

3. Wellbeing of Staff and Students

- Support the VC to foster/create/nurture a culture of collaboration and cooperation for the overall wellbeing of staff and students.
- Support the VC to lead the overall talent management and succession plan for academic and administrative staff in light of professional growth and development.
- Support the VC to promote a conducive learning environment to enrich students' experience in the university and ensure efficient support and welfare provision to enrich students' experience in the university.

Personal Competencies	Competency Level	Recommended Training
1. Communication [LSI]	4	1. Effective Communication for PR and Education Reforms 2. Reasoning and Problem Solving 3. Social Media Presence and Tech Tools
2. IQ / EQ / LQ / Agile / Empathy / Problem Solving [RPSI]	4	1. Problem Solving Techniques 2. Design and Critical Thinking 3. IQ/EQ/LQ 4. Agile and Growth Mindset
3. Leadership [LSI]	4	1. Leadership - VUCA, Digital, Agility, Authentic etc. 2. Teaming with Passion 3. Leadership and Social Influence 4. Crisis and Disruptive Management 5. Customized Coaching for Leaders
4. Strategic Thinking [ATI]	4	1. Strategic and Operational Planning 2. Digital Transformation for Higher Education 3. Agile Management 4. Analytical Thinking and Innovation 5. Strategic Marketing and Negotiation
5. Teamwork / Collaborative Skills [LSI]	4	1. Team Building with the Culture of Excellence 2. Developing Collegiality in Teams 3. Regulatory Framework for Human Capital Management
6. Negotiation - PR, Business Exploration, Networking [CPS]	4	1. Stakeholder Management and Social Influence 2. Effective Negotiation skills and Closing Deals
7. Stakeholder Engagement [CPS]	4	1. Stakeholder Management and Social Influence 2. Negotiation and Closing deals 3. Global Mindset

Personal Competencies	Competency Level	Recommended Training
8. Embracing Diversity (LSI)	4	1. Managing Diversity for Excellence
9. Digital Knowledge [TU]	3	1. Technology Use, Monitoring and Use in Higher Education
10. Global Mindset [CTA]	4	1. Critical Thinking and Analysis 2. Design and Critical Thinking 3. Business Model Canvassing
11. Introspection/Mindfulness [RSTF]	4	1. Mental Health and Wellbeing in Managing Dynamic Teams

Task/Function Competencies	Competency Level	Recommended Training
1. Management – Planning, Organizing, Leading, Controlling [RPSI]	4	1. Staff Management and Conflict Resolution
2. Budgeting [RPSI]	3	1. Budgeting, Financial Sustainability and Income Diversification.
3. Innovation & Creativity [CTA]	4	1. Design and Critical Thinking 2. Business Model Canvassing
4. Internationalisation/PR/Networking [LSI]	4	1. Internationalization Initiatives 2. Educating for Global Competence 3. Building a Network Perspective
5. Student Experience/Engagement [AL]	3	1. Driving Student Learning Experience and Engagement 2. Active Learning and Student Centered Learning Strategies
6. Quality of Teaching and Learning [AL]	3	1. Quality Management in Higher Education 2. Contemporary Learning Pedagogies and Assessments 3. Malaysian Qualifications Agency (MQA) Accreditation Guidelines
7. Research Excellence [AL]	3	1. Research leadership 2. Local and International Research

Task/Function Competencies	Competency Level	Recommended Training
		Collaborations

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Governance and Ethics [LSI]	4	1. Governing Higher Education 2. Integrity and Corporate Ethic 3. Risk Management
2. Environmental Sustainability/ Sustainability in HEIs [RSTF]	4	1. Managing Sustainability in Higher Education 2. Resilience and Stress Management
3. Visionary / Envisioning /Predictability [CTA+LSI]	4	1. Strategic and Operational Planning 2. Digital Transformation for Higher Education 3. Agile Management 4. Critical Thinking and Analysis
4. Digital Transformation [CPS+TU]	3	1. Technology use, monitoring and use in higher education Technology-Enabled Learning Delivery

Focus Area : Academic	Sub Focus Area : Leadership Track
Job Title : Deputy Vice Chancellor (Research)	Level : 7

Job Description

1. Strategic Leadership

- Primarily responsible for the leadership and management of the university's R & D and commercialisation activities of the university.
- Set the direction for achieving key research targets in line with national and international requirements.
- Promote relevant R & D and commercialisation activities at the university level.
- Establish and maintain communications with internal and external stakeholders observing the highest standards of integrity, objectivity and honesty in the execution of all responsibilities.
- Provide leadership to Deans on R & D and commercialisation strategic decisions in line with the university's vision, mission and values.

2. Management /Operations

- Constantly engage with internal and external stakeholders to ensure smooth operations of the R & D and commercialisation activities for the university.
- Responsible for the management of financial and non-financial resources in relation to the R & D and Commercialisation matters of the university.
- Ensure compliance to all relevant policies and regulations, ethics, and governance of R & D and Commercialisation activities.
- Represent the University externally, both locally and overseas for the R & D and Commercialisation related matters.
- Lead academic staff in attracting R&D funding from various sources.

3. Wellbeing of Staff and Students

- Support the VC to foster/create/nurture a culture of collaboration and cooperation for the overall wellbeing of staff and students.
- Support the VC to lead the overall talent management and succession plan for academic and administrative staff in light of professional growth and development.
- Support the VC to promote a conducive learning environment to enrich students' experience in the university and ensure efficient support and welfare provision to enrich students' experience in the university. Support the VC to promote a conducive learning environment to enrich students' experience in the university and ensure efficient support and welfare provision to enrich students' experience in the university.

Personal Competencies	Competency Level	Recommended Training
1. Communication [LSI]	4	1. Communicating with Clarity 2. Reasoning and Problem Solving 3. Social Media Presence and Tech Tools
2. IQ / EQ / LQ / Agile / Empathy / Problem Solving [RPSI]	4	1. Problem Solving Techniques 2. Design and Critical Thinking 3. IQ/EQ/LQ 4. Agile and Growth Mindset
3. Leadership [LSI]	4	1. Leadership - VUCA, Digital, Agility, Authentic etc. 2. Teaming with Passion 3. Leadership and Social Influence 4. Crisis Management 5. Customized Coaching for Leaders
4. Strategic Thinking [ATI]	4	1. Strategic and Operational Planning 2. Digital Transformation for Higher Education 3. Agile Management 4. Analytical Thinking and Innovation
5. Teamwork / Collaborative Skills [LSI]	4	1. Team Building with the Culture of Excellence 2. Developing Collegiality in Teams
6. Negotiation - PR, Business Exploration, Networking [CPS]	4	1. Stakeholder Management and Social Influence 2. Effective Negotiation Skills and Closing Deals
7. Stakeholder Engagement [CPS]	4	1. Stakeholder Management and Social Influence 2. Negotiation and Closing Deals 3. Global Mindset
8. Embracing Diversity (LSI)	4	1. Managing diversity for excellence
9. Digital Knowledge [TU]	3	1. Technology Use, Monitoring and Use in Higher Education
10. Global Mindset [CTA]	4	1. Critical Thinking and Analysis

		2. Design and Critical Thinking 3. Business Model Canvassing
11. Introspection/Mindfulness [RSTF]	4	1. Mindfulness at Work 2. Managing Emotions

Task/Function Competencies	Competency Level	Recommended Training
1. Management – Planning, Organizing, Leading, Controlling [RPSI]	4	1. Staff Management 2. MYRA Guidelines by Kementerian Pengajian Tinggi Malaysia
2. Budgeting [RPSI]	3	1. Budgeting, Financial Sustainability and Income Diversification.
3. Innovation & Creativity [CTA]	4	1. Design and Critical Thinking 2. Business Model Canvassing
4. Internationalisation/PR/Networking [LSI]	4	1. Internationalization Initiatives 2. Educating for Global Competence 3. Building a Network Perspective
5. Student Experience/Engagement [AL]	3	1. Managing Student Learning Experience and Engagement 2. Active Learning and Student Centered Learning Strategies
6. Research Excellence [AL]	3	1. Research Leadership 2. Local and International Research Collaborations

