Universiti Tun Hussein Onn Malaysia
86400 Batu Pahat, Johor

Academic Proforma 2020/2021

Bachelor Degree in Vocational Education (Catering) with honours
Faculty of Technical and Vocational Education

Information contained in this proforma is true at the time of printing and the University has the right to make any ammendment according to needs.

Contents

Foreword from the Vice Chancellor

Assalammualaikum Warahmatullahi Wabarakatuh and Warm Grettings

Our utmost gratitude to Allah the Almighty, I am able to share and pen down a couple of words and advices to readers of this proforma especially to new students of Universiti Tun Hussein Onn Malaysia (UTHM) whom had just enrolled in this 2020/2021 Academic Session.

Congratulations and welcome to the new students and thank you for believing in UTHM for your continuing endeavour in the search of knowledge towards the success in your future career and life betterment.

For your information, University leadership continues to strive in the search of, designing, and adapting the effective and efficient approaches that would able to produce the highest impact towards making UTHM a top Higher Education Institution. The success in obtaining "QS STARS RATED FOR EXCELLENCE 2015 and UTHM was recognized as the Top 300 in the QS World University Ranking by Subject 2015 for Mechanical, Aeronautical and Manufacturing Engineering, have proven that UTHM continues creating excellence. These successes have convinced the University that these are due to the alignment of University's vision and mission which are continually strengthen and improve.

As the Vice Chancellor, I gave full confidence that UTHM is currently on the right track in the effort towards the success of the 10 Shifts identified in the Malaysia Education Blueprint (Higher Education). Based on the details outlined in the Malaysia Education Blueprint (Higher Education), UTHM is committed in producing human capital and disseminating knowledge to meet the needs of the industry and the community as well as to nurture creative and innovative human capital.

Last but not least, I believe that you will become graduates of the University that will successfully continue the University excellence tradition. When you graduated, you will become the member of society that will not only be able to apply the knowledge gained but also be able to contribute service and expertise for the importance and the needs of Religion, Race and Nation.

PROF. DATUK TS. DR. WAHID BIN RAZZALY
Vice-Chancellor
Universiti Tun Hussein Onn Malaysia

Foreword from the Deputy of Vice Chancellor (Academic and International)

Assalammualaikum Warahmatullahi Wabarakatuh and Warm Greetings

I would like to take this opportunity to express the utmost congratulations and well done to you as the new students whom have been successfully been selected to pursue studies at Universiti Tun Hussein Onn Malaysia for this 2020/2021 session.

I would also like to congratulate Centre for Academic Development and Training that has successfully produced the proforma which will be used as a guide for students in planning the studies beginning from the first semester until the end of the studies at this University.

Detailed planning which is effectively implemented at every semester as well as early preparation of students before attending lectures is very important in ensuring the readiness of learning process. Apart from that, the preparation for co-curriculum program also is important in shaping the personality and social development of students.

I hope that the publication of this proforma can be fully utilized by you in planning your studies at the University and you are capable of obtaining the best results as well as attaining excellent success.

Last but not least, I would like to wish "All the Best" and I pray that you will achieve excellent success in your studies at UTHM and thus can contribute as the human capital towards religion, race and nation development.

Thank you.

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PROF. DR. ISMAIL BIN ABDUL RAHMAN
Deputy of Vice Chancellor (Academic and International)
Universiti Tun Hussein Onn Malaysia

Foreword from the Dean of Faculty of Technical & Vocational Education

Assalammualaikum Warahmatullahi Wabarakatuh dan Greetings

As the starting point, I would like to congratulate all new students at the Faculty of Technical and Vocational Education (FPTV) UTHM for the 2020/2021 academic session. All of you are very fortunate to be selected to enter this University compare to many other candicates who have submitted an application to enter to this university, and still seeking for the opportunity to persue their studies. Therefore, you should be grateful and remember that being selected to this university is a great privilege that should not be wasted.

In order to accomplish the University's and FPTV missions which are to produce and train competitive professionals and future teachers of high ethical values, you will be guided by qualified, committed, and responsible academic staff. FPTV offers academic programmes based on four major areas in the field of civil, electrical and mechanical engineering as well as hotel-catering programme. Various educational knowledge skills that will practice in technical and vocational education institutions, nationaly and internationaly. Soft skills and gereric skills will be part of the trainings to ensure that students are fully responsible to their learning and instill with the high ethical and good values. To enhance students' understanding and creativity, the faculty provides laboratories equipped with the latest equipment and assisted by well-trained technicians. Students will also have to undergo practical work in the field relevant to the current technical and vocational education needs.

Therefore, you must take this opportunity to work extremely hard in order to achieve the aspirations of not only your parents but also the community and the country. Systematic planning of teaching and learning will produce outstanding and dedicated graduates.

Thank you.

ASSOCIATE PROFESSOR TS. DR ABDUL RASID BIN ABDUL RAZZAQ
Dean
Faculty of Technical & Vocational Education
Universiti Tun Hussein Onn Malaysia

Vision

Towards a world class university in engineering, science and technology for sustainable development

Mission

UTHM is committed to generate and disseminate knowledge, to meet the needs of industry and community and nurturing creative and innovative human capital, based on tauhidic paradigm

University Education Philosophy

The education and training in this university is a continuous effort to lead in the market oriented academic programmes. These programmes are student-focused and are conducted through experiential learning in order to produce well trained human resource and professionals who are catalysts for a sustainable development

University Logo

The logo of Universiti Tun Hussein Onn Malaysia (UTHM) is the pride, identity and idealism of the members of UTHM community. UTHM logo displays a Proton, Book, Tiered Mortar Board, Book Rest and Shield.

The whole concept of the logo symbolises UTHM as an Institution of Higher Learning which supports the growth and development of knowledge at all levels in fields of Science and Technology.

Blue represents a close-knit circle of members of UTHM community which ensures the success and enhancement of its educational and research programmes and activities for the benefits of mankind.

Red symbolises the courage of UTHM in the exploration of new fields as the pioneer in science and technology applications, which reflects the spirit and self-esteem of the members of UTHM community.

Symbolism:
Red: Courage
Blue: Co-operation/Loyalty
Silver: Quality/Prestige
Book Rest: Repository of knowledge
Proton: Science and technology
Book: Knowledge
Mortar board: Levels of study
Shield: Confidence

Chancellor

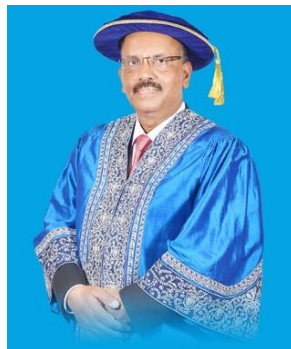**Duli Yang Maha Mulia Sultan Ibrahim Ibni Almarhum Sultan Iskandar**
Sultan of Johor
D.K., D.K. (Pahang), SPMJ, SSIJ, S.M.N., S.P.M.T., S.M.P.K., P.I.S.

Pro Chancellor I

Duli Yang Amat Mulia Tunku Ismail Ibni Sultan Ibrahim
Tunku Mahkota of Johor (TMJ)
D.K., SPMJ, P.I.S

Pro Chancellor II

YBhg. Tan Sri Dr. Ali Hamsa
Chief Secretary to the Government of Malaysia

University Board of Directors

Senate Members

<u>**Chairman**</u>

Professor Datuk Ts. Dr. Wahid bin Razzaly
Vice-Chancellor

<u>**Members**</u>

Professor Dr. Ismail bin Abdul Rahman
Deputy Vice-Chancellor (Academic & International)

Professor Dr. Mohd Shahir Shamsir Bin Omar
Deputy Vice-Chancellor (Research and Innovation)

Associate Professor Dr. Afandi bin Ahmad
Deputy Vice-Chancellor (Student Affairs and Alumni)

Associate Professor Ts. Dr. Mohd Kamarulzaki bin Mustafa
Provost
UTHM Pagoh Branch Campus

Professor Dr. Ahmad Tarmizi bin Abdul Karim
Assistant Vice-Chancellor (Strategic Planning and Corporate Relations)

Associate Professor Dr. Wan Fauzi @ Fauziah binti Wan Yusoff
Assistant Vice-Chancellor (Financial Sustainability)

Professor Dr. Azme bin Khamis
Dean, Centre for Graduate Studies

Professor Ir. Ts. Dr. Mohd Irwan bin Juki
Dean Faculty of Civil Engineering and Built Environment

Associate Professor Dr. Rosli bin Omar
Dean Faculty of Electrical and Electronic Engineering

Professor Dr. Shahruddin bin Mahzan@ Mohd Zin
Dean Faculty of Mechanical and Manufacturing Engineering

Associate Professor Dr. Mohd Lizam bin Mohd Diah
Dean Faculty of Technology Management and Business

Associate Professor Ts. Dr. Abdul Rasid bin Abdul Razzaq
Dean Faculty of Technical and Vocational Education

Ts. Dr. Azizul Azhar bin Ramli
Dean Faculty of Computer Science and Information Technology

Associate Professor Dr. Mohd Kamarulzaki bin Mustafa
Dean Faculty of Applied Sciences and Technology

Associate Professor Amran Bin Mohd Zaid

Dean Faculty of Engineering Technology

Associate Professor Dr. Mohamad Zaky bin Noh
Dean Centre for Diploma Studies

Associate Professor Dr. Khairul Azman bin Mohamad Suhaimy
Dean Centre for General Studies and Co-curricular

Dr. Zailin Shah binti Yusoff
Dean Centre for Language Studies

Associate Professor Ts. Dr. Ishak bin Baba
Director Centre for Academic Development and Training

Associate Professor Ts. Dr. Razali bin Hassan
Director Malaysia Research Institute for Vocational Education and Training

Professor Dr. Rosman bin Md. Yusoff
Director Institute for Social Transformation and Regional Development

Professor Ir. Dr. Abdul Aziz bin Abdul Samad
Faculty of Civil Engineering and Built Environment

Professor Dr. Mohd. Idrus bin Mohd. Masirin
Faculty of Civil Engineering and Built Environment

Professor Dr. Mohammad Faiz Liew bin Abdullah
Faculty of Electrical and Electronic Engineering

Professor Ir. Dr. Md Saidin bin Wahab
Faculty of Mechanical and Manufacturing Engineering

Professor Dr. Mohd Amri bin Lajis
Faculty of Mechanical and Manufacturing Engineering

Professor Sr. Dr. David Martin @ Daud Juanil
Faculty of Technology Management and Business

Professor Datin Ts. Dr. Noraini binti Kaprawi
Faculty of Technical and Vocational Education

Professor Dr. Rosziati binti Ibrahim
Faculty of Computer Science and Information Technology

Professor Dr. Rozaini bin Roslan
Faculty of Applied Sciences and Technology

Professor Dr. Khalid bin Hasnan
Faculty of Engineering Technology

Ir. Ts. Shamrul-Mar bin Shamsuddin
Director Development and Maintenance Office

Associate Professor Ts. Dr. Mohd Farhan bin Md. Fudzee
Director Centre Information Technology

Mr. Abdul Halim bin Abdul Rahman
Registrar / Senate Secretary

Mr. Norzaimi bin Hamisan
Bursar (Acting)

Mdm. Zaharah binti Abd Samad
Chief Librarian (Acting)

Mdm. Norliah binti Yaakub
Head of Legal Advisor Office

Faculty Vision

To become a world class resource and referral centre on Technical and Vocational
Education Training through research, continuous development as well
as technological based teaching and learning processes, in line with the Philosophy
of the National Education system to realize the Vision 2020.

Faculty Mission

To educate and train world class, competitive professional human capital in the
various discipline, within the technical and vocational education, to explore, expand
and applyknowledge and modern technologies, based on the concept of Tauhid.

Faculty Background

The Faculty of Technical and Vocational Education (FPTV) of the Universiti
Tun Hussein Onn Malaysia (UTHM), was formally known as the Faculty of
Technical Education (FTE). Our inception began in September 27th, 2000, as the
Department of Technical and Vocational Education (DTVE) under the auspices of
the Faculty of Engineering Technology, Kolej Universiti Teknologi Tun Hussein Onn
(KUiTTHO).