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Governance and Ethics [LSI]	4	1. Governing Higher Education 2. Integrity and Corporate Ethic 3. Risk Management
2. Environmental Sustainability/ Sustainability in HEIs [RSTF]	4	1. Managing Sustainability in Higher Education 2. Resilience and Stress Management

Organizational Competencies (OC)	Competency Level	Recommended Training
3. Visionary / Envisioning /Predictability [CTA+LSI]	4	<ol style="list-style-type: none"> 1. Strategic and operational planning 2. Digital Transformation for Higher Education 3. Agile Management 4. Critical Thinking and Analysis
4. Digital Transformation [CPS+TU]	2	<ol style="list-style-type: none"> 1. Technology Use, Monitoring and Use in Higher Education Technology

Focus Area : Academic	Sub Focus Area : Leadership Track
Job Title : Deputy Vice Chancellor (Academic)	Level : 7

Job Description
1. Strategic Leadership

- Primarily responsible for the leadership and management of the university's curriculum/new programmes development, enhancement, delivery and monitoring of teaching and learning.
- To promote relevant research and development pertaining to teaching and learning at the university level in order to improve the effectiveness and quality of teaching and learning.
- Establish and maintain communications to both internal and external stakeholders observing the highest standards of integrity, objectivity, and honesty in the execution of all responsibilities.
- Provide leadership to Deans on all academic strategic decisions in line with the university's vision, mission, aims and objectives.

2. Management /Operations

- Constantly engage with internal and external stakeholders to ensure smooth operations of the teaching and learning activities for the university.
- Responsible for the management of financial and non-financial resources in relation to teaching and learning of the university.
- Ensure compliance to all relevant policies and regulations with regards to the requirements of programme standards of MQA, MOHE, and professional bodies or any other regulatory bodies.
- Represent the University externally, both locally and overseas for teaching and learning related matters.

3. Wellbeing of Staff and Students

- Support the VC to foster/create/nurture a culture of collaboration and cooperation for the overall wellbeing of staff and students.
- Support the VC to lead the overall talent management and succession plan for academic and administrative staff in light of professional growth and development.
- Support the VC to promote a conducive learning environment to enrich students' experience in the university and ensure efficient support and welfare provision to enrich students' experience in the university.

Personal Competencies	Competency Level	Recommended Training
1. Communication [LSI]	4	1. Communicating with Clarity 2. Reasoning and Problem Solving 3. Social Media Presence and Tech Tools
2. IQ / EQ / LQ / Agile / Empathy / Problem Solving [RPSI]	4	1. Problem Solving Techniques 2. Design and Critical Thinking 3. IQ/EQ/LQ 4. Agile and Growth Mindset
3. Leadership [LSI]	4	1. Leadership - VUCA, Digital, Agility, Authentic etc. 2. Teaming with Passion 3. Leadership and Social Influence 4. Crisis Management 5. Customized Coaching for Leaders
4. Strategic Thinking [ATI]	4	1. Strategic and operational planning 2. Digital Transformation for Higher Education 3. Agile Management 4. Analytical thinking and innovation
5. Teamwork / Collaborative Skills [LSI]	4	1. Team Building with the Culture of Excellence 2. Developing Collegiality in Teams
6. Negotiation - PR, Business Exploration, Networking [CPS]	4	1. Stakeholder Management and Social Influence 2. Effective Negotiation Skills and Closing Deals
7. Stakeholder engagement [CPS]	4	1. Stakeholder Management and Social Influence 2. Negotiation and Closing Deals 3. Global Mindset
8. Embracing diversity (LSI)	4	1. Managing Diversity for Excellence
9. Digital knowledge [TU]	3	1. Technology Use, Monitoring and use in Higher Education
10. Global mindset [CTA]	4	1. Critical Thinking and Analysis 2. Design and Critical Thinking

Personal Competencies	Competency Level	Recommended Training
		3. Business Model Canvassing
11. Introspection/mindfulness [RSTF]	4	1. Mindfulness at Work 2. Managing Emotions

Task/Function Competencies	Competency Level	Recommended Training
1. Management – Planning, Organizing, Leading, Controlling [RPSI]	4	1. Staff Management 2. SETARA Guidelines by Kementerian Pengajian Tinggi Malaysia 3. MQA Guidelines by Kementerian Pengajian Tinggi Malaysia 4. Legal and Employment Framework
2. Budgeting [RPSI]	3	1. Budgeting, Financial Sustainability and Income Diversification.
3. Innovation & Creativity [CTA]	4	1. Design and Critical Thinking 2. Business Model Canvassing
4. Internationalisation/PR/Networking [LSI]	4	1. Internationalization Initiatives 2. Educating for Global Competence 3. Building a Network Perspective
5. High Quality Curricula And Assessment [AL]	4	1. Outcome-Based Education (OBE) in Teaching and Learning 2. Teaching and Learning Assessments Current Trends in the Industry (Local/International) 3. Accreditation Structure Management 4. Transformational Education and Education while Embracing Disruptions.
6. Student Experience/Engagement [AL]	3	1. Managing Student Learning Experience and Engagement 2. Active Learning and Student Centered Learning Strategies

Task/Function Competencies	Competency Level	Recommended Training
7. Quality of Teaching and Learning [AL]	4	1. Quality Management in higher Education 2. Contemporary Learning Pedagogies and Assessments 3. Malaysian Qualifications Agency (MQA) Accreditation Guidelines
8. Research Excellence [AL]	4	1. Research Leadership 2. Local and International Research Collaborations

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Governance and Ethics [LSI]	4	1. Governing Higher Education 2. Integrity and Corporate Ethic 3. Risk Management
2. Environmental Sustainability/ Sustainability in HEIs [RSTF]	4	1. Managing Sustainability in Higher Education 2. Resilience and Stress Management
3. Visionary / Envisioning /Predictability [CTA+LSI]	4	1. Strategic and Operational Planning 2. Digital Transformation for Higher Education 3. Agile Management 4. Critical Thinking and Analysis
4. Digital Transformation [CPS+TU]	2	1. Technology Use, Monitoring and Use in Higher Education. 2. Technology in Education and Innovative Online Learning Practices and Growth Plans.

Focus Area: Academic	Sub Focus Area: Leadership Track
Job Title: Vice Chancellor (VC)	Level: 8
Job Description	

1. Strategic Leadership

- Ensure long term viability and business sustainability of the university through the establishment of strategic vision, mission, values, aims and objectives of the university.
- Report to the Board Members on all matters pertaining to university's performance, developments, and aspirations.
- Provide guidance to the university's senior leadership team in academic, research, internalization, and commercial activities.
- Establish and maintain communications to both internal and external stakeholders observing the highest standards of integrity, objectivity, and honesty in the execution of all responsibilities.

2. Management /Operations

- Provide leadership on strategic and operational matters as required in line with university's vision and mission.
- Ensure good governance structure and compliance to all relevant policies, regulations and regulatory matters.
- Develop productive partnerships, with government agencies, industry, alumni, international bodies/institutions etc.
- Encourage and promote innovation, creativity, and knowledge transfer for the further advancement of the university.
- Through the relevant committees/units/departments, monitor the budget/financial performance of the university, investment decisions in assets of the university, student recruitment, human resource (hiring, retention and development), etc.
- Establish policies, procedures, and processes for the university to ensure compliance, growth, and reputation of the university.

3. Wellbeing of Staff and Students

- Foster/create/nurture a culture of collaboration and cooperation for the overall wellbeing of staff and students.
- Lead the overall talent management and succession plan for academic and administrative staff in light of professional growth and development.
- Promote a conducive learning environment and ensure efficient support and welfare provisions to enrich students' experience in the university.