Our renowned excellences in Teachers Training in Technical and
Vocational Education and Training (TT-TVET) niche areas is traceable back to the
year 1993 when we started as one of the core departments of the Polytechnics
Staff Training Centre (PSTC) that produced qualified polytechnics lecturers and
instructors. PSTC was upgraded and renamed as Kolej Universiti Teknologi Tun
Hussein Onn (KUiTTHO) on May 1998. On May 27th. 2000, the department was
restructured and renamed as the Department of Technical and Vocational
Education (DTVE) under the auspices of the Faculty of Engineering Technology,
KUiTTHO. On May 1st. 2004, the department was upgraded as the Faculty of
Technical Education with the dissolution of Department of Engineering Technology.
The rebranding of the faculty to the present new name, is endorsed by the Ministry
of Higher Education on June 23rd. 2011, to reflect our continuous and significant
contributions to the rapid changes and transformation of the Technical and
Vocational Education (TVET) Systems, both locally and abroad.

Today, FPTV has developed to become the major provider and referral centre of high quality TT-TVET programmes, researches and consultancies. Since 2002, UNESCO-UNEVOC Bonn entrusted the faculty to carry the role as UNESCO -UNEVOC Associate Centre and ultimately in 2005, the faculty has become UNESCO-UNEVOC centre in Malaysia. FPTV does not stand alone in making reputation to its credentials. Collaborations and networking with regional and international organizations such as Southeast Asian Ministers of Education Organization Regional Centre for Vocational and Technical Education and Training (SEAMEO VOCTECH), Korea Research Institute for Vocational Education and Training (KRIVET), Colombo Plan Staff College for Technician Education Philippines (CPSC), The National Centre for Career and Technical Education USA (NCCTE), European Centre for the Development of Vocational Training (CEDEFOP) and others have been made as initiatives to upgrade the quality and credibility of technical and vocational education for the benefit of all.

FPTV is the professional faculty with niche in TT-TVET. The faculty offers a range of quality academically balanced and practical-oriented programmes to meet the changing needs of the teaching and training sectors of the economy. Our programmes of study are dynamics that leads the rapidly transformation of TVET both regional and worldwide. Our qualified and experienced academias and supporting staffs are dedicated to providing a high standard and *state-of-the-art* theoretical and practical knowledge in a stimulating and innovative learning atmosphere.

The faculty, consisted of four (5) departments and a research center that is led by a Dean and assisted by three (3) Deputy Deans. Organisation chart of FPTV is depicted the diagram overleaf.
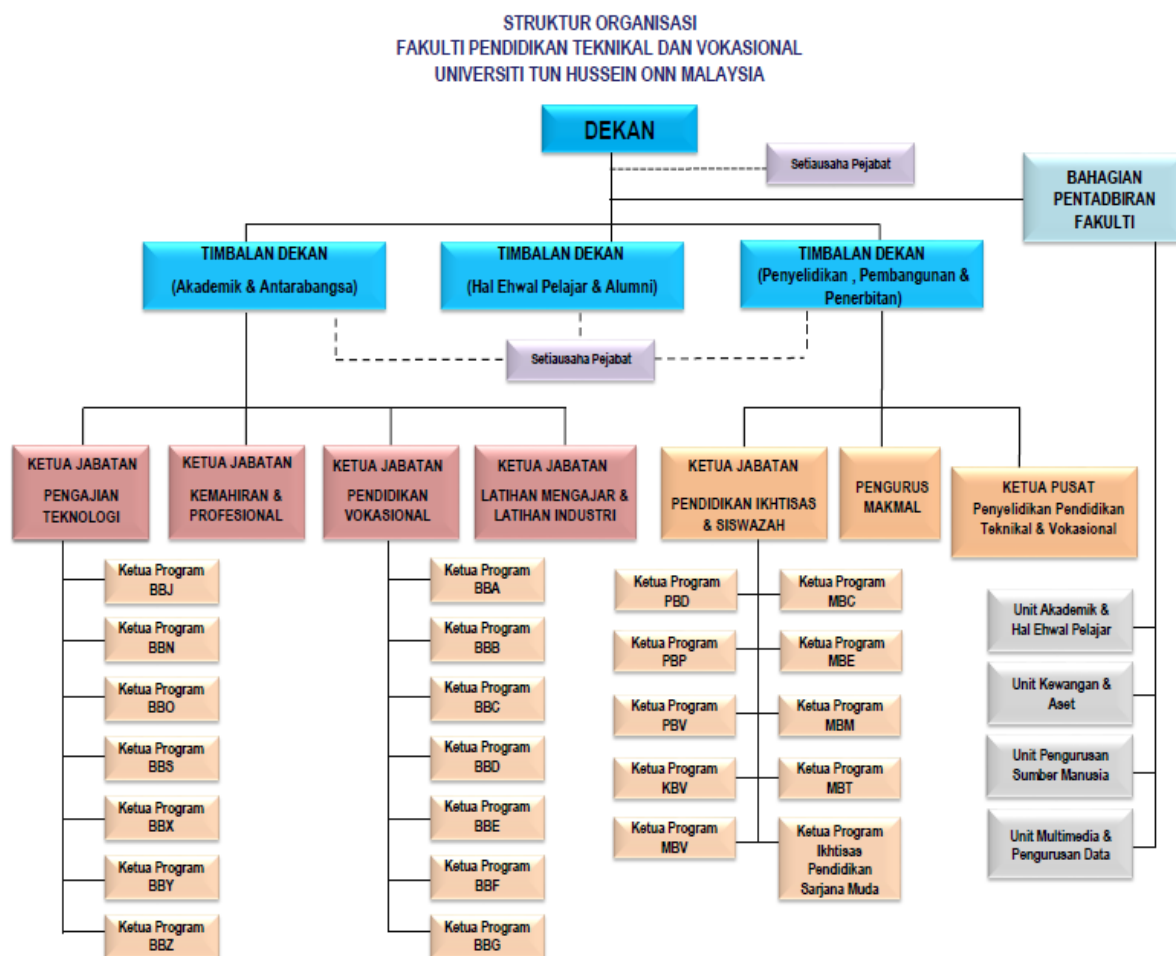
STRUKTUR ORGANISASI
FAKULTI PENDIDIKAN TEKNIKAL DAN VOKASIONAL
UNIVERSITI TUN HUSSEIN ONN MALAYSIA

UNESCO-UNEVOC
INTERNATIONAL CENTRE
for Technical and Vocational
Education and Training

UNESCO–UNEVOC International Centre
for Technical and Vocational Education and Training

Bonn, Germany

presents this

UNEVOC CENTRE AWARD

to

Universiti Tun Hussein Onn Malaysia

in recognition of being a UNEVOC Centre
dedicated to furthering UNESCO goals
in the area of technical and vocational education and training

Presented this 25th day of November 2007

L. Efison Munjanganja
Head
UNEVOC Networks, Bonn

Rupert Maclean
Director
UNESCO–UNEVOC International Centre, Bonn

Faculty Staff Directory

Administrative

Dean
Associate Prof. Ts Dr. Abdul Rasid Bin Abdul Razzaq
Ph.D (Town & Regional Planning) (UTM), Master of Tourism Planning (UTM), Bachelor of Business Management (UUM), Dip. (Maktab Perguruan Teknik, KL)

Deputy Dean (Academic & International)
Ts Dr. Mohd Hasril Bin Amiruddin
Ph.D (Technical & Vocational Education) (UKM), Master (Technology Education) (UPM), Bachelor (Technical & Vocational Education) (UTHM), Diploma (PSA)

Deputy Dean (Research, Development & Publication)
Associate Prof. Ts Dr.Badaruddin Bin Ibrahim
Ph.D (Colorado State Uni.), Master (Technical Education) (UTM), Bachelor (Mechanical Engineering) (ITTHO)

Deputy Dean Student Affairs & Alumni)
Associate Prof. Ts Dr. Azman Bin Hasan
Ph.D (Technical & Vocational Education) (UTM), Master (Technical Education) (KUiTTHO), Bachelor (Civil Engineering) (ITTHO)

Office Secretary
Mrs. Mollyza Binti Abd Majid
Diploma (UiTM)

Office Secretary
Mrs. Zarina Binti Atan
Diploma (UiTM)

Senior Asst. Registrar
Miss Rohana binti Dollah
Sarjana Muda Pentadbiran Korporat (Setiausaha Syarikat)

Asst. Admin. Officer (Finance & Asset)
Mrs. Suzana Binti Ojudah
Bachelor (OUM), Diploma (UiTM)

Asst. Admin. Officer (Academic & Student Affairs)
Mrs. Norina Binti Alwee
Diploma (UiTM)

Senior Asst. IT Officer (Multimedi & Data Management)
Mrs. Farizah Binti Sudin
Diploma (Information Tech.) (UiTM)

Senior Clerk
Mr. Hazni Bin Md Harith
SPM (SM Dato Onn, Batu Pahat)

Senior Clerk
Mrs. Ruzehan Binti Md. Shah
Cert. (Kolej Komuniti Yayasan Pelajaran Johor), STPM (SM Tun Sardon), SPM (SM Tun Sardon)

Clerk
Mrs. Nor Afizah Binti Omar
STPM (SM (P) Temenggong Ibrahim), SPM (SM (P) Temenggong Ibrahim)
Clerk
Mrs. Hernany binti Abd Kadir
Certificate/Sijil Komunikasi (Institut Perdagangan Mara)

Clerk
Mr. Mohd Nazri bin Md Sapi @ Safri
SPM (Sek. Men. Keb. Munshi Sulaiman)

General Office Asst.
Mr. Haszizan Bin Hasbullah
SPM (Smk Pt Haji Hassan)

Professional Education Department

Academic Staff

Head of Professional Education Department
Ts. Dr. Marina Binti Ibrahim Mukhtar
Ph.D (Evaluation and Assessment) (UKM), Master (Technical & Vocational Education) (KUiTTHO), Bachelor (Civil Eng.) (KUiTTHO)

Prof. Ts. Datuk Dr. Wahid Bin Razzaly
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Prof. Datin Ts. Dr. Noraini Binti Kaprawi
Ph.D (Higher Education) (Univ. Manchester), Master (Technology Management) (UTM), Bachelor (Physic) (Univ. of Aston)

Prof. Emeritus Dr. Jailani Bin Md Yunos
Ph.D (Education) (Univ. Sheffield), Master (Education) (Univ. Wisconsin-Stout), Bachelor (Industrial Technology) (Univ. Wisconsin-Stout)

Associate Prof. Dr. Asri Bin Selamat
Ph.D (Evaluation and Assessment) (UTM), Master (Evaluation and Assessment) (UTM), Bachelor (Sastera) (USM), Cert. (Maktab Perguruan Bahasa, KL)

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Associate Prof. Ts. Dr. Halizah Binti Awang
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Associate Prof. Dr. Kahirol Bin Mohd. Salleh
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Ts. Dr. D'oria Islamiah Binti Rosli

Ph.D (Computer Science) (UTM), Master (Computer Science) (Univ. of Western Australia), Bachelor (Science) (UMS)

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Ts. Dr. Fadzlinda Binti Ab. Halim
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Ts. Dr. Alias Bin Masek
Ph.D (Technical & Vocational Education) (UTHM), Master (Technical & Vocational Education) (UTHM), Bachelor (Electrical Engineering) (KUiTTHO)

Dr. Norhasyimah Binti Hamzah
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Dr. Hashima Binti Hamid
Ph.D (Technology Management) (UTHM), Master (Technical & Vocational Education) (UTHM), Bachelor (Information Technology) (UM)

Ts. Dr. Tee Tzee Kiong
Ph.D (Technical & Vocational Education) (UTHM), Master (Technical & Vocational Education) (UTM), Bachelor (Civil Engineering Education) (UTM)

Dr. Nurul Hidayah Liew Binti Abdullah
Ph.D (Technology Management) (UTHM), Master (Environmental Management) (UKM), Bachelor (Arts) (UKM)

Dr. Suhaizal Bin Hashim
Ph.D (Technology Education) (UTM), Master (Technology Education) (UTM), Bachelor (Mathematic) (UTM)

Dr. Zanariah Binti Ahmad
Ph.D (Teaching & Curiculum) Master (Technical & Vocational Education) (UTHM), Bachelor (Technical & Vocational Education) (UTHM)

Ts. Dr. Yusmarwati Binti Yusof
Ph.D (Education) (Uni. of East London), Master (Education) (ITTHO), Bachelor (Civil Engineering) (ITTHO), Cert (Civil Engineering) (POLISAS)

Dr. Noorazman Bin Abd. Samad
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Ts. Dr. Yee Mei Heong
Ph.D (Technical & Vocational Education) (UTHM), Master (Technical & Vocational Education) (UTM), Bachelor (Technology with Education) (UTM)

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Ph.D (Education) (UTHM), Master (Technical & Vocational Education) (UKM),

Bachelor (Technology Management) (UTHM).