Personal Competencies	Competency Level	Recommended Training
1. Communication [LSI]	4	1. Communicating with Clarity 2. Crisis Communication 3. Social Media Presence and tech tools 4. Leadership Communication in the Virtual World
2. IQ / EQ / LQ / Agile / Empathy / Problem Solving [RPSI]	4	1. Agile Management 2. Analytical Thinking and Innovation 3. Critical Thinking & Analysis 4. Visionary Mindset & Attributes 5. Data Analytics for Decision Making 6. Data Visualization for Decision Making 7. Digitalization and Global Mindset
3. Leadership [LSI]	4	1. Authentic Leadership 2. Digital Leadership 3. Customized Coaching & Mentoring Skills 4. Creating High Performance Teams 5. People and Organizational Effectiveness 6. Transformational Leadership 7. Influence and Persuasion in Leadership
4. Strategic Thinking [ATI]	4	1. Strategic Canvassing 2. Digital Transformation for Higher Education 3. Agile Management 4. Analytical Thinking and Innovation 5. Critical Thinking and Analysis 6. Visionary Mindset and Attributes
5. Teamwork / Collaborative Skills [LSI]	4	1. Teaming with Passion 2. Creating High Performance Teams 3. Managing Ethics 4. Risk Management
6. Negotiation - PR, Business Exploration, Networking [CPS]	4	1. Stakeholder Management 2. Negotiation and Closing Deals

7. Stakeholder Engagement [CPS]	4	1. Stakeholder Analysis 2. Win-Win Strategies 3. Internationalization
8. Embracing Diversity (LSI)	4	1. Improving Culture in a Workplace 2. Intercultural Empathy 3. Managing the Organizational Culture
9. Global Mindset [CTA]	4	1. Developing a Mindset of Success 2. Flexibility & Openness 3. Globalization 4. Global Leadership
10. Introspection/Mindfulness [RSTF]	4	1. Self-Awareness and Professionalism 2. Mindful Leadership

Task/Function Competencies	Competency Level	Recommended Training
1. Management – Planning, Organizing, Leading, Controlling [RPSI]	4	1. Planning & Delivery 2. People Management 3. Change Management 4. Time Management 5. Product Development Gateways 6. USPs and Business Modelling for New Products 7. Driving Entrepreneurial Capabilities
2. Budgeting [RPSI]	3	1. Managing the Financials. 2. Accounting Strategies 3. Financial Sustainability and Income Diversification
3. Innovation & Creativity [CTA]	4	1. Design Thinking 2. Business Model Canvassing 3. Ideation and Innovation 4. Agile Business Analysis 5. Fostering and Guiding Innovation 6. Unleashing and Enhancing Innovation
4. Internationalisation/PR/Networking [LSI]	4	1. Internationalization Initiatives 2. Educating for Global Competence

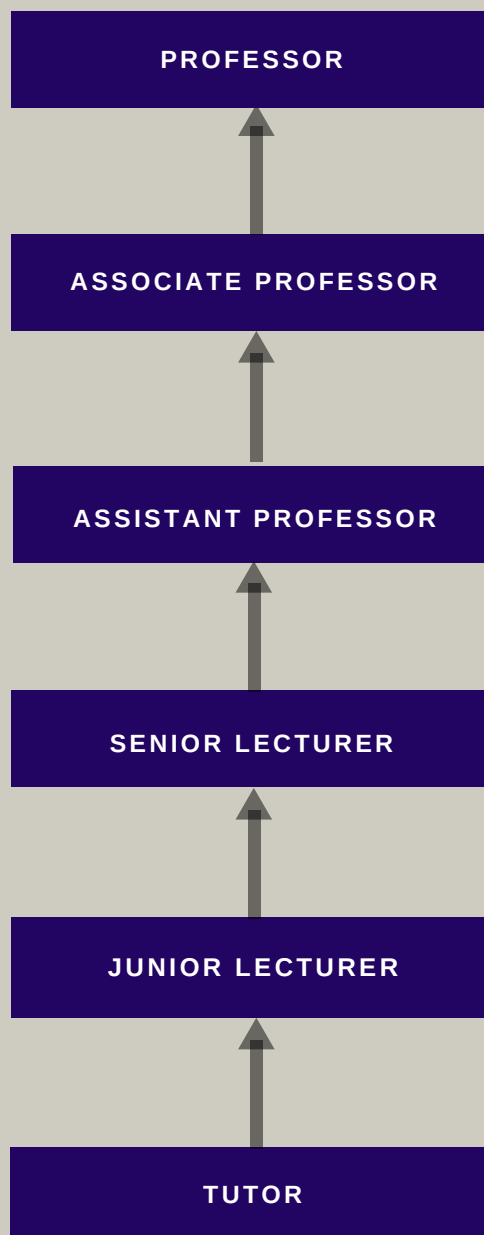
Task/Function Competencies	Competency Level	Recommended Training
		3. Building a Network Perspective
5. Quality of Teaching & Learning (AL)	4	1. Trends in Technology Shaping Higher Education 2. Building Safe Learning Environments 3. Learning Management Systems 4. Innovative Learning in the New Norm
6. Student Experience/Engagement [AL]	4	1. Active Learning and Student Centered Learning Strategies 2. High Quality Teaching and Student Engagement
7. Quality of Teaching and Learning [AL]	4	1. Trends in Technology Shaping Higher Education 2. Building Safe Learning Environments 3. Learning Management Systems 4. Innovative Learning in the New Norm
8. Research Excellence [AL]	4	1. High Quality Publication 2. Building a Centre of Research Excellence 3. Research Investment

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Governance and Ethics [LSI]	4	1. Governing Higher Education 2. Integrity and Corporate Ethics 3. Improving Culture in a Workplace 4. Managing Ethics 5. Risk Management
2. Environmental Sustainability/ Sustainability in HEIs [RSTF]	4	1. Education for Sustainable Development 2. Higher Education Sustainable Initiatives

Organizational Competencies (OC)	Competency Level	Recommended Training
3. Visionary / Envisioning /Predictability [CTA+LSI]	4	<ol style="list-style-type: none"> 1. Leadership Transitioning 2. High Impact Leadership 3. Leading for Results 4. Leading Change in an Age of Digital Transformation
4. Digital Transformation [CPS+TU]	4	<ol style="list-style-type: none"> 1. Powering Digital Value Chains 2. Trends in Technology Shaping Higher Education 3. Developing a Vision for Digital Innovation and Managing Resistance to Change

CAREER PATHWAY

ACADEMIC - SCHOLARLY TRACK



Focus Area : Academic	Sub Focus Area : Scholarly Track
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Job Title : Tutor	Level : 3
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Job Description

A tutor is responsible for planning, preparing & conducting lectures & tutorials; assessing & evaluating and communicating effectively with other personnels and adhere to procedures, policies and internal regulations.

Personal Competencies	Competency Level	Recommended Training
1. The ability to work as part of a team	1	1. Team-Building: 1.1. Rapport building 1.2. Dealing with difficult people 1.3. Teamwork 1.4. Active listening
2. To communicate with other team members/superiors	1	1. Effective Communication and Presentation: 1.1 Intra-Personal & inter-personal skills 1.2 Protocol & decorum
3. The ability to teach effectively	1	1. Teaching/Pedagogical Skills: 1.1 Developing and giving an effective teaching & learning 1.2 Keeping students engaged 1.3 Focusing on the students' needs 1.4 Organizing teaching & learning
4. The ability to solve-problems & think critically	1	1. Problem Solving & Critical Thinking: 1.1 Conflict resolution 1.2 Collaborative approach 1.3 Creativity 1.4 Innovation
5. The ability to acquire cultural & social competence	1	1. Cultural & Social Awareness: 1.1 Intra-personal & inter-personal skills 1.2 Cultural and racial tolerance

Personal Competencies	Competency Level	Recommended Training
6. The ability to function professionally	1	1. Professional Attributes: 1.1 Integrity & accountability 1.2 Professionalism & work ethics 1.3 Roles & responsibilities of job description

Task/Function Competencies	Competency Level	Recommended Training
1. Analyze, manage and evaluate data	1	1. Microsoft Excel Data Analytics Tools for the Classroom
2. Online Applications for Teaching & Learning	1	1. Technologies for Teaching and Learning: 1.1 ICT Skills (Web-based applications and use of Words Office) 1.2 Learning Management System (LMS) 1.3 Education Management System (EMS)