Asst. Engineer

Mr. Daud Bin Ahmad
Cert.of Elect. Communication (Politeknik Ungku Omar, Ipoh).

Mr. Natijau @ Mohd Hazizul Bin Silam
Cert.of Elect.Power (Politeknik Batu Pahat).

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Cert.of Elect. Communication (Politeknik Sultan Haji Ahmad Shah, Kuantan).

Mr. Omar Bin Motaji
Cert.of Elect. Communication (Politeknik Ungku Omar, Ipoh).

Mr. Mansor Bin Mordi
Cert.of Elect. Communication (Politeknik Sultan Haji Ahmad Shah, Kuantan).

Mr. Yushadi Bin Muslim
Cert.of Elect. Communication (Politeknik Sultan Haji Ahmad Shah, Kuantan).

Mrs. Zanariah Binti Ahmad
Cert.of Elect. Communication (Politeknik Sultan Ahmad Shah).

<u>Vocational Education Department</u>

Academic staff

Head of Vocational Education Department
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Master (Education) (UTM), Bachelor (Electrical Engineering) (UTM)

Mr. Hairuddin Bin Harun
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Asst. Engineer

Mr. Khairul Fahmi Bin Haji Ali
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Mrs. Johanisah Binti Afandi
Cert.of Elect. Communication (Politeknik Kota Bharu).

Mr. Mohd Idrus Bin Abd Samad @ Sahmad
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Mr. Aminuddin Bin Abas
Dip. (Politeknik Johor Bharu), Cert.of Mech. Eng (Politeknik Port Dickson)

Mr. Mohamad Rafi Bin Rahhim
Cert.of Elec. Power (Politeknik Port Dickson)

Mr. Muhammad Muzammil Bin Noruddin
Dip. (Politeknik Merlimau), Cert.of Mech. Eng (Politeknik Merlimau).

Mr. Mohd Razali Bin Mohd Muksin
Cert. (Politeknik Sultan Salahudin Abdul Aziz Shah, Shah Alam).

Mr. Mohd Syah Hafiz Bin Masrol
Cert. (Electric & Electronic) (Politeknik Johor Bharu)

Mrs. Maizathul Sahida Binti Othman
Dip. (Electronic Computer), Cert. (Electric & Electronic Eng.) (Politeknik Johor Bharu)

Mrs. Manisah Binti Suriati @ Suriat
Dip. (Electronic), Cert. (Electric & Electronic Eng) (Politeknik Johor Bharu)

Mr. Khairul Nizam Bin Mohd Nazri
Cert. (Mechanical Eng.) (Politeknik Kota Melaka).

Mrs. Noor Fariza Binti Tubi
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Profesional and Skill Department

Academic Staff

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Bachelor (Computer Engineering & Communication) (USM)

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Ts. Rosnee Binti Ahad
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Ts. Ida Aryanie Binti Bahrudin
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Diploma (IT) (IPP)

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Bachelor (Electrical Engineering) (UTM)

Dr. Nurfirdawati Binti Muhamad Hanafi
Ph.D (Evaluation) (UPSI), Master (Vocational Education) (KUiTTHO), Bachelor (Building Technology) (UiTM)

Ts. Dr. Hasyamuddin Bin Othman
Ph.D (Technical & Vocational Education) (UTM), Master (Technical Education) (UTM), Bachelor (Manufacturing Engineering) (ITTHO)

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Dr. Muhammad Suhaimi Bin Sulong
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Master (Tourism Planning) (UTM), Bachelor (Hospitality Management) (UNITAR) Diploma (Culinary Arrts) (UNITAR)

Mrs. Nor Anis Intan Aqiah Binti Tukiran
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ACTiVE

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Head of ACTIVE
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Programme Name

Bachelor Degree in Vocational Education (Catering) with Honours

Programme Aims

The program is designed to be in line with the vision and mission of the University. Through this program, graduates are expected to become part of the educator in TVET and skilled worker which is capable in driving the growth of the country accordance with the aspirations of Vision 2020. This program also to produce skilled educators who are able to confront challenges faced during their experiences in teaching, managing and supervising students, by familiarising them with relevant, appropriate and significant research-based knowledge in different areas of education.This will be done with the course emphasizing new technologies, which also include theoretical and practical skills. In addition, this program will also expose students to a variety of activities that can increase the generic skills and personality.

Programme Educational Objectives (PEO)

These are the PEOs for Bachelor Degree in Vocational Education (Catering) with Honours is to produce professional instructors in the field of TVETthat who are:

PEO 1 : Knowledgeable and skilled in the field of vocational education (Catering) in line with the needs of the national education industry.

PEO 2 : Able to communicate effectively and have a high quality of professional leadership in line with the responsibilities given across the diversity of community background, personality, complexity of the educational process in the field of vocational education from primary to tertiary level.

PEO 3 : Able to solve problems creatively and innovatively in the field of vocational education (Catering) and subsequently constantly display, strengthen, appreciate the ethics and professional code of practice as well as the values of the teaching profession in educational practice.

PEO 4 : Able and wise in strengthening positive and productive relationships with family and community as well as engaging in lifelong learning and contributing to life.

PEO 5 : Competent in applying technology to improve efficiency and training skills according to the needs of the country's vocational education.

PEO 6 : Demonstrate high competencies in entrepreneurial skills, the ability to enhance personal knowledge, talents and personalities gradually and continuously in the field of Catering.

Programme Learning Outcomes (PLO)

These are the PLOs for Bachelor Degree in Vocational Education (Catering) with Honours:

PLO 1 : Analyze and develop students' knowledge and understanding of (student learning) in certain subjects, across curriculum activities and programs to achieve the entire curriculum of educational institutions that will be provided services.

PLO 2 : Apply various philosophies and effective practical skills to educational situations both in terms of different levels of education and educational settings.

PLO 3 : Creative and innovative promote the use of the corpus of knowledge of the teaching profession and quality practice protocols in the educational environment as well as address the context of students' cultural diversity in a sensitive, effective and prudent manner to foster learning, and competent student talents and potential.

PLO 4 : Meet the requirements of professional teaching standards embedded at all levels (schools, colleges, universities and other learning organizations).

PLO 5 : Apply knowledge of interpersonal skills, communication skills and be able to work collaboratively and independently to solve problems in different educational environments.

PLO 6 : Exhibit and demonstrate professional leadership characteristics appropriate to the given responsibilities.

PLO 7 : Prudently apply problem-solving skills and scientific skills as well as awareness of the role of research through mastery of knowledge and understanding in their ever-evolving professional practice.

PLO 8 : Reflect and learn from their own experiences in order to advance and drive their learning forward, for example, by using the theory of constructivism for universal benefit.

PLO 9 : Practicing and demonstrating management, entrepreneurship and ICT skills as well as being responsive to changes in education as an academic and professional discipline.

PLO 10: Develops encyclopedic general knowledge and diverse individual talents and potential to the highest level continuously and incrementally.

PLO 11: Contribute to community development through professional organizations or voluntary organizations through active involvement in social responsibility.

PLO 12: Exhibit and demonstrate research, creativity, innovation and design capabilities.

Curriculum Structure

Table 1: Summary of curriculum for the Bachelor of Technology in Catering with Honours

COURSE COMPONENT	BIL	COURSE CODE	COURSE	CREDIT
Compulsory University Courses	1	UHB10102	English for Higher Education	2
	2	UHB20102	Essential Academic English	2
	3	UHB30102	English for Technical Purposes	2
	4	UHB40102	English for Occupational Purposes	2
	5	UQI10102/ UQI10202	Islamic Studies/ Moral Studies	2
	6	UQ*1xx02	Foreign Language	2
	7	UQU10103	Nationhood and Current Development of Malaysia	3
	8	UQI11202	Philosophy and Current Issues	2
	9	UQU10702	Appreciation, Ethics and Civilization	2
	10	UQ* 1XXX1	Co-Curiculum I	1
	11	UQ* 1XXX1	Co-Curiculum II	1
Core Faculty Courses (Education Foundation Course)	1	BBD 10102	Philosophy of Education	2
	2	BBD 10202	Educational Psychology	2
	3	BBD 10302	Pedagogy	2
	4	BBD 10803	Information Technology in Education	3
	5	BBD 20202	Educational Technology	2
	6	BBD 20403	Micro Teaching	3
	7	BBD20603	Education Management	3
	8	BBD20703	Measurement and Evaluation in Education	3
	9	BBD 20802	Technical Vocational Education and Planning	2
	10	BBD 30302	Guidance and Counselling	2
	11	BBD 30402	Educational Data Reasoning	2
	12	BBD 30502	Sociology in Education	2
Core Faculty Course (Vocational Education Course)	1	BBP 10502	Creativity And Innovation In TVE	2
	2	BBP40302	Entrepreneurship	2
	3	BBP 30403	Research Methodology in TVE	3
	4	BBP 17303	Introduction to Hospitality Tourism	3
	5	BBP 17503	Development of Professionalism Hospitality	3
	6	BBP 17603	Food Safety and Sanitation Management	3
	7	BBP 37303	Financial Management	3
	8	BBP 37503	Hospitality Marketing	3
	9	BBP 37603	Hospitality Training Management	3
	10	BBP 40102	Final Year Project 1	2
	11	BBP 40204	Final Year Project 2	4
	12	BBK 17303	Food Commodities Management	3
	13	BBK 27303	Menu Design for Catering	3
Core Faculty Course (Professional Practise Course)	1	BBD 10500	School Orientation Training - ROS (2w)	0
	2	BBP40408	Teaching Training	8
	3	BBP 30404	Industrial Training	4

Dicipline & Elective Courses	1	BBK 27103	Skillsand Ethics for F&B Service	3
	2	BBK 27503	Bakery & Pastry Skills	3
	3	BBK 37703	Bakery & Pastry Professional	3
	4	BBK 17703	Introduction to Culinary Arts	3
	5	BBK 27603	Culinary Arts Essential Practices	3
	6	BBK 37603	Culinary Arts Professional	3
	7	BBK 37503	Cafeteria Operation	3
	8	BBK 47203	Food Service Professional	3
	9	BBK 47303	Facilities Design for catering	3
	10	BBK 47503	Catering Project	3
	11	BBK 47603	Food & Beverage Artistry	3
TOTAL				**129**

University Course Synopsis

UQ* 10602 French Language

Prerequisite Course: None

Synopsis

This course is designed for students to learn the basic of French. Students are exposed to the skills of listening, reading, speaking and writing with basic vocabulary, grammar and structure. Students are also exposed to the real daily situations which will help them to communicate using French.

References

1. Booth, Trudie Maria, (2008). French Verbs Tenses. McGraw-Hill. Call no.: [PC 2271, U66 2008].
2. Heminway, Annie, (2008). Complete French Grammar. McGraw-Hill. Call no.: [PC2112, H45 2008].
3. Price, Glanville, (2003). A Comprehensive French Grammar. Blackwell Publishing. Call no.: [PC2112. P74, 2003].
4. Hatier. (2002). Le Nouveau Bescherelle 12,000 French Verbs. English Edition. Paris: Librairie Hatier.
5. Hatier, (1995). Le Nouveau Bescherelle Complete Guide 12 000 French Verbs. Paris: Librairie Hatier.
6. Kaneman-Pougatch, Massia et al, (1997). Méthod de français: Café Crème 1. Paris: Hachette F.L.E.
7. Grégoir, Maïa et al, (1995). Grammaire Progressive du Français avec 500 exercices. Paris: CLE International.
8. Miquel, Claire Leroy et al, (1995). Vocabulaire Progressive du Français avec 250 exercices. Paris: CLE International.
9. Capelle, Guy et Gidon, Noëlle, (1995). Méthod de français: Le Nouvel Espaces 1. Paris: Hachette F.L.E.
10. French Dictionary (1999). The New Collins Robert 5th Edition. Paris: Harper Collins Publishers.

UQ*10902 Mandarin Language

Prerequisite Course: None

Synopsis

This course is designed for students to learn the basic of Mandarin. Students are exposed to the skills of listening, reading, speaking and writing with basic vocabulary, grammar and structure. Students are also exposed to the real daily situations which will help them to communicate using Mandarin Language.