Academic, Pedagogical & Andragogical Skills	Competency Level	Recommended Training
1. Teaching & Learning Pedagogies & Designs	1	1. Instructional Designs & Pedagogies: 1.1 Blended learning 1.2 Flipped classroom 1.3 Online Learning & Remote Learning (Synchronous/asynchronous)
2. Research and Publication	1	1. Fundamentals in Article Publication: 1.1 Writing research articles 1.2 Article review 1.3 Publication
3. Concepts & Policies in Higher Education	1	1. Current Policies and Practices: 1.1 Curriculum document (Proformas/Modules)

Academic, Pedagogical & Andragogical Skills	Competency Level	Recommended Training
4. Assessment & Evaluation	1	1. Current Assessment & Evaluation Practices: 1.1 Assessment designs and practices 1.2 Evaluation designs and practices

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Implementation of procedures, policies and internal regulations	1	1. Standard Operational Procedures: 1.1 Implementation of ISO 9001 : 2015 1.2 Implementation of ISO 21001:2018 Educational Organisation Management System (EOMS) 1.3 Malaysian Qualification Framework (MQF)
2. Professional Pathways	1	1. Professional Roadmap: 1.1 Education Acts 1.2 Public Service General Order (GO)

Focus Area : Academic	Sub Focus Area : Scholarly Track
Job Title : Junior Lecturer	Level : 4

Job Description

A junior lecturer is responsible for planning, preparing & conducting lectures & tutorials, coordinating courses & programmes, invigilating examinations, assessing & evaluating, attending meetings, communicating effectively with other personnels, doing pastoral care, research, publications, and interviewing applicants.

Personal Competencies	Competency Level	Recommended Training
1. The ability to work as part of a team	2	1. Team-Building: 1.1 Rapport building 1.2 Dealing with difficult people 1.3 Teamwork 1.4 Active listening
2. To communicate with other team members/superiors	2	1. Effective Communication and Presentation: 1.1 Intra-personal & inter-personal skills 1.2 Protocol & decorum
3. The ability to teach effectively	2	1. Presentation Skills: 1.1 Developing and giving an effective presentation 1.2 Overcoming presentation fears 1.3 Keeping the audience engaged 1.4 Focusing on the audience's need 1.5 Organizing presentation content 1.6 Body language
4. The ability to provide pastoral care	2	1. Emotional Quotient (EQ): 1.1 Empathy 1.2 Social skills 2. Managing Pastoral Care Programmes 2.1 Engaging and involving the community 2.2 Promotion of health and wellbeing

Personal Competencies	Competency Level	Recommended Training
		2.3 Promotion of academic care
5. The ability to solve-problems & think critically	2	1. Problem Solving & Critical Thinking: 1.1 Conflict resolution 1.2 Collaborative approach 1.3 Creativity 1.4 Innovation
6. The ability to acquire cultural & social competence	2	1. Cultural & Social Awareness: 1.1 Intra-personal & inter-personal skills 1.2 Cultural and racial tolerance
7. The ability to function professionally	2	1. Professional Attributes: 1.1 Integrity & accountability 1.2 Professionalism & work ethics 1.3 Roles & responsibilities of job description
8. The ability to lead academically & professionally	2	1. Leadership Skills: 1.1 Leadership qualities 1.2 Effective delegation 1.3 Time management 1.4 Project management 1.5 Programme management

Task/Function Competencies	Competency Level	Recommended Training
1. Analyze, manage and evaluate data	2	1. Microsoft Excel Data Analytics Tools 2. Data Analysis Software (e.g. Statistical Package for the Social Sciences (SPSS))
2. Online Applications for Teaching & Learning	2	1. Technologies for Teaching and Learning: 1.1 ICT Skills (Web-based applications and use of Words Office) 1.2 Learning Management System (LMS)

Task/Function Competencies	Competency Level	Recommended Training
		1.3 Education Management System (EMS)
3. Supervision	2	1. Standard Operating Procedures (SOPs): 1.1 Guidelines for Supervision 1.2 Guidelines for Internship/Practical

Academic, Pedagogical & Andragogical Skills	Competency Level	Recommended Training
1. Teaching & Learning Pedagogies & Designs	2	1. Instructional Designs & Pedagogies: 1.1 Blended learning 1.2 Flipped classroom 1.3 Online learning & remote learning (Synchronous/asynchronous)
2. Research & Publication	2	1. Fundamentals in Article Publication: 1.1 Writing research article 1.2 Article review 1.3 Publication 2. Research strategy and planning: 2.1 Grant application 2.2 Research collaboration and networking
3. Concepts & Policies in Higher Education	2	1. Current Policies and Practices: 1.1 Curriculum document (Proformas/Modules)
4. Assessment & Evaluation	2	1. Current Assessment & Evaluation Practices: 1.1 Assessment designs and practices 1.2 Evaluation designs and practices

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Implementation of procedures, policies and internal regulations	2	1. Standard Operational Procedures: 1.1 Implementation of ISO 9001 : 2015 1.2 Implementation of ISO 21001:2018 Educational Organisation Management System (EOMS) 1.3 Malaysian Qualification Framework (MQF)
2. Professional Pathways	2	1. Professional Roadmap: 1.1 Education Acts 1.2 Public Service General Order (GO)

Focus Area : Academic	Sub Focus Area : Scholarly Track
Job Title : Senior Lecturer	Level : 5

Job Description

A senior lecturer is responsible for more administrative work beside the common academic responsibilities.

Academic Responsibilities: Plan, prepare, and conduct lecture and tutorial; invigilate examinations; assess and evaluate students' work; chair/attend meetings; research and publication.

Administrative Responsibilities: Develop, manage, and monitor postgraduate and undergraduate programmes; plan and lead community service programme/project, and research project (including acquiring grants) both at local and international level.

Personal Competencies	Competency Level	Recommended Training
1. The ability to carry out administrative responsibility.	3	1. Operational administration 2. Curriculum development 3. Quality management and enhancement
2. The ability to lead academically & professionally.	3	1. Leadership Skills in: 1.1 Programme development 1.2 Innovative learning and teaching strategies development
3. The ability to communicate effectively with local and external part.	3	1. Communication Skills to: 1.1 Lead and develop networks (both external and internal) 1.2 Provide professional advice (external examiner) 1.3 Develop links with external contacts for collaboration 1.4 Deliver and explain conceptual ideas (new/revised)
4. The ability to provide pastoral care	3	1. EQ (students and junior lecturers)

Task/Function Competencies	Competency Level	Recommended Training
1. Analyse, manage and evaluate data	3	1. Data Collection Procedure Management 2. Microsoft Excel & Data Processing, Relevant Software
2. Online Applications for Teaching & Learning	3	1. Conceptual understanding and use of: 1.1 ICT Skills (Web-based applications: PowerPoint, words etc.) 1.2 Learning Management System (LMS: conferencing tools, interactive learning platform etc.) 1.3 Education Management System (EMS: online assessment etc.)
3. Internship & Supervision	3	1. Standard Operating Procedures (SOPs)
4. Community Service	3	1. Identify community needs (on site, current) 2. Plan, organise, and implement courses/workshop

Academic, Pedagogical & Andragogical Skills	Competency Level	Recommended Training
1. Teaching & Learning Designs	3	1. Innovative programme development: 1.1 Current trends and practices 1.2 Curriculum design and development
2. Research, Innovation, and Publication	3	1. Research funds/grants (source/identify/acquisition) 2. Research and Innovation projects (individual or collaborative; design and strategy; safeguard intellectual property (patent, copyright, trademark etc.) 3. Editorial board (scholarly journal)

Academic, Pedagogical & Andragogical Skills	Competency Level	Recommended Training
		4. Article/thesis (internal) /book review (skills and strategies) 5. Publication: 5.1 Lead group publication 5.2 Establish professional network 5.3 Safeguard intellectual property (patent, copyright, trademark etc.)
3. Concepts & Policies in Higher Education	3	1. Problem Solving Skills 2. Current Policies and Practices
4. Assessment & Evaluation	3	1. Assessment Plan and Design Development 2. Strategies in Monitoring new (or existing) Assessment and Evaluation 3. Current Assessment & Evaluation Practices

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Implementation of procedures, policies and internal regulations	3	1. Knowledge and Conceptual Understanding of: 1.1 ISO 9001: 2015 1.2 ISO 21001:2018 Educational Organisation Management System (EOMS) 1.3 Malaysian Qualification Framework (MQF)
2. Academic and Professional Pathways	3	1. Academic and Professional Roadmap: 1.1 Academic leadership skills 1.2 Team/individuals development 1.3 Standard setting and monitoring 1.4 Identify and plan own career path/advancement

Focus Area : Academic	Sub Focus Area : Scholarly Track
Job Title : Assistant Professor	Level : 6

Job Description

Assistant professors teach students at both undergraduate and post graduate level, which entails tasks such as teaching, preparing lesson, and meeting students (group or individual). They are also required to be involved in research activities which include presenting research findings at both local and international conferences. In addition, seeking external funding for researches (individual or collaborative) is also deemed necessary to enhance the prestige of their institution.