References

1. Lim Hong Swan, Yeoh Li Cheng, (2010). *Mandarin Made Easy Through English.* Batu Pahat: Penerbit UTHM. [PL1129.E5 .L554 2009 a]
2. Liu Xun (2010). *New Practical Chinese Reader: Textbook*. China: Beijing Language and Culture University Press. [PL1129.E5 .L58 2010]
3. Kang Yuhua (2007). *Conversational Chinese 301:Vol. 2*. China:Beijng Language and Culture University Press. [PL1121.C5 .K364 2007]
4. Liping Jiang (2006). *Experiencing Chinese.* China: Higher Education Press. [PL1129.E5 .T59 2006]
5. Kang Yuhua (2005). *Conversational Chinese 301*. China: Beijing Language and Culture University Press. [PL1121.C5 .K36 2005]

UQ*11002 Malay Language

Prerequisite Course: None

Synopsis

This course is designed for students to learn the basic Malay language. Students are exposed to the skills of listening, reading, speaking, and writing with basic vocabulary, grammar and structure. Students are also exposed to the real daily situations which will help them to communicate using Malay language.

References

1. Ainun Mohd (2011). *Tesaurus Bahasa Melayu*.PTS Professional Publishing. [PL5123 .A364 2011]
2. Kamaruddin Saad (2009). *105 karangan bahasa melayu UPSR.* Minerva Publishing. [PL 5108 KAM 2009]
3. Nik Safiah Karim (2008). *Tatabahasa Dewan*. [DBP. PL5108 .T37 2008 r]
4. Asmah Hj. Omar (1993). Susur Galur Bahasa Melayu. [DBP: KL. PL5127 .A85 1993 N1]
5. Asmah Hj. Omar (1993). *Nahu Melayu Mutakhir*. [DBP: KL. PL5137 .A85 1993]
6. Asmah Hj. Omar (1985). *Kamus Ayat*. Eastview. [PL5091 .A85 1985 rd]

UQB11202 Arabic Language

Prerequisite Course: None
Synopsis

This course is designed for students to learn the basic of Arabic. Students are exposed to the skills of listening, reading, speaking and writing with basic vocabulary, grammar and structure. Students are also exposed to the real daily situations which will help them to communicate using Arabic.
References

1. Mohd Hisyam Abdul Rahim; Ahmad Sharifuddin Mustapha; Mohd Zain Mubarak (2008). *Bahasa Arab UMR 1312*. Batu Pahat: Penerbit UTHM. [PJ6115 .M445 2008 a]
2. Abu 'Amiir 'Izzat. (2008). *Kamus adik: bahasa Melayu-bahasa Inggeris-bahasa Arab.* Kuala Terengganu: Pustaka Darul Iman. [PJ6640 ABU 2008]
3. Ab. Halim Mohammed; Rabiyah Hajimaming; Wan Muhammad Wan Sulong. (2007). *Bahasa Arab Permulaan.* Serdang: Penerbit UPM. [PJ6065 .A32 2007]
4. Abdullah, Mustaffa Siti Rohaya Sarnap Siti Sujinah Sarnap. (2006). *Cara mudah belajar Bahasa Arab*.Singapore: Jahabersa. [PJ6106 .A22 2006]
5. Mohd Hisyam bin Abdul Rahim. (2005). *Senang Berbahasa Arab*. Batu Pahat: Penerbit KUiTTHO. [PJ6115 .M44 2005 a]
6. Mohd Azani Ghazali, Abdul Aziz Hassan @ Yahya. (2000). *Kamus ringkas Bahasa Melayu- Bahasa Arab.* Johor Bahru: Jahabersa. [PL5091.8 .A7 .M393 2000 rd]
7. Fuad Ni'mat. (1973). *Mulakhass qawa'id al-lughatul 'arabiyyah.* Damsyik: Darul

UQB10802 Japanese Language

Prerequisite Course: None

Synopsis

This course is designed for students to learn the basic Japanese language. Students are exposed to the skills of listening, reading, speaking, and writing with basic

vocabulary, grammar and structure. Students are also exposed to the real daily situations which will help them to communicate using Japanese language.

References

1. Surie, Network (2010). AE Minna no Nihongo 1-2 Elementary: Translation and Grammatical Notes, Tokyo: 3A Corporation. [PL539.3 .M57 2010]
2. Surie, Network (2010). AE Minna no Nihongo 1-1 Elementary: Main Textbook, Tokyo: 3A Corporation. [TK7885.7 .V44 2000r]
3. Surie, Network (2009). AE Minna no Nihongo 1-1 Elementary: Translation and Grammatical Notes, Tokyo: 3A Corporation. [PL539.3 .M567 2009]
4. Surie, Network (2009). AE Minna no Nihongo 1-2 Elementary: Main Textbook, Tokyo: 3A Corporation. [PL539.3 .M569 2009]
5. Rosmahalil Azrol Abdullah, (2008) : Bahasa Jepun (UMJ 1312): Learning Module (2nd Edition), Batu Pahat. Penerbit UTHM. [PL539.3 .R67 2008a].
6. Surie Network, (2000). Minna no Nihongo: Kaite Oboeru, Tokyo: 3A Corporation. [PL539.3 .M56 2000]
7. M. Rajendran, (1991) Malay Japanese English Dictionary, Petaling Jaya: Pelanduk Publications. [PL5125 .R34 1991rd].
8. Surie Network, (1998). Minna no Nihongo: Main Textbook - Shokyu 1, Tokyo: 3A Corporation. [PL539.3 .M574 1998]
9. Yoshida, Masatoshi Nakamura, Yoshikatsu, (1996). Kodansha's Furigana English-Japanese dictionary: the essential dictionary for all students of Japanese, Tokyo: Kodansha International. [PL679. Y67 2006rd]
10. The AOTS, (1977). *Shin Nihongo no Kiso*: Japanese Kana Workbook, Tokyo: 3A Corporation. [PL539.3 .S54 1977]

UQB10702 German Language

Prerequisite Course: None

Synopsis

This course is designed for students to learn the basic German language. Students are exposed to the skills of listening, reading, speaking, and writing with basic vocabulary, grammar and structure. Students are also exposed to the real daily situations which will help them to communicate using German language.

References

1. Astrid Henschel, (2006). *German Verb Tenses.* New York: McGraw-Hill. [PF3301. H46 2006]
2. Gabriele Kopp, Siegfried Büttner, (2004). *Planet 1: Deutsch für Jugendliche: Kursbuch.* Ismaning: Germany: Hueber Verlag. [PF3129. K664 2004]
3. Gabriele Kopp, Siegfried Büttner, (2004). *Planet 1: Deutsch für Jugendliche: Arbeitsbuch.* Ismaning: Germany: Hueber Verlag. [PF3129. K664 2004]
4. Heiner Schenke, (2004). *Basic German: a grammar and workbook.* London: Routledge. [PF3112.5. 35 2004]
5. Robert Di Donato (2004). *Deutsch, Na Klar!* Boston: McGraw-Hill. [PF3112.

UQB 11102 Spanish Language

Prerequisite Course: None

Synopsis

This course is designed for students to learn the basic Japanese language. Students are exposed to the skills of listening, reading, speaking, and writing with basic

vocabulary, grammar and structure. Students are also exposed to the real daily situations which will help them to communicate using Japanese language.

References

1. Nurul Sabrina Zan, (2010). *Hola! Hablo español* First Edition Batu Pahat: Penerbit UTHM. [PC4445 .N72 2010a]
2. Salina Husain, (2005). *Vamos a aprender español lengua extranjera* Batu Pahat: Penerbit UTHM. [PC4121 .S24 2005a]
3. Bey, Vivienne (2004). *Spanish verbs drills*. Mc. Graw Hill. [PC4271 .B49 2004]
4. Terrell, Tracy D. (2003). *Dos mundos*. Mc. Graw Hill. [PC4129.E5 .D67 2003]
5. O'Connor, Niobe (2002). *Caminos 1*. Nelson Thornes. [PC4121 .O36 2002]
6. Vox modern Spanish and English dictionary: English-Spanish/Spanish-English (1986) National Textbook. Co. XX(131882.1)

UQB11302 Javanese Language

Prerequisite Course: None

Synopsis

This course is designed for students to learn the basic Javanese language. Students are exposed to the skills of listening, reading, speaking, and writing with basic vocabulary, grammar and structure. Students are also exposed to the real daily situations which will help them to communicate using Javanese language.

References

1. Purwanto, Eko (2011). Pepah Bahasa Jawi. Cara mudah belajar cepat dan tuntas bahasa Jawa. Diva press. XX(131748.1)
2. Majendra, Maheswara (2010). *Kamus lengkap Indonesia-Jawa, Jawa-Indonesia/ Majendra Maheswara*. Pustaka Mahardika. XX(131732.1)
3. Budhi Santosa, Iman. (2010). *Nguri-uri paribasan Jawi = Melestarikan peribahasa Jawa.* Intan Pariwara.XX(131751.1)
4. Yrama, Widya (2008). *Cara belajar membaca dan menulis huruf jawa, jilid 1.* Yrama Widya. Publication info:, 2008 XX(131738.1)
5. Yrama, Widya (2008). *Cara belajar membaca dan menulis huruf jawa, jilid*

UHB 10102 English for Higher Education

Prerequisite Course(s): None

Synopsis

This course exposes students to English language learning in higher education and enhances their study skills. Students have opportunities to learn about using technological affordance in listening to lectures, note taking, library and internet research, conducting academic group discussions, preparing and delivering presentations and writing academic report.The course also provides opportunities for student to acquire learning skills that facilitate the transition to tertiary education. Aspects of English language oral and written skills that are most relevent to students in their academic work will be reinforced.

References

1. Agosti, M. (2008). *Information Access through Search Engines and Digital*

Libraries. Berlin : Springer Science & Business Media. Z699. I534 2008.
2. Galanes, G.J. (2013). *Effective group discussion: Theory and Practice* (14th edition). New York : Mc Graw Hill. HM736. G34 2013.
3. Lim, P.L. (2014). *Listening and notetaking skills 2* (4th edition). Boston: National Geograohic Learning. PE1128. L55 2014
4. Wong, L. (2012). *Essential study skills* (7th edition). Boston, MA: Wadsworth Cengage Learning. LB1049. W66 2012.
5. Zhang, F. (2012). *Computer enhanced and mobile assisted language learning: Emerging issues and trends*. Hershey, PA: Information Science Reference. P53.28. C65 2012.

UHB 20102 Essential Academic English

Prerequisite Course: English for Higher Education

Synopsis:

This course enhances student's English language skills, emphasising listening and reading skills necessary for academic contexts. The course provides opportunities for student to learn the strategies to help them understand information from documentaries, lectures and paper presentations and develop analytical listening to differentiate between facts and oppinions. This course also provides opportunities for students to develop skill to critically respond to academic materials such as journal articles.

References:

1. Bowen, E. (2010). *Listening In: Broadcasts, Speeches, and Interviews*. Edinburgh: Edinburgh University Press.
2. Fairbairn, G.J (2011). *Reading, Writing and Reasoning: A guide for students*. Maidenhead: Open University Press. LB2395. F34 2011
3. Shipside, S (2007). *Effective communication: Get your message across and learn how to listen*. London : Dorling Kindersley. HF5718. S4 2007.
4. Smith, L.C (2005). Exploring content 1: Reading for Academic Success. White Plains, NY: Longman. PE1122. S64 2004
5. Kaur, H.(2005). *Explore MUET.* Kuala Lumpur: Fajar Bakti Sdn. Bhd.
6. Koh, S.L. (2005). *MUET Moments: Malaysia University English Test.* Selangor: Pearson. PE1128 .K63 2005
7. Richards,C. (2009). *Longman Text MUET : A Strategic Approach*. Petaling Jaya: Pearson Malaysia. PE1128 .K97 2009

UHB 30102 English for Technical Purposes

Pre-requisite Course(s): UHB 20102 Essential Academic English

Synopsis

This course aims to prepare students with the skills to write reports and express ideas or opinions competently. Students will be equipped with persuasive strategies that can be applied to write technical reports. The course will also enable them to practice these techniques by drafting and collaborating to produce assigned tasks. The students also expected to orally present their proposals and written report before an audience or panel of examiners.

References
1. Chandra, S. (2013). Research methodology. Oxford U.K. : Alpha Science Int. Ltd. H62. C42 2013.

2. Newby, P. (2014). Research methods for education. Abingdon: Routledge. LB1028. N48 2014.
3. Sekaran, U. (2013). Research methods for business: A Skill Building Approach. Chichester. HD30.4. S44 2013
4. Joan van Emden, L. (2004). *Presentation skills for students.* New York: Palgrave Macmillan.

UHB 40102 English for Occupational Purposes

Prerequisite Course(s): UHB 30102 English for Technical Purposes

Synopsis

This course employs a task-based learning approach and focuses on developing student's delivery of speech in oral interactions and job interviews and presentations. Particular emphasis will be given to promote mastery of self-directed learning, teamwork, research, oral presentations, reasoning and creativity. This course also enable students to acquire knowledge and skills necessary for conducting and participating in meetings, which includes writing meeting documents and event proposals based on specific themes. Students will also be exposed to interview techniques.

References

1. Haynes, Marion. F (2009). Meeting Skills for Leaders: Make Meetings More Productive. Rochester, NY: Axzo Press. HD30.3. H39 2009.
2. Peberdy, Duncan (2009). Brilliant Meetings: What to know, say and do to have fewer, better meetings. Harlow: Prentice Hill. HF5734.5. P42 2009
3. Wendleton, Kate. (2014). Mastering the Job Interview: And Winning the Money Game. Boston: Cengage Learning. HF5549.5. I6. W46 2014.
4. Wrathall, Jeff (2011). Event Management: Theory and Practice. North Ryde, N.S.W: McGraw-Hill. GT3405. W72 2011.

UQI 10702 Appreciation, Ethics and Civilization

Prerequisite Course(s): None

Synopsis

Students should be exposed civilizations and its values as it is the basis for learning of science, technology and engineering. This course is a compulsory course stipulated by the Ministry of Higher Education and UTHM to fulfil MQA requirement.

References

1. Mohd Taib Osman (1997). Islam In The Malay World. Kuala Lumpur: Dewan Bahasa Dan Pustaka. DS36.86.M63 1997
2. Al-Attas, Syed Muhammad Naquib (2011). Historical Fact and Fiction. Kuala Lumpur, Malaysia: UTM Press. BP50.S93 2011 N.S.W: McGraw-Hill. GT3405. W72 2011.
3. Barbara A. West (2009). Encyclopedia of the Peoples of Asia and Oceania (2 Vols.). New York: Facts of Life Inc. GN625.W47 2009 v.2
4. Andrew Gordon (2003). A Modern History of Japan: From Tokugawa Times to the Present. New York: Oxford University Press. DS881.9.G67 2003
5. John Keay (2010) 2nd. Edition. India: A History, From the Earliest Civilisations to the Boom of the Twenty-First Century. New York: Grove Press. PS374.N65 2000

UQI 11202 Philosophy and Current Issues

Prerequisite Course(s): None

Synopsis

This course focuses on the conceptual and practicality of the ethnic relation in the Malaysian context. The discussions comprise of fundamental concepts of ethnic relation and the history of the construction of a plural society, constitution as the core of the societal life, relationship between development and the ethnicity in the aspects of economy, politics and social based on the government and society top-down and bottom-up approaches.

Students

References

1. Shamsul Amri Baharuddin. (2012). Modul Hubungan Etnik g Edisi Dua. Bangi: Institut Kajian Etnik. Universiti Kebangsaan Malaysia.
2. [DS595 .M62 2007].
3. Dworkin, A.G. (1999). The minority report: An introduction to racial, ethnic and gender relations. Fort Worth: Harcourt Barce
4. College Pub. [E184.A1 .M56 1999].
5. Holst, F. (2012). Ethnicization and identity construction in Malaysia. New York: Routledge. [DS595 .H64 2012 v. 12].
6. Wan Hashim Wan Teh. (2011). Hubungan Etnik di Malaysia. Kuala Lumpur: ITNM. [DS595.W36 2011].
7. Zaid Ahmad. (2010). Hubungan Etnik di Malaysia. Oxford Fajar: Shah Alam. [DS595 .H822010].

UQ* 101 Cocuriculum 1 & 2**

Prerequisite Course(s): None

Synopsis

This course is offered in various forms of activity options for students of Bachelor and Diploma level. Eight of the activities offered are Public Speaking, Entrepreneurship, Sports, Community Service, Volunteerism, Leadership, Culture and Innovation.

References

1. Ab. Alim Abd Rahim (2004). Pengurusan gerak kerja kokurikulum. Shah Alam : Penerbit Fajar Bakti. No. Panggilan : LB3605 .A44 2004.
2. Abu Bakar Nordin dan Ikhsan Othman (2008). Falsafah pendidikan dan kurikulum. Perak: Quantum Books. No. Panggilan : LB1570 .A22 2008.
3. Saifullizam Puteh (2006). Pengurusan Kokurikulum: Modul Pengajaran. Batu Pahat: Universiti Tun Hussein Onn Malaysia. No Panggilan : LB3605 .S24 2006 a.
4. Mohd Sofian Omar Fauzee, Aminuddin Yusof dan Borhan Yusof (2002). Kokurikulum : peranan dan implikasi. Kuala Lumpur : Utusan Pub.. No panggilan : LB3605 .M76 2002.
5. Mok, Soon Sang (2008). Pengurusan Kokurikulum dan Pendidikan Sukan. Puchong : Penerbitan Multimedia. No panggilan : LB3605 .M64 2008.

UQI10102 Islamic Studies

Prerequisite Course(s): None

Synopsis

This course explains about Islamic concept as ad-deen. It discusses the study of al-
Quran and al-Hadith, Sunnism, schools of Islamic theology, development of schools of Fiqh, principles of muamalat, Islamic Criminal Law, Islamic work ethics, issues in
Islamic family law and current issues.

References

1. Harun Din (Dr.) (2001), *Manusia Dan Islam,* cetakan pertama, Kuala Lumpur: Dewan Bahasa dan Pustaka. [BP174. M36 1990]
2. Mustafa Abdul Rahman (1998), *Hadith 40*, Kuala Lumpur: Dewan Pustaka
   Fajar.[BP135. A2 M87 1998]
3. Ismail Haji Ali, (1995), *Pengertian dan Pegangan Iktikad yang benar: Ahli Sunnah Wal Jamaah:* Kuala Lumpur: Penerbitan al-Hidayah. [BP166.78. P46 1995]
4. Paizah Haji Ismail (1991), *Undang-undang Jenayah Islam*, Kuala Lumpur: Dewan Pustaka Islam, Angkatan Belia Islam Malaysia. [BP144. P35 1991]
5. Mustafa Haji Daud (1989), *Institusi Kekeluargaan Islam,* Kuala Lumpur: Dewan Pustaka dan Bahasa. [BP188.3. F3.M87 1989]

UQI 10202 Moral Studies

Prerequisite: None

Prerequisite Course(s): None

Synopsis

This course explains on concepts of moral, aspects of moral and its importance in daily lives, Western moral theories and moral values of great religions of the world, moral values in work and current moral issues.

References

1. Mohd Nasir Omar. (2010). *Falsafah Akhlak*, Penerbit Universiti Kebangsaan Malaysia, Bangi. [BJ1291 .M524 2010].
2. Hussain Othman. (2009). *Wacana Asasi Agama dan Sains.* Batu Pahat: Penerbit UTHM. [BL 240.3 H87 2009ª].
3. Hussain Othman, S.M. Dawilah Al-Edrus, Berhannudin M. Salleh & Abdullah Sulaiman. (2009). *PBL Untuk Pembangunan Komuniti Lestari.*Batu Pahat: Penerbit UTHM. [LB 1027.42 P76 2009a].
4. Eow Boon Hin. (2002). *Moral Education*. Longman. [LC268 .E48 2008].
5. Ahmad Khamis. (1999). *Etika Untuk Institusi Pengajian Tinggi*. Kuala Lumpur: Kumpulan Budiman. [LC315.M3 .A35 1999].

UQI 10302 Islamic and Asian Civilisations

Prerequisite Course(s): None

Synopsis

This course discusses on the civilization, its development, interaction between civilizations, the Islamic civilization, Islam in Malay civilization; contemporary civilization issues and the principles of Islam Hadhari.

References

1. Saifullah Mohd *Sawi* (2009), *Sejarah dan tamadun Islam di Asia Tenggara*, Shah Alam. Karisma Publications, [BP63.A785 .S24 2009]
2. Sazelin Arif, (2007), *Tamadun Islam dan tamadun Asia,* Shah Alam, Selangor: McGraw Hill. [BP190.5 .T35 2007]
3. Abu al-Fida al Hafiz Ismail ibn Kathir ; penterjemah Zaidah Mohd Nor ... [et al.],
4. (2005), *Sejarah tamadun Islam Ibn Kathir*, Kuala Lumpur : Dewan Bahasa dan Pustaka. [DS36.85.I32 2005 v.1]
5. Mohd Liki Hamid, (2003), *Pengajian tamadun Islam*, Bentong : PTS Publications and Distributors. [DS36.85 .P46 2003]
6. Lok, Chong Hoe, (1998), *Tamadun Cina : falsafah, pandangan hidup dan aspek-aspek kesenian*, Kuala Lumpur : Pusat pembangunan dan Pendidikan Komuniti (CEDC) dan Sekretariat Falsafah dan Sains Islam. Universiti Sains Malaysia. [DS721 .L64 1998]
7. Rajakrishnan Ramasamy, M Rajantheran, (1994), *Pengantar tamadun India,* Kuala Lumpur : Penerbit Fajar Bakti. [DS425 .R34 1994]

UQU 10103 Nationhood and Recent Development in Malaysia

Prerequisite Course(s): None

Synopsis
This course will provide students a fundamental concept, the processes of formation and development of Malaysia. The topics covered include the concept of state, Malacca Kingdom, implication of imperialism and colonization, spirit of patriotism and nationalism, independence and formation of Malaysia. Besides, students will also be exposed to the constitution of Malaysia, Malaysian Government System, Economic and Social Development Policy as the main policy in the national development. At the end of the course students will able to appreciate the roles and responsibilities of a good citizen to the country.

References

1. Zahrul Akmal Damin, Fauziah Ani, Lutfan Jaes, Khairunesa Isa, Siti Sarawati Johar, Harliana Halim, Khairul Azman Mohd Suhaimy, Shamsaadal Sholeh Saad, Ku Hasnan Ku Halim dan Mohd Akbal Abdullah (2009). Kenegaraan & Pembangunan Malaysia. Batu Pahat: Penerbit UTHM.
2. Ruslan Zainudin, Mohd Mahadee Ismail & Zaini Othman. (2005). Kenegaraan Malaysia. Shah Alam: Fajar Bakti. [JQ715 .R87 2005].
3. Nazaruddin Mohd Jali, Ma'rof Redzuan, Asnarulkhadi Abu Samah & Ismail Mohd Rashid. (2005). Pengajian Malaysia. Petaling Jaya: Prentice Hall. [DS596.6 .P46 2001 N2].
4. Mohd Ashraf Ibrahim. (2004).Gagasan Bangsa Malayan yang Bersatu 1945-57. Bangi: Penerbit UKM. [DS597 .M37 2004].

Noor Aziah Mohd Awal. (2003). Pengenalan kepada Sistem Perundangan di Malaysia. Petaling Jaya: International Law Book Services. [KPG68 .N66 2003

Faculty Course Synopsis

BBP 10102 Philosophy Education

Prerequisite Course(s): None

Synopsis

This course focuses on understanding of philosophy: general philosophy, what is philosophy, what is education. Branches of philosophy: the concept and function, metaphysics, epistemology, axiology, and logic. Mainstreams of western philosophies: idealism, realism, pragmatism, existentialism. Western educational philosophy: essentialism, perennials, progressivism, reconstructionist. The philosophy of Islamic education: policy and objectives, scope and field of Islamic education, Islamic education curriculum. The National Education Philosophy (FPN): the descriptions of FPN, a brief history of the formation of FPN, the elements and the role of FPN, the National Education Philosophy (FPK): the concepts, values in FPK, the importance of the application of values in the education system, the implications FPK for the country's education system, the development of policy and the national education system. Teacher Education Philosophy (FPG): insights on education, the development of teacher education and training, the ethics of teaching profession through FPG. Teachers and the Environmental Education: teaching scenario in Malaysia, professionalism: the concept and needs, ethics and responsibility of teachers, motivation, job satisfaction and teacher performance.