Personal Competencies	Competency Level	Recommended Training
1. The ability to carry out administrative responsibility.	3	1. Operational Administration 2. Curriculum Development 3. Quality Management and Enhancement
2. The ability to lead academically & professionally	3	1. Leadership Skills: 1.1 Programme development 1.2 Innovative learning and teaching strategies development
3. The ability to communicate effectively with local and external party/agency.	3	1. Communication Skills: 1.1 Lead and develop networks (both external and internal) 1.2 Provide professional advice (external examiner) 1.3 Develop links with external contacts for collaboration 1.4 Deliver and explain conceptual ideas (new/revised)
4. The ability to provide pastoral care	3	1. Pastoral Care and the Curriculum: 1.1 Lecturers' readiness 1.2 Students' needs 2. EQ (students and junior lecturers)

Task/Function Competencies	Competency Level	Recommended Training
1. Analyse, manage and evaluate data	3	1. Data Collection Procedure Management

Task/Function Competencies	Competency Level	Recommended Training
		2. Microsoft Excel & Data Processing, Relevant Software
2. Online Applications for Teaching & Learning	3	1. Conceptual Understanding and Use of: <ul style="list-style-type: none"> 1.1 ICT Skills (Web-based applications: PowerPoint, words etc.) 1.2 Learning Management System (LMS: conferencing tools, interactive learning platform etc.) 1.3 Education Management System (EMS: online assessment etc.)
3. Internship & Supervision	3	2. Standard Operating Procedures (SOPs)
4. Community Service	3	1. Identify community needs (on site, current) 2. Plan, organise, and implement courses/workshop

Academic, Pedagogical & Andragogical Skills	Competency Level	Recommended Training
1. Teaching & Learning Designs	3	1. Innovative programme design and development: <ul style="list-style-type: none"> 1.1 Current trends and practices 1.2 Curriculum design and development
2. Research, Innovation, and Publication	3	1. Research funds/grants (source/identify/acquisition) 2. Research and Innovation projects (individual or collaborative; design and strategy; safeguard intellectual property (patent, copyright, trademark etc.) 3. Editorial board (scholarly journal) 4. Article/thesis (internal) /book review (skills and strategies) 5. Publication:

Academic, Pedagogical & Andragogical Skills	Competency Level	Recommended Training
		5.1 Lead group publication 5.2 Establish professional network 5.3 Safeguard intellectual property (patent, copyright, trademark etc.)
3. Concepts & Policies in Higher Education	3	1. Problem Solving Skills 2. Current Policies and Practices 3. Trends and the Real World
4. Assessment & Evaluation	3	1. Assessment Plan and Design Development 2. Strategies in Monitoring New (or existing) Assessment and Evaluation 3. Current Assessment & Evaluation Practices

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Implementation of procedures, policies and internal regulations	3	1. Knowledge and conceptual understanding of: 1.1 ISO 9001: 2015 1.2 ISO 21001:2018 Educational Organisation Management System (EOMS) 1.3 Malaysian Qualification Framework (MQF)
2. Academic and Professional Pathways	3	1. Academic and Professional Roadmap: 1.1 Academic leadership skills 1.2 Team/individuals development 1.3 Standard setting and monitoring 1.4 Identify and plan own career path/advancement

Focus Area : Academic	Sub Focus Area : Scholarly Track
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Job Title : Associate Professor	Level : 7
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Job Description

An Associate Professor is designated to contribute to the scholarly and intellectual life of the faculty by conducting high quality research and by teaching undergraduate, postgraduate and research students as appropriate and as instructed. He/She is also required to adhere to occupational safety and health practices and procedures.

Personal Competencies	Competency Level	Recommended Training
1. Academic Leadership - Network and collaboration development	4	1. Academic branding global recognition
2. Communication skills (Verbal Communication, Non-verbal communication, written communication, Presentation communication)	4	1. Public Speaking 2. Grooming and Etiquette
3. Academic honesty	4	1. Motivational and Self-Challenge
4. Soft Attitudinal Attributes	4	1. Stress Management
5. Social Responsibility	4	1. CSR workshops
6. Continuously Learning & Improvements	4	1. Benchmarking/Goal Setting

Task/Function Competencies	Competency Level	Recommended Training
1. Managing Information	4	1. Microsoft Knowledge Management System 2. Converse, collaborate, and build student community in various apps (eg Teams, Google classroom, blackboard, canvas etc)
2. Research and Data Analysis	4	1. Workshop on Conducting Research Using Quantitative Research Methods. 2. Workshop on Conducting Research Using Qualitative Research Methods

Task/Function Competencies	Competency Level	Recommended Training
		3. Workshop on Data Analysis (Quantitative and Qualitative) 4. Personal Branding
3. Strategic Communication Competencies	4	1. Personal Branding

Academic, Pedagogical & Andragogical Skills	Competency Level	Recommended Training
1. IR 4.0 and Educational Landscape	4	1. Teaching of Higher-Order Thinking Skills in Higher Education. 2. Preparing Students to do Problem-Solving and Decision Making. 3. Course on Problem-Based Learning 4. Teaching in the New Era - Hybrid Teaching and Learning. 5. Courses on Creativity and Innovation

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Teamwork	4	1. Team Building
2. Environmental Sustainability in HEIs	4	1. Introductory to Green 2. Environmental sustainability
3. Strategic University Policy Planning	4	1. Strategic Policy 2. Policy Analysis 3. Policy Development
4. Stakeholder Inclusiveness	4	1. Stakeholder Engagement 2. Identifying Stakeholders 3. Understanding and embracing stakeholders in education
5. Crisis Management in Education	4	1. Crisis Management 2. Crisis Prediction 3. Emergency Response 4. Crisis Mitigation.
6. Modernising Education in HEIs	4	1. Information Technology

Focus Area : Academic	Sub Focus Area : Scholarly Track
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Job Title : Professor	Level : 8
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Job Description

A Professor is designated to contribute to the scholarly and intellectual life of the faculty by conducting high quality research, produce and publish empirical writings based on the findings as contribution to the field of expertise. Design appropriate courses and conduct teaching to undergraduate and postgraduate students in their respective areas of expertise areas. He/She is also required to provide professional guidance and supervision to his/her students and also provide consultancy services to the stakeholders in their areas of expertise. He/She is also required to adhere to occupational safety and health practices and procedures.

Personal Competencies	Competency Level	Recommended Training
1. Academic Leadership - Network and collaboration development	4	1. Academic branding global recognition
2. Communication skills (Verbal Communication, Non-verbal communication, written communication, Presentation communication)	4	1. Advance Training to Teach Effective Communication Skills. 2. Advance Public Speaking
3. Academic honesty	4	1. Course on Ethics and Academic Honesty
4. Soft Attitudinal Attributes	4	1. Course on Human Relations
5. Social Responsibility	4	1. Course on Conducting CSR Projects
6. Continuously Learning & Improvements	4	1. Lifelong learning - Life Cycle of professions/professionals

Task/Function Competencies	Competency Level	Recommended Training
1. Managing Information	4	1. Microsoft Knowledge Management System 2. Converse, collaborate, and build student community in various apps (eg Teams, Google classroom,

Task/Function Competencies	Competency Level	Recommended Training
		blackboard, canvas etc)
2. Research and Data Analysis	4	1. Workshop on conducting research using quantitative research methods. 2. Workshop on conducting research using qualitative research methods 3. Workshop on data analysis (quantitative and qualitative) 4. Personal Branding
3. Strategic Communication Competencies	4	1. Personal Branding

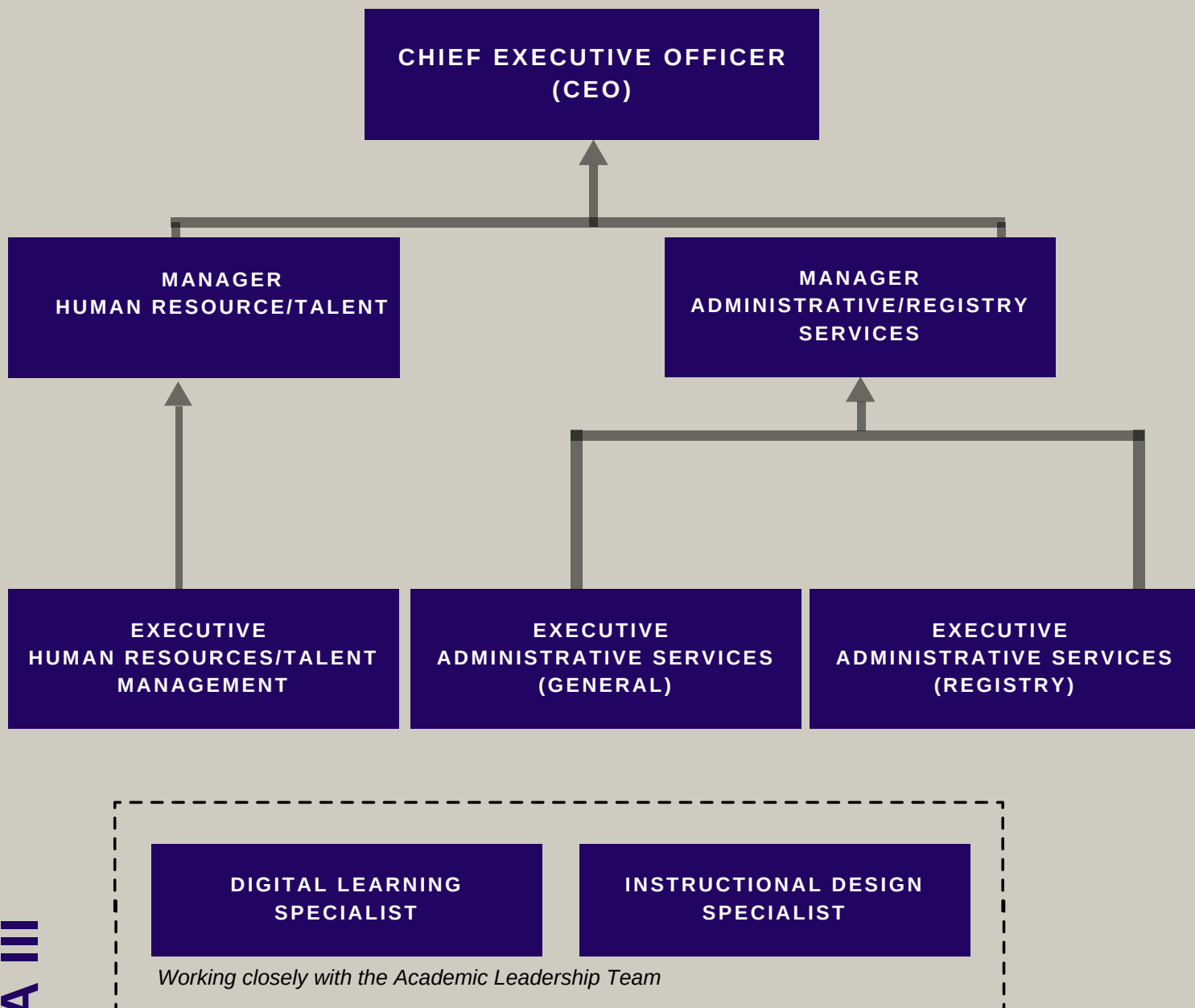
Academic, Pedagogical & Andragogical Skills	Competency Level	Recommended Training
1. IR 4.0 and Educational Landscape	4	1. Teaching of higher-order thinking skills in higher education. 2. Preparing students to do problem-solving and decision making. 3. Course on problem-based learning 4. Teaching in the new era - hybrid teaching and learning. 5. Courses on creativity and innovation

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Teamwork	4	1. Strategic Networking Management
2. Environmental Sustainability in HEIs	4	1. Integrating Green Policy 2. Environmental Sustainability
3. Strategic University Policy Planning	4	1. Policy development, implementation and monitoring
4. Stakeholder Inclusiveness	4	1. Stakeholders Model
5. Crisis Management in Education	4	1. Crisis Prediction 2. Emergency Response 3. Crisis Mitigation.

Organizational Competencies (OC)	Competency Level	Recommended Training
6. Modernising Education in HEIs	4	1. Information Technology

CAREER PATHWAY

NON-ACADEMIC - FUNCTIONAL LEADERSHIP TRACK



**The Chief Executive Officer may come up from any of the leadership roles within the organisation or from Industry

Focus Area : Non-Academic	Sub Focus Area: Functional Leadership Track
Job Title : Executive - Administrative Services (Registry)	Level : 5

Job Description

The Student Administrative Services Executive (Registry) is to acquire and safe keep all students' entry qualifications and to manage course and course change details. The Executive is also required to maintain accurate records of students' academic performance throughout their course and to prepare required reports for Exam and Award Boards as well as to assist with student graduation related documentation and processes. The Executive will also need to attend to emails relating to Registry functions including communication with other units within the University, Faculty and students.

Personal Competencies	Competency Level	Recommended Training
1. Communication	4	1. Strong IT skills. 2. Excellent communication skills, both written and verbal, for a wide range of audiences 3. Organizing presentation content
2. Problem Solving	3	1. Critical Thinking 2. Collaborative Approach 3. Ability to interpret and implement policy. 4. Ability to analyse and report on data.
3. Service Orientation	4	1. Social skills 2. Engaging and involving 3. Promotion of health and wellbeing
4. Teamwork and Interpersonal Skills	4	1. Teamwork
5. Planning & Coordinating	3	1. Project Administration 2. Organisational administration support 3. Data Gathering & Analysis

Task/Function Competencies	Competency Level	Recommended Training
1. Leading and supervising	2	1. Leadership Skills 2. Delegation Skills
2. Client orientation	3	1. Customer Service
3. Judgement/decision making	4	1. Critical Thinking for Better Judgement 2. Time Management

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Education workflow framework	2	1. Personal Data Protection Act 2. Governance of Private Higher Education Institutions 3. Student Conduct and Disciplinary in Higher Education 4. Understanding the Higher Education Blueprint
2. General Management	2	1. Project Administration 2. Organisational Administration Support 3. Data Gathering & Analysis

Focus Area : Non-Academic	Sub Focus Area: Functional Leadership Track
Job Title : Executive - Administrative Services (General)	Level : 5

Job Description

The Student Administrative Services Executive (General) is to attend to student related Issues including new student enquiries, assisting with registration, receiving feedback and complaints as well as attending to the same or escalating to superiors where necessary. The Executive is also to update student particulars and to issue student id cards and assist students with loan or visa applications as well as to assist students with accommodation arrangements and issues arising therefrom.