References

1. Abd Rahim Abd Rashid (2003). Falsafah Budaya Dalam Pendidikan. Kuala Lumpur: Penerbit Universiti Malaya.. No. Panggilan : LA132 .F34 2003
2. Abu Bakar Nordin dan Ikhsan Othman (2008). Falsafah pendidikan dan kurikulum. Perak: Quantum Books. No. Panggilan : LB1570 .A22 2008
3. Abdul Fatah Hasan (2001). Pengenalan Falsafah Pendidikan. . Kuala Lumpur: PTS Publications & Distributors Sdn. Bhd. No. Panggilan : LA21 .A32 2001
4. Sufean Hussin (2004). Pendidikan di Malaysia: sejarah, sistem dan falsafah. Kuala Lumpur: Dewan Bahasa dan Pustaka. No.Panggilan : LA1236 .S93 2004
5. Abdul Rahman Arof & Zakaria Kasa (1995). Falsafah dan Konsep Pendidikan. . Kuala Lumpur: Fajar Bakti. No. Panggilan : LB19 .A72 1995.

BBD 20202 Educational Technology

Prerequisite Course(s): None

Synopsis

This course focuses on Introduction to educational technology: the definition of "technology" and "education", educational technology and teaching technology. Design and teaching model: learning theory, teaching model, Dick & Carey model, ADDIE model, ASSURE model, teaching design, teaching strategy, motivational aspect (ARCS), 9 learning stages (Gagne). The effectiveness and selection of teaching materials: The use of tools in Teaching, the selection of teaching materials. Spacing: showroom, presentation tool, presentation strategy. Visuals are not impressions: natural objects, models, photos and graphics. Visual Impressions: slides, movies, multimedia systems. Photography: Original format, digital format, presentation from a computer. Audio media: audio and audio audio, analog and digital audio concepts, audio use as teaching materials, examples of audio use in education. Video Use in Education: Basic video concept, camera handling, script writing, video role in education, the benefits of video use in education, classroom use of video use. Computer In Education: the primary role of a computer, a computer in teaching and learning a computer in management and management. Learning education through web and tele trial: definition of learning through the web, web usage as a teaching medium, computer video search telesidang. Resource center: School Resource Center, Teacher Activity Center, Electronic Resource Center. Telecommunication systems: applications in education, educational communication functions, Current Communication Technology in Education.

References

1.   Heinich, R., Molenda M., Russell, J.D., & Smaldino, S.E. (2002). Instructional Media and Technologies for Learning: 7th Edition. New Jersey: Merrill Prentice Hall. No panggilan: LB1028.3 .H44 2002.

2.   Smaldino, Sharon E. (2005). Instructional technology and media for learning. New Jersey: Pearson. No panggilan: LB1028.3 .I57 2005.

3.   Januszewski, Alan (2008). Educational technology : a definition with commentary. Mahwah, NJ : L. Erlbaum Associates. No panggilan: LB1028.3 .J36 2008.

4.   Kemp, J.E. & Smellie, D.C (1994). Planning, Producing and Using Instructional Technologies: 7th Edition. New York: Harper Collins College Publishers. No panggilan:

5.   Zol Azlan Hamidin (2000). Strategi Pengajaran : Pendekatan sains teknologi masyarakat. Selangor : Pearson. No

BBD 10302 Pedagogy

Prerequisite Course(s): None

Synopsis

This course focuses on the understanding of teaching and learning: definition of teaching, the differences between pedagogy and andragogy, teaching as an art and science, and reflection on teaching and learning insight. Teacher: Who teacher, the role of teachers, teacher personality, ethics of teaching profession, teachers and the community. Brief description on Models of Teaching: The Sim, Glaser, Taba, Suchmen, Systems Approach, Classroom Teaching, Laboratory and workshop Teaching Models. Teaching approaches: the teacher-centered, student-centered, content, tools & teaching materials-centered, inductive and deductive teaching. Science Process Skills Education, Technical and Vocational Education: the scientific method, science process skills, manipulative skills, thinking skills, reflective skills, behaviorism, objectivism and constructivism, Learning Skills: reading and communication, concept mapping, using journal and portfolio, develop teaching modules, individual learning , Teaching methods: selecting teaching methods, the diversity of teaching methods, The lectures, practical methods, demonstration workshops , project method, problem-based teaching methods, teaching computerized, andragogy teaching, simulation methods, interactive methods (discussions, brainstorming, buzz group) , schools and sites visits, teaching strategies and collaborative techniques in vocational teaching and training. Teaching skills: proficiency in questioning and answering skills, set induction skills, closing skills, strengthening skills, practices in learning outcomes, various stimulus skills, skillful in selecting media and teaching aids. Instructional design: effective teaching, teaching planning definition, curriculum and syllabus, Determining specification for teaching schedules, Planning semester teaching, teaching planning weekly, daily lesson plan, teaching assessment: assessment through reflections, supervision, clinical supervision, teaching assessment instruments, peer-assessment.

References

1. Barell, John (2007) Problem-Based Learning: An Inquiry Approach. Corwin Press, Thousand Oaks. No ISBN:141295004X, 9781412950046.
2. Joel Spring, (2006). Pedagogies of globalization: the rise of the educational security state. Mahway, NJ: L. Erlbaum. No.Panggilan: LC71 .S67 2006.
3. Shahabuddin Hashim, Rohizani Yaakub dan Mohd. Zohir Ahmad (2003). Pedagogi: Strategi dan Teknik Mengajar Dengan Berkesan. Pahang: PTS Publications. No.Panggilan LB1775.2 .S52 2003.
4. Mok Soon Sang (2002). Pedagogi: Untuk Kursus Diploma Perguruan Semester 3, Kuala Lumpur: Kumpulan Budiman. No.Panggilan: LB1025.3 .M65 2002.
5. Abd Aziz Abd Talib (2000). Pedagogi Bahasa Melayu: Prinsip, Kaedah dan Teknik. Kuala Lumpur: Utusan Publications and Distributors. No.Panggilan: PL5105 .A29 2000 n.5.

Prerequisite Course(s): None

Synopsis

This course focuses on the Introduction to Psychology and Educational Psychology: What is psychology?, What is educational psychology?. Why study psychology, understanding the basic concepts of psychology, fields of psychology. Human nature: the meaning of human needs, various kinds of needs, motivation and relevance to the needs, behavior problems that arise when the requirements are not met, the potential, strength and human weakness. Theories of development: the notion of growth, meanings of development, development theory, the implications of the concept of growth and development of teaching and learning in the classroom, growth theory, the implications of the growth and development of teaching and learning in the classroom. Individual differences: understanding individual differences, aspects of individual differences, the factors that cause individual differences in terms of cognitive, social, emotional and psychomotor effects of individual differences on schooling progress of students, teachers face the problem of how individual differences of students in school. Personality: the difference between the personality, charactesr and traits, the classification of personality, factors that influence personality and learning style. Self-Concept: Ideas about self-concept, types of self-concept, the factors that cause a negative self-concept, self-defense tricks, how teachers help children form a positive self-concept, behavior problems and behavior modification. Behavioral psychology: understanding developmental tasks, the main features of the development task, the task of development in Havighurst, the problems in the achievement of developmental tasks, how teachers help children cope and achieve developmental tasks in accordance with the ranking, behavioral modification. Teaching and Learning: the definition of teaching, teaching models, a definition of learning, types of learning, learning styles, learning style model, the relationship between teaching and learning styles, learning process: the willingness, motivation, perception and responsiveness, memory and forgetting, transfer of learning, learning styles, learning styles implications in the teaching and learning process. Learning theories: cognitive learning theory, behaviorism learning theory, social learning theory, learning theory humanist. Thinking: the concept and process of thinking, reflective thinking, relationships with educational psychology and teaching supplies.

References

2. Sahizan Hasan, Tsai Chen Chien dan Saw Hooi Chin. (2004). Intrapersonal dan Interpersonal Untuk Remaja. Bentong: Publications and Distributors. No. Panggilan: BF637.C45 .S52 2003.
3. Mohamed Hatta Shaharom. (2003). Psikologi dan Kaunseling Remaja. Bentong Publications and Distributors. No. Panggilan: HV1421 .M42 2003.
4. Noraini Ahmad. (2003). Kaunseling Remaja. Selangor: Utusan Publication and Distributors Sdn. Bhd. No. Panggilan: BF637.C6 N67 2003.
5. Corbin, Barry. (2008). Unleashing the potential of thr teenage brain: 10 powerful ideas. Thousand Oaks, CA: Corwin Press. No. Panggilan: LB1060 .C68 2008.
6. Metcalf, Linda. (2008). Counseling Toward Solutions : A Practical Solution-Focused Program for Working With Students, Teachers and Parents. 2nd ed. San Francisco, CA: Jossey-Bass. No. Panggilan: LB1027.5 .M47 2008.

BBD 20403 Micro Teaching

Prerequisite Course(s): BBD20102 Pedagogy

Synopsis

This course focuses on micro-teaching.Curriculum Analysis, Planning, Teachings Aids / Tools, Documentation, Micro Teaching Theory and Practice (Specialization). Induction Skills, Teaching Skills, Skills in closing / ending the teaching sessions, and reflecting skills.

References

1. Zol Azlan Hamidin (2000). Strategi Pengajaran : Pendekatan sains teknologi masyarakat. Selangor : Pearson. No panggilan: LB1532.M3 .Z64 2000.
2. Castaeda, Carmelita Rosie (2004). Teaching and Learning in Divers Classrooms, New York: Routledger Flamer. No panggilan: LC1099.3 .C37 2004.
3. Siow Heng Loke (2005). Pedagogi Merentas Kurikulum. Kuala Lumpur:Universiti Malaya. No panggilan:LB1025.3 .P42 2005.
4. Walker, Melaine (2006). Higher Education Pedagogies: A capabilities approach. New York: Open University Press. No panggilan: LB2322.2 .W34 2006.
5. Spring, Joel (2006). Pedagogies of Globalization:Tthe rise of the educational security state. Mahway, NJ: Erlbaum. No panggilan: LC71 .S67 2006

BBD 20703 Measurement and Evaluation in Education

Prerequisite Course(s): None

Synopsis

This course focuses on the concept of testing, measurement, evaluation and assessment. Its covers type of evaluation; classification of test; characteristics of test; item skill level; development of objective and subjective item; planning of test; scoring scheme; administration of test; analysis and interpretation of the question; basic statistical evaluation; current issues of educational evaluation.

References

1. Bhasah Abu Bakar (2003). Asas Pengukuran Bilik Darjah. Tanjung Malim: Quantum Books Perak.
2. Mohd Isha Awang (2005). Pengujian, Pengukuran dan Penilaian. Sintok: Azizi Publicist.
3. Kubiszyn, T dan Borich (2007). Educational Testing And Measurement: Classroom Application and Practice. 8th ed. Hoboken, NJ : John Wiley. No. Panggilan: LB3051.K82 2007.
4. Anderson, Lorin W. (2003). Classroom Assessment: Enhancing the Quality of Teacher Decision New Jersey: Lawrence Erlbaum Associates. No. Panggilan: LB3051 .A52 2003.
5. Linn, R and Gronlund, N. E (2000). Measurement and Assessment in Teaching. 8th ed. New Jersey: Prentice Hall. No. Panggilan: LB3051 .L54 2000.

Prerequisite Course(s): None

Synopsis

This course focuses on the basic concept of guidance and counseling: What is counseling, the development of guidance and counseling services in Malaysian schools. The philosophy of guidance and counseling services: the need for rational guidance and counseling services in the context of national education philosophy and technical and vocational education for the school and the community and the country. The qualities of a counselor: acceptance and warmth, do not punish (non-judgmental), the authenticity, accuracy (specificity). Procedure counseling processes: provide sessions, building relationships, exploring the problem, identify the cause of the problem, seeking and discussing alternatives for action, and ending the session. Basic counseling skills: listening, empathy: to understand the emotions and feelings, reflecting, explaining and paraphrasing, questioning and confronting, formulating and roll, counseling theories: comparison of western and Islamic counseling, psychoanalytic theory, the theory of convergence of the client (Client -Centered Therapy), Alfred Adler's theory, theory of behavior, theory of reality. Counseling services in schools: individual inventory, providing information, guidance / counseling groups, individual counseling, placement, drug use prevention, consultation and referral sources, subject areas: education counseling, career guidance, personal and social counseling. The use of tests in the guidance: the selection and administration of the tests, the validity of the tests, reliability tests, advantages and limitations in the use of the test, a sample-exam tests such as intelligence, aptitude test (talent and inclination), interest test, personality test. Ethics Counseling: Counseling ethical concepts, ethical counseling in Malaysia by Malaysia Counselor Association (PERKAMA).