Personal Competencies	Competency Level	Recommended Training
1. Communication	4	1. Telephone Skills 2. Effective Presentations Skills 3. Body Language
2. Problem Solving	3	1. Critical Thinking 2. Collaborative Approach 3. Arbitration and Negotiation Skills
3. Service Orientation	4	1. Empathy 2. Social Skills 3. Engaging and Involving 4. Promotion of Health and Wellbeing
4. Teamwork and Interpersonal Skills	3	1. Teamwork
5. Planning & Coordinating	3	1. Project Administration 2. Organisational administration support 3. Data Gathering & Analysis
6. Leading and supervising	2	1. Leadership skills 2. Delegation skills
7. Client orientation	4	1. Customer Service
8. Judgement/decision making	3	1. Critical Thinking for Better Judgement

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Education workflow framework	2	<ol style="list-style-type: none"> 1. Personal Data Protection Act 2. Governance of Private Higher Education Institutions 3. Student Conduct and Disciplinary in Higher Education 4. Understanding the Higher Education Blueprint
2. General Management	2	<ol style="list-style-type: none"> 1. Project Administration 2. Organisational Administration Support 3. Data Gathering & Analysis

Focus Area : Non-Academic	Sub Focus Area: Functional Leadership Track
Job Title : Manager - Administrative/Registry Services	Level : 7

Job Description

The Manager, Admin Services/Registry Services is responsible for the academic administrative operations in an institution. The roles include managing the life-cycle of a student from registration process up to graduation. The roles involve continuous improvement on practices and procedures that create the highest level of efficiency and effectiveness of work processes. The Manager leads the academic administrative operations team to support the day-to-day academic operations in schools within an institution ranging from students' registration, progression matters and student retake/resit.

Personal Competencies	Competency Level	Recommended Training
1. Communication	4	1. Presentation Skills: <ul style="list-style-type: none"> 1.1 Developing and giving an effective presentation 1.2 Overcoming presentation fears 1.3 Keeping the audience engaged 1.4 Focusing on the audience's needs 1.5 Organizing presentation content 2. Body Language
2. Leadership	4	1. Leadership Skills: <ul style="list-style-type: none"> 1.1 Leadership Qualities 2. Effective Delegation 3. Time Management 4. Project Management 5. Conflict Management
3. Problem Solving & Decision Making	4	1. Problem solving & Critical Thinking 2. Conflict Resolution 3. Collaborative Approach <ul style="list-style-type: none"> 3.1 Creativity 3.2 Innovation
4. Customer & Service Orientation	4	1. Emotional Quotient (EQ): <ul style="list-style-type: none"> 1.1 Empathy 1.2 Social Skills 1.3 Engaging and involving the

Personal Competencies	Competency Level	Recommended Training
		community 1.4 Promotion of health and wellbeing

Task/Function Competencies	Competency Level	Recommended Training
1. Managing & Developing Team	4	1. Leadership skills 2. Delegation skills
2. Change management	4	1. Effective Management 2. Change Management Skills
3. Client orientation & Managing Diversity	4	1. Customer Service
4. Managing Student Information System & using information for decision making	4	1. Critical Thinking for Better Judgement 2. Data Analysis: 2.1 Inspecting, cleansing, transforming, and modelling data with the goal of discovering useful information, informing conclusions, and supporting decision-making

Organizational Competencies (OC)	Competency Level	Recommended Training
3. Education workflow framework	4	1. Personal Data Protection Act 2. Governance of Private Higher Education Institutions 3. Student Conduct and Disciplinary in Higher Education 4. Understanding the Higher Education Blueprint
4. General Management	4	1. Effective Management in Higher Education 2. Strategic Workforce Planning 3. Organisational Change Management

Focus Area : Non-Academic	Sub Focus Area: Functional Leadership Track
Job Title : Executive - Human Resources/ Talent Management	Level : 5

Job Description

The Human Resources (HR) Executive administer the HR support services for the institution which cover recruitment, onboarding, administering of employees records, processing of training and development requisitions, administering the employees compensation and benefits scheme as well as general HR administration. The incumbent assists in talent assessment to identify high-potential talent and programme implementation for high-potential talent, and supports the organisational HR function in developing and implementing programmes for succession planning. The incumbent also administers the hiring and exit processes.

Personal Competencies	Competency Level	Recommended Training
1. Planning & Coordinating	4	1. Effective planning & prioritising skills 2. Time Management 3. Coordinating Resources 4. Project Management
2. Communication	3	1. Presentation Skills: 1.1 Developing and giving an effective presentation 1.2 Overcoming presentation fears 1.3 Keeping the audience engaged 1.4 Focusing on the audience's needs 1.5 Organizing presentation content 1.6 Body language
3. Teamwork	3	1. Ability to work in a team 2. Project Management
4. Problem Solving	2	1. Problem solving & Critical Thinking 2. Conflict Resolution 3. Collaborative Approach 4. Creativity 5. Innovation
5. Talent Management	3	1. Time management 2. Project management

Personal Competencies	Competency Level	Recommended Training
		3. Social Skills 4. Creativity 5. Effective communication skills
6. Service Orientation	3	1. Emotional Quotient (EQ) 2. Empathy 3. Engaging and involving the community 4. Promotion of health and wellbeing 5. Promotion of academic care 6. Effective use of Microsoft Office applications

Task/Function Competencies	Competency Level	Recommended Training
1. Human Resource Practice & Implementation	3	1. General HR core functions 2. Effective Administrative Skills
2. Job Analysis and Evaluation	3	1. Define job profiles
3. Human Resource Policies and Legislation Framework Management	3	1. Labour Policies and Legislation 2. Employment Legislation and Industrial Relations
4. Talent Capability Assessment	1	1. Capability Assessments in Talent Management & Acquisition
5. Talent Development	2	1. Training Needs Analysis
6. Human Resource Systems Management	3	1. Technology tools in managing HR 2. Data analytical

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Workforce Engagement	2	1. Employee Communication Management 2. Driving HR Innovation through Design Thinking 3. HR Analytics
2. General HR Management	2	1. Background check/Pre-employment reference checks

JOB DESCRIPTION, SKILLS & RECOMMENDED TRAINING

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PAGE 74

Organizational Competencies (OC)	Competency Level	Recommended Training
		training 2. Employment Act Provisions & Updates 3. How to Pre-screen & Shortlist Job Applications

Focus Area : Non-Academic	Sub Focus Area: Functional Leadership Track
Job Title : Manager - Human Resources/ Talent	Level : 7

Job Description

The Human Resources (HR) Manager manages the HR support for the institution. He/She liaises with academic Head of Schools/ functional unit managers to understand critical requirements, projects future skills demand and collaborate with the schools within the institution to prioritise requirements. The incumbent manages the overall HR functions ranging from recruitment, on-boarding process, talent development needs, staff performance, compensation and benefits, employee issues and supports line managers in exit and retirement processes. The incumbent works with the functional unit managers in identification and management of high-potential talent and the implementation of succession plans.

Personal Competencies	Competency Level	Recommended Training
1. Communication	4	1. Presentation Skills: 1.1 Developing and giving an effective presentation 1.2 Overcoming presentation fears 1.3 Keeping the audience engaged 1.4 Focusing on the audience's needs 1.5 Organizing presentation content 1.6 Body language
2. Leadership	4	1. Leadership Skills: 1.1 Leadership Qualities 2. Effective Delegation 3. Time Management 4. Project Management
3. Problem Solving & Decision Making	4	1. Problem solving & decision making 2. Conflict Resolution 3. Collaborative Approach 3.1 Creativity 3.2 Innovation
4. Customer & Service Orientation	4	1. Emotional Quotient (EQ): 1.1 Empathy 1.2 Social Skills 1.3 Engaging and involving the

Personal Competencies	Competency Level	Recommended Training
		community 1.4 Promotion of health and wellbeing 1.5 Promotion of academic care

Task/Function Competencies	Competency Level	Recommended Training
1. Talent Management	4	1. HR Business Savvy Skills 2. Managing Diversity
2. Job Analysis and Evaluation	4	1. Define job profiles
3. Human Resource Policies and Legislation Framework Management	4	1. Labour Policies and Legislation 2. Employment Legislation and Industrial Relations
4. Talent Capability Assessment	4	1. Capability Assessments in Talent Management & Acquisition
5. Learning Needs Analysis	4	1. Training Needs Analysis
6. Human Resource Systems Management	3	1. Technology tools in managing HR 2. Data Analytical 3. Microsoft Office Applications

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Workforce Engagement	2	1. Employee Communication Management 2. Driving HR Innovation through Design Thinking 3. HR Analytics
2. General HR Management	2	1. Delivering Transformational Change 2. Strategic Workforce Planning 3. Organisational Change Management

Focus Area : Non-Academic	Sub Focus Area: Functional Leadership Track
Job Title : Instructional Design Specialist	Level : 6

Job Description

The Instructional Design Specialist is responsible for designing and creating effective learning support material so as to meet intended goals of teaching and learning, normally in Digital Learning settings. The role involves designing instructional management frameworks, evaluating new eLearning material those made available via Third Party Online Programme Managers (OPM), as well as identify opportunities for providing programme offerings under OPMs. The ID Specialist is a critical change agent in the Institution and works closely with academic subject matter specialists to design and revamp both new and established learning models, constantly identifying opportunities to transform learning and to create new technology-based learning products including Massive Open Online Courseware (MOOCs) and other forms of ODL (Open and Distance Learning) offerings for the Institution. The ID Specialist also undertakes research on new innovations in both learning design and education and provides training to others on how to design, transform and deliver learning material so as to achieve the best possible educational outcomes.

Personal Competencies	Competency Level	Recommended Training
1. Critical thinking & analysis	4	1. Design and Critical Thinking
2. Creativity, originality & initiative	4	1. Creativity and Innovation for Technology
3. Leadership & social influence	3	1. Leadership Development Training
4. Presentation skills	4	1. Professional Presentation Skills

Task/Function Competencies	Competency Level	Recommended Training
1. Project/Programme Management	3	1. Project Manager Professional Certification (PMA/PMP)
2. Active Learning & Learning Strategies	4	1. Active Learning Training Programmes/Certified e-Learning Specialist
3. Creative Media Design and Implementation	4	1. Certification in the use of Creative Media Design and Development Tools (eg. Adobe Captivate,

Task/Function Competencies	Competency Level	Recommended Training
		Articulate Storyline, iSpring Suite, Lectora Publisher, Robohelp, Camtasia, CloudApp etc)
4. Research and Investigation	3	1. Research Skills
5. Instructional Design	4	1. Certified Instructional Designer
6. Training Facilitation & Development of Training Materials/SIMs (Self- Instruction Material)		1. Developing Instructional Material
7. Problem Solving Using Technology	3	1. Designing and developing Solutions using various Technology platforms
8. Continual Learning & Development	4	1. Designing and Implementing Learning Solutions

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Teamworking & Collaboration	4	1. Teamwork and Collaboration in the Workplace
2. Working Across Functions and at all levels	4	1. Cultivating Cross-Functional Team Collaboration
3. Influencing and Coaching	3	1. Working with Cultural Diversity in the Workplace

Focus Area : Non-Academic	Sub Focus Area: Functional Leadership Track
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Job Title : Digital Learning Specialist	Level : 6
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Job Description

The Digital Learning Specialist supports, promotes and advances the integration of technology into instructional delivery, leading to enhanced staff and student utilisation and improved student engagement and achievement. The Digital Learning Specialist also evaluates implements and continuously enhances Learning Support Tools (including the Institution's Learning Management System) as well as other collaborative tools so as to enhance the effectiveness of Digitally Enhanced Learning. Working closely with the Technology Services Team, the Digital Learning Specialist ensures the integration of Learning Support Tools with existing Student Information Systems. The Digital Learning Specialist also provides training and support to end users on the effective use of Learning Support Tools.

Personal Competencies	Competency Level	Recommended Training
1. Critical thinking & analysis	4	1. Design and Critical Thinking
2. Creativity, originality & initiative	4	1. Creativity and Innovation for Technology
3. Leadership & social influence	3	1. Leadership Development
4. Communication & presentation skills	4	1. Organisational Communication

Task/Function Competencies	Competency Level	Recommended Training
1. Project/Programme Management	4	1. Project Manager Professional Certification (PMA/PMP)
2. Active Learning & Learning Strategies	4	1. Active Learning Training Programmes/Certified e-Learning Specialist
3. Technology Design & Programming	4	1. Solutions Developer Certifications (eg. MCSD) and Language Specific Software Development Training

Task/Function Competencies	Competency Level	Recommended Training
4. Systems analysis & evaluation	4	1. Designing Technology Solutions/Systems Analysis and Design
5. Continual Learning & Development	4	1. Designing and Implementing Learning Solutions
6. Learning Management Systems	4	1. Evaluating and Implementing Learning Management Systems (eg Moodle /D2L /Blackboard /Canvas/etc

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Teamworking & Collaboration	4	1. Teamwork and Collaboration in the Workplace
2. Working Across Functions and at all levels	4	1. Cultivating Cross-Functional Team Collaboration
3. Influencing and Coaching	3	1. Working with Cultural Diversity in the Workplace

Focus Area : Non-Academic	Sub Focus Area: Functional Leadership Track
Job Title : Chief Executive Officer	Level : 8

Job Description

A Chief Executive Officer holds overall responsibility for the operational and financial sustainability of the Higher Education Business. Reporting to the Company Board of Directors, the CEO holds overall Profit & Loss accountability for the organisation, as well as develops, implements and reviews strategic business plans so as to meet the Company's overall goals, objectives and targets in running the Educational business. The CEO is expected to ensure the availability of all resources in support of the Institution's operations and development. This includes monetary, human and organisational, physical and technological resources essential to enable the Institution to fulfil its vision and mission. The CEO is also responsible for ensuring the organisation's compliance to Corporate Governance requirements under the Companies Act as well to provide all the resources required to ensure the Institution's compliance to relevant Acts such as the IPTS Act and the MQA Act. Overall, it would be highly desirable for the CEO to possess a Postgraduate qualification in Management, such as a Master/Doctor of Business Administration, PhD in Management or a Masters/Doctorate in the relevant fields.

Personal Competencies	Competency Level	Recommended Training
1. Organisational Communication	4	1. Strategic Business Communication
2. Critical Thinking & analysis	4	1. Design Thinking Skills
3. Creativity, originality & initiative	4	1. Creativity & Innovation and Driving Change
4. Leadership & Social influence	4	1. Leadership Development
5. Networking	3	1. How Leaders Create and Use Networks
6. Decision Making	4	1. Strategic Decision Making

Task/Function Competencies	Competency Level	Recommended Training
1. Financial Management	3	1. Strategic Finance Decision Making for non-Finance Managers

Task/Function Competencies	Competency Level	Recommended Training
2. Operations Management	4	1. Managing Business Operations
3. Quality System Management	4	1. Education Organisation Quality Management System Certification (ISO21001:2018, ISO9000)
4. Leading Change	4	1. Leading Your Team through Change
5. Leading People	4	1. Leading Your Team to build high performance culture
6. Business Judgement	4	1. Leading with Judgement & Decisiveness
7. Results Driven Management	3	1. Results Focused Execution
8. Governance	4	1. Strategic Leadership & Governance

Organizational Competencies (OC)	Competency Level	Recommended Training
1. Strategic Management	4	1. Strategy Planning and Implementation
2. Organisational Development	4	1. Leadership and Organisational Development

LIST OF SOURCES



1. Statistics of Higher Education 2018 - 2020, Ministry of Higher Education
2. Industrial Training Participation Report 2019, 2020 & 2021, Human Resource Development Corporation
3. Critical Occupational List 2019/2020 Report, 2020, Ministry of Human Resources
4. The Future of Education and Skills 2030, 2020, Organisation for Economic Co-operation and Development (OCED)

LIST OF ABBREVIATIONS



AL	Active Learning and Learning Strategies
ATI	Analytical Thinking and Innovation
CPS	Complex Problem Solving
CTA	Critical Thinking and Analysis
HEI	Higher Education Institution
HoS	Head of School
HRDC	Human Resource Development Corporation
IndSF	Industrial Skills Framework
LSI	Leadership and Social Influence
MoHE	Ministry of Higher Education
R&D	Research and Development
RPSI	Reasoning, Problem Solving and Ideation
RSTF	Resilience, Stress Tolerance and Flexibility
TDP	Technology Design and Programing
TU	Technology Use, Monitoring and Control