References

1. Ainon Mohd dan Abdullah Hassan (2002). Guru Sebagai Pendorong Dalam Bilik Darjah. Bentong, Pahang: PTS Publication & Distributors.
2. Jensen, Eric. (2008). Brain-Based Learning. 2 nd Ed. Thousand Oaks, CA : Corwin. No Panggilan: LB1060 .J46 2008
3. Parsons, R.D. Hinson, S.L & Sardo-Brown, D. (2001). Educational Psychology: A Practitioner-Research Model of Teaching. Victoria : Thomson Learning. No Panggilan: LB1051 .P37 2001
4. Saedah Siraj, Zainun Ishak dan Tunku Mohani Tunku Mokhtar. (1996). Motivasi Dalam Pendidikan: Siri Pengajian dan Pendidikan Utusan. Kuala Lumpur: Utusan Malaysia Publicfation & Distributors.
5. Santrock, John, W. (2011). Educational Psychology. New York: McGraw Hill. No Panggilan: LB1051 .S26 2011

BBD 30402 Educational Data Reasoning

Prerequisite Course(s): None

Synopsis

This course focuses on the basics statistics: measuring nominal, ordinal and interval, descriptive statistics: mean, median and mode, standard deviation, population and sampling, distributions: normal, skewed, graphs and charts. Application statistics: an introduction to test significant, probability and significance, the general procedure is a significant test, chi-square test, Mann-Whitney U, correlation, statistical software: interface design and data input, data manipulation, data display: table, histograf, graphs, pie charts, commentary and interpretation of data: data, analyze data, formulate findings, the findings justify.

References

1. Latifah Mohd. Nor(2005). Statistics Made Simple (2nd Ed.). Kuala Lumpur: International
2. Islamic University. No. Panggilan: HA29 .L37 2005.
3. Marija,J.N.(2002).SPSS 11.0 Guide to Data Analysis: SPSS Inc..New Jersey:Prentice Hall.
4. Huck,S.(2000).Reading Statistics and Research. Needham Heights: Allyn and Bacon. No. Panggilan: QA276 .H82 2008.
5. Levin,J.,Fox,J.(2007).Elementary Statistics in Social Research. Needham Heights:Allyn And Bacon. No Panggilan: HA29 .L494 2007.
6. Mohd.Salleh Abudan Zaidatun Tasir.(2001). Pengenalan Kepada Analisis Data Berkomputer SPSS10.1 for Windows. Kuala Lumpur:Venton Pub. No. Panggilan: HA32 .M64 2001

BBD 30502 Sociology in Educational

Prerequisite Course(s): None

Synopsis

This course exposes students to the Introduction to Sociology, Definition of sociology, sociology as a discipline and its importance, development sociology. Prominent sociologist and its contribution: Auguste Comte, Herbert Spenser, Durkheim, Spenser, Lester. Theories of Sociology, theory of functionalism, conflict theory, interactionism theory. Sociology in the context of Malaysia's education system, the sociological role of Technical Education. Sociology as a means of social control. Cultural dissemination tools, Tools and ideological unity of the State, social stratification tool, Education System as Social Institutions. Structure and organization of educational institutions. Educational institutions and the community. Interaction in the education system. Community Services. And the difference equation. Differences and similarities in education. Education as a national ideology developer, Technical Education and Social Mobility. Factors of social mobility, the Technical Education and social impact on the socio-economic status, Social Effects of Technical Education Achievement. Environmental factors, socioeconomic status, values and culture of the school, Aspirations school, peer group and social opportunities, education system in Malaysia. The historicalperspectives and development of education in Malaysia. State education system evolution patterns before and after the British occupation: the vernacular Chinese, Indian and English. National education policy, development of technical and vocational education, university education, Technical Education and National Development, Role of technical education in the national aspiration. Development of Technical Education in Malaysia, System of Higher Education, higher education

functions, theory approach to higher education, Reform and Planning In the education system, dynamics change, perspectives change, strategies for school changes. Roles played by sociologists in education and changes in educational policies. Reform as a natural progression in education, liberalization and corporatization of liberalization and corporatization of education, education administration system: central, state and district levels.

References

1. Ellen Brantlinger(2003). Dividing classes: how the middle class negotiates and rationalizes school advantage. London: RoutledgeFalmer. No. Panggilan: LC205 .B72 2003.
2. Jeanne H. Ballantine &Joan Z. Spade (2004), Schools and society : A sociological approach to education, 2nd ed. Belmont, CA: Wadsworth/Thomson. No Panggilan: LC191 .S33 2004.
3. Walter Feinberg, Jonas F. Soltis (2004), School and society. 4th ed. New York: Teachers College Press. No Panggilan: LC191 .F44 2004.
4. Alex Moore (2006). Schooling, society and curriculum. London: Taylor and Francis. No Panggilan: LC191.8.G7 .S33 2006.
5. Alan R. Sadovnik (2007). Sociology of education: A critical reader. New York: Routledge. No. Panggilan: LC191.2 .S52 2007.

BBD 20802 Technical Vocational Education and Planning

Prerequisite Course(s): None

Synopsis

This course provides knowledge and concept in human resource management, development and organise in strengthen the human capital for organization. TVET planning including training and development involved by training provider, partnership between government and private also how the concept of workplace training applied. This course will provide an overview of how management concepts and training are needed in strengthening the role of TVET.

References

1. Chris Brewster, Elizabeth Houldsworth, Paul Sparrow and Guy Vernon (2016). International Human Resource Management. Fourth edition. eBook ISBN97818439844184
2. DECenzo, David A.(2013). Human Resource Management. Singapore:John Wiley. (H5549.D42.2013)
3. Nocolescu, Ovidiu (2016). Challenges, performance and tendencies in organization. New Jersey: World Scientific. .(HD31 .C49 2016)
4. Noe,Raymond (20130. Employee Training and Development. New York : McGraw-Hill/Irwin.[HF5549.5.T7 .N63 2013]
5. Phillips, Jean M (2014). Human Resource Management. Mason, Ohio: South-Western. [HF5549.P444 2014]

BBP 10803 Information Technology in Education

Prerequisite Course(s): None

Synopsis

Introduction to Information Technology; Information Age, Principles of Information Technology, Function And Benefits Information Technology, Multimedia Super Corridor (MSC), Cyber Law, Computer Software; Software, Software Applications, Software Type Basic, Word Processing; Basic Word Processor, Supporting Reading, type format and graphics, Listing Mel And Penggunannya, Publishing Desk, construction Test E-Form, Performance Electronics; Introduction, Multimedia Presentation, Construction Slides, Spreadsheet; Introduction, Features Basic Spreadsheet, Spreadsheet Integration in Teaching and Learning, Database; Type Database, usu- Organization, Servers, Features Basic Database, Editing Software: Adobe Photoshop; Introduction to Photoshop Interface, Functionality Each icon, Basic use of Adobe Photoshop, Basic Concept And Production Text, Basic Concepts Using Layer, Basic Concepts Using Channels and History, Basic Use Filter, Internet; Definitions, Basic Internet, Computer Internet, Basic Internet service, use of the Internet in Education, Communication Data; Key Elements of Communication, Signal Type, Transmission Mode, Trend Data, Shipping Rates, Issues and Opportunities of Information Technology; Professionalism, Ethics and Society, Issues Safety and Control Computer Systems, Health and Ergonomics, Opportunities in IT, Information Technology and the Future.

References

1. Abdul Razak Hamdan, Yazrina Yahya, Muhd Shanudin Zakaria dan Mohd Zamri Murah.2000. Teknologi Maklumat. Kuala Lumpur:McGraw Hill T58.5 .T44 .A22 2000
2. Stallings, W. and Van Slyke,R.2001. Business Data Communications. Upper Sydel River, New Jersey: Prentice Hall. Edisi ke 4. HF5548.2 .S83 1994
3. Panko, R. R. 2001. Business Data Communications and Networking. Upper Sydel River, New Jersey: Prentic Hall. Edisi ke 3. HD30.37 .P36 2001
4. Stamper, D.A. 2001. Local Area Networks. Upper Sydel River, New Jersey: Prentic Hall. Edisi ke 3. TK5105.7 .S73 2001 N1
5. Stephen Doyle (2001). Information and communication technology : vocational A level. UK: Stanley Thornes.

BBD 20603 Educational Management

Prerequisite Course(s): None

Synopsis

This course focuses on the concepts, principles and theories of management education in Malaysia: concepts of management, principles and theories of education management, educational management practices. Introduction of management education: history of education in Malaysia, the role of InstitutAminuddinBaki in the management and administration of the school. Administration of the public education system: the administrative system of public education and its rationale, role and contribution to teaching and learning in schools, private education administration system: the administrative system of private education and the rationale, role and contribution to teaching and learning in schools. The organization and administrative structure: the concept of organization, school organization, the administrative hierarchy and relationship with the school organization, administration and management of schools: office, curriculum and co-curriculum and school finance., Vision Education: unity, perkhidmatanpenyayang, empowerment, knowledge culture, science, caring school , budayacemerlang, skills as a manager and administrators in education:

responsibility, tasks and role of the headmaster, accountability and leadership styles of headmaster, skills and competencies of headmastersas administrators and managers. Reflection: effectiveness and challenges in the management and administration of education in Malaysia: issues management and administration of education: past, present and future.

References

1. Hoy,W.K.& Miskel,C.G.(2008).Educational Administration:Teory,Research and Practice.8th.Edition.Boston: McGraw-Hill. No Panggilan: LB2805 .H69 2008.
2. Lunnenburg,F.C. & Ornstein,A.C.(2004).Educational Administration:Concept and Practices. 4th.Edition.Belmont, CA : Thomson Learning. Call no: LB2805 .L86 2004.
3. Robbins,S. & Decenzo, D.(2004). Fundamentals of Management-Essential Concept And Appliccations.4th.Edition.Upper Saddle River: NJ: Pearson Education. Call no: HD31 .R63 2004
4. Carayannis,E.G.(2001).Strategic Management of Technological Learning. Boca Raton, FL: CRC Press. Call no: HD58.82 .C37 2001 n.1.
5. Ahmad Kilani Mohamed (2003).Pengurusan Pendidikan Di Sekolah:Huraian Menurut Perspektif Islam.Skudai:PenerbitUTM. Call no: LB2831.8 .A35 2003.

BBP 17303 Introduction to Hospitality Tourism

Prerequisite course (s): none

Synopsis

This course is designed to provide students with basic information about hospitality and tourism. Travel and tourism is now the largest industry in the world: In the United States alone, over 7.5 million people work in this industry, and in 2010, 60 million international visitors came to the United States, spending $134 billion. All of the sectors of the travel and tourism industry work together to serve this growing market of visitors, who have a significant impact on the U.S. economy. This course establishes a foundation for the concept of tourism, travel, and hospitality as a system. Students will learn about the various segments of the travel and tourism industry and how they are interrelated and integral to international and domestic travel and tourism. This discussion will include travel agencies, tour companies, the airlines and other transportation sectors, lodging facilities, cruise lines, and marketing companies.

References

1. Barrows, Clayton W, (2009). " Introduction To Management in the Hospitality Industry". 6th Edition. John Wiley & Sons Inc. Call Number: TX911.3.M27. B37 2009
2. Payne-Palacio J, Theis M. (2009) "Introduction to Foodservice" 3 ed. New Jersey: Pearson. Call Number: TX911.M27.P39 2009
3. Muhammad Shahrim Ab. Karim (2003) "Kerjaya Dalam Bidang Hospitaliti" Bentong: PTS Publiccations & Distribution Sdn Bhd. Call Number: TX911.3 .M73 2003
4. Walker J.R.(2009) "Instroduction To Hospitality" 4th edition. South Florida: Pearson. Call Number: TX911.M27.W35 2009

5. Clayton W.Bazrrows and Tom Powers "An Introduction To The Hospitality Industry, Seventh Edition

6. Christine Jaszay, Paul Dunk " Training Design For The Hospitality Industry" Thomson Delmar Learning
7. John R. Walker, "Introduction To Hospitality Management" Second Edition
8. Philip Kotler, John T. Bowen, James C. Makens, "Marketing For Hospitality and Tourism, Sixth Edition

BBP 17503 Development of Professionalism in Hospitality

Prerequisite Course(s): None

Synopsis

This course will involve the student in enhancement of their personal hospitality skills. The student will research and share interactively on the topic of current catering development, work ethics within the food and beverage industry, catering facilities and equipment, menu studies, technical competency of a food and beverage staff, mise-enplace, plated service, silver plated service, Chinese, Malay, Indian and Buffet service.

The hospitality industry is a consistent form of employment in many areas, and a great place for young people to break into the professional world. While many positions are entry-level, others demand much skill and offer both great prestige and excellent compensation. Organisations operating in the hospitality sector are in the business of serving people, be that through food, drink, accommodation or a combination these and a range of other services. Those who work within hospitality, regardless of job function, play an essential role in the overall customer experience.

The ability to recognise the role and level of influence that each member of the team has on the customer experience can have a major impact on business prosperity and reputation. Many hospitality workers start in entry-level positions and work their way up into higher level jobs. When a company takes the time to train people, it is easier to recognize the talent that can be developed for higher management positions. Training for the hospitality industry is diverse. Basic skills include communication and ways to interact with the hotel guests. It also involves teamwork training and diversity training, because the staff is perceived as one unit by guests. Learning to work together with people from different backgrounds is essential since staff never know what the background of any specific guest will be. Yet the guest experience needs to be the same for everyone.

References

1. Michael A.(2000) "Best Impressions in Hospitality: your professional image for excellence" Albany: Delmar, Call Number; TX911.2 .M53 2000.
2. Dolansinki, M.J (2004). "Training the Trainers: Performance Based Training For Today's
3. Workplace. New Jersey": Pearson Education, Inc, Call Number; HF5549.5.T7 .D64 2004.
4. Goodall, H.L Jr & Goodall, S. (2002). "Communicating in Profesional Context": Skills, Ethics and Technologies, Call Number: HF5718 .G66 2002.
5. Sidell, N. & Smiley, D. (2008). "Professional communication skills in social work". Nancy Sidell, Denise Smiley Boston, MA: Pearson, Call Number: HV29.7 .S52 2008.

6. Anderson, G. (2008). "Foundations of professional personal training / editors, Gregory Anderson". Champaign, IL: Human Kinetics, Call Number: GV428.7 .F68 2008

BBP 10502 Creativity and Innovation in TVE

Prerequisite Course(s): None

Synopsis

This course focuses on developing a creative person who will eventually think strategically, creatively and critically. The knowledge and skills acquired throughout the course will later be applied by the students in solving problems and making decisions in the future. In this course, students will be exposed to various creativity and problem solving techniques. Some of the skills to be covered throughout the course are problem solving, techniques in creativity and techniques in innovation. Students will also be participating in exhibition and competition.

References

1. Bernacki, E. 2002. Wow! That's a Great Idea!. Singapore : Prentice Hall.
2. De Bono, E. (2003). Serious Creativity 1 : Lateral Thinking Tools, Techniques and Application. Singapore : Allscript Books.
3. De Bono, E. (2003). Serious Creativity 2 : Lateral Thinking Tools, Techniques and Application. Singapore : Allscript Books.
4. Ceserani, J. & Greatwood, P. 1995. Innovation and Creativity. London : Kogan Page.
5. Ceserani, J. & Greatwood, P. 2001. Innovation and Creativity. New Delhi : Creast Publishing House.
6. Clegg, B. & Birch, P. 2002. Crash Course in Creativity. London : Kogan Page.
7. De Bono, E. 1998. Edward De Bono Supermind Pack: Expand Your Thinking Power with Strategic & Mental Exercise. DK Publishing Incorporated.
8. Lumsdaine, E., Lumsdaine, M. & Shelnut, J. W. 1999. Creative Problem Solving and Engineering Design. USA: McGraw-Hill.

BBP 40302 Entrepreneurship

Prerequisite Course(s): None

Synopsis

This course exposes students to the basic aspects of entrepreneurship. This course includes four modules, namely fostering an entrepreneurial culture, opportunities and business plans, practical entrepreneurship and entrepreneurial activity report presentation.

References

1. Kementerian Pengajian Tinggi (2007) 'Asas Pembudayaan Keusahawanan'. Penerbit UUM;.
2. Marc J. Dollinger. – 3rd ed. (2003), 'Entrepreneurship; Strategic and Resources'. Prentice Hall Pearson Malaysia Sdn. Bhd.
3. UiTM Entrepreneurship Study Group (2004), 'Fundamentals of Entrepreneurship' Prentice Hall Pearson Malaysia Sdn. Bhd.
4. Carol Yip (2007) 'Smart Money-User' Kanyin Publication.
5. Agensi Kaunseling and Pengurusan Kredit (2009) 'Money Sense-Getting Smart

with Your Money. 2nd Edition
6. Agensi Kaunseling and Pengurusan Kredit (2009) 'Celik Wang-Pengurusan Wang secara Bijak

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BBP 17603 Food Safety and Sanitation Management

Prerequisite Course(s): None

Synopsis

Food hygiene are the conditions and measures necessary to ensure the safety of food from production to consumption. Food can become contaminated at any point during slaughtering or harvesting, processing, storage, distribution, transportation and preparation. Food hygiene and safety usually refer to contamination with 'microorganisms' or 'microbes'; whereas in communicable diseases, the term 'infectious agents' is preferred. The term 'food hygiene' refers particularly to the practices that prevent microbial contamination of food at all points along the chain from farm to table. Food safety is a closely related but broader concept that means food is free from all possible contaminants and hazards. In practice both terms may be used interchangeably.

Food hygiene is vital for creating and maintaining hygienic and healthy conditions for the production and consumption of the food that we eat.

References

1. National Restaurant Association(2014). "ServSafe" 3rd Ed. US: National Restaurant Association Educational Foundation.
2. McSwane D. & Reynolds D. (2005) "The Essentials of Food Safety and Sanitation " Prentice Hall
3. Arduser L, Brown D.R. () "HACCP & Sanitation in Restaurants and Food Service Operations: A Practical Guide Based on the FDS Food Code" USA: Atlantic Publishing Group Inc.
4. Mead G.C. (2005) " Food Safety Control In the Poultry Industry". CRC Press
5. Norman G. Marriott & Robert B. Gravani (2006) " Principles of Food Sanitation". Birkhauser.5th. edition

BBP 37303 Financial Management

Prerequisite Course(s): None

Synopsis

This course will equip the student with the basic financial knowledge and basic bookkeeping competencies. They will be involved in practical activities and instructional presentation on topics such as Basic Understanding of Financial Management, Basic Accounting Preparation, Financial Statements Analysis and Interpretation, Ratio Application, Cash Flow, Cost Control and Budget Focusing.

References
1. Seal, Will.(2012). "Management Accounting" London: McGraw Hill. Call Number: HF5635.S42.
2. Jagels, M.G. (2007) "Hospitality Management Accounting" New Jersey: John Wiley & Sons. Call Number: HF5686.H75 .J33 2007
3. Cotts, D & Rondeau, E.D. (2004). " The Facility Manager's Guide to Finance & Budgeting. New York: AMACOM. Call Number: TS155.C67 2004
4. Harris, P. J. & Mongiello, M. (2006). "Managerial Accounting in the Hospitality Industry" Boston : Elsevier Publications. Call Number: HF5686.H75 .A22 2006
5. Schmidgall, R.S, Hayes, D.K & Ninemeier, J.D. ((2002). "Restaurant Financial Basics". New Jersey: John Wiley & Sons. Call Number: TX911.3.F5 .S35 2002

BBP 30403 Research Methodology in TVE

Prerequisite Course(s): None

Synopsis

This course focuses on the basics of Research. Why carry out research in education? Research in technical and vocational education. Scientific methods in research. Determining the best criteria in research. Ethics in research. Preparing a research proposal. How to write research proposal? How to write a research proposal content. How to determine research problems, motivation in research, understanding the field of research, objective of research, literature, concept, model or theory. Review the findings of previous studies, review past studies methods, research methods, survey design, survey instruments and data analysis.

References

1. Methods in educational research : from theory to practice / Marguerite G. Ladico, Dean T. Spaulding and Katherine H. Voegtle by Lodico, Marguerite LB1028 .L62 2006
2. Educational research / K. Swarna Jyothi ; editor Digumarti Bhaskara Rao LB1028 .J96 2007
3. Educational research in practice : making sense of methodology /edited by Joanna Swann and John Pratt LB1028 .E38 2003
4. Understanding and Evaluating qualitative educational research / editor, Marilyn Lichtman LB1028 .U52 2011
5. Introduction to educational research / Craig A. Mertler, C.M. Charles LB1028

Prerequisite Course(s): None

Synopsis

This course is designed to provide students the fundamentals of hospitality marketing. Hospitality marketing programs aim to familiarize students with the various stages of marketing campaigns and how those can be tailored to the hospitality industry. Students will also gain an understanding of topics such as analysis of the latest trends affecting the industry and the most effective ways to attract clients for hospitality events. Courses may focus on sales, marketing, management and consumer behavior

As the hospitality industry continues to grow and independent properties gain even more traction, it's key to look into the marketing trends that will define the year. Marketing is a powerful tool that has the ability to make or break a business, or even an entire destination. Hospitality marketing is marketing efforts directed towards the increase of revenue in the hospitality industry. Marketing is the process for getting a company's product or service out to consumers. Hospitality marketing takes a look at how segments of the hospitality industry, such as hotels, restaurants, resorts and amusement parks, utilize marketing techniques to promote their products or services. It is important to take a close look at how different areas of the hospitality industry (hotels, resorts, amusement parks, lodges, etc.) can benefit from marketing techniques. Some of these techniques might include things like products, mailings or services. Typically, a specialized team of professionals will study a company and decide what the optimal demographic is to try and reach. Once that is determined, it will be decided what the best way to reach these people is. It might be through social media, by e-mail, by mailing or by offering a promotion that will be expressed by way of a television or radio advertisement.

References

1. Bowie D. & Buttle F. (2004) "Hospitality Marketing: An Introduction" Oxford: Elsevier, 2004. Call Number : TX911.3.M3 .B68 2004

2. Raza I. (2005) "Heads in Beds: Hospitality and Tourism Marketing" Upper Saddle River, NJ: Pearson, 2005. Call Number : TX911.3.M3 .R39 2005

3. Robert D. Reid & David C.Bojanic (2005) "Hospitality Marketing Management" 4th edition. Hoboken. NJ: John Wiley. Call Number : TX911.3.M3 .R44 2005

4. Kotler, Philip Bowen, John T. Makens, James C. (2006) "Marketing For Hospitality and Tourism" Upper Saddle River, NJ: Pearson Education. Call Number : TX911.3.M3 .K67 2006

5. Taylor D. (2001) "Hospitality sales and promotion: strategies for success" Oxford: Butterworth-Heinemann, 2011. Call Number : TX911.3.M37 .T39 2001

BBP 37603 Hospitality Training Management

Prerequisite Course(s): None

Synopsis

This course provides student with the understanding and enable them to conduct training secession as what they have planned in order to strengthen the technical and soft skills in the tourism and hospitality sector. Students will be exposed with the principal of training designing and then they have to apply the knowledge to conduct an interaction and effective training program. Students also need to carry out evaluation secession to get the feedback on the effectiveness of any training secession that they have organized.

Hospitality management focuses on ensuring customer safety and comfort in a hotel, restaurant or entertainment facility. Hospitality management centers on customer satisfaction that would lead to his loyalty and repeated business. Students in hospitality management usually have the opportunity to receive hands-on experience in real hospitality organizations. Hospitality management integrates theories from similar disciplines like: commerce, business administration and supply chain management and logistics. The Training Manager is crucial to the success of your hospitality business. They are responsible for creating and implementing training programs and overseeing the development of careers. They set performance metrics, evaluate productivity and help employees create long-term career plans within an organization.

References

1. Barrows, Clayton W, (2009). " Introduction To Management in the Hospitality Industry". 6th Edition. John Wiley & Sons Inc. Call Number: TX911.3.M27. B37 2009

2. Payne-Palacio J, Theis M. (2009) "Introduction to Foodservice" 3 ed. New Jersey: Pearson. Call Number: TX911.M27.P39 2009

3. Muhammad Shahrim Ab. Karim (2003) "Kerjaya Dalam Bidang Hospitaliti" Bentong: PTS Publiccations & Distribution Sdn Bhd. Call Number: TX911.3 .M73 2003

4. Walker J.R.(2009) "Instroduction To Hospitality" 4th edition. South Florida: Pearson. Call Number: TX911.M27.W35 2009

5. Clayton W.Bazrrows and Tom Powers "An Introduction To The Hospitality Industry, Seventh Edition

6. Christine Jaszay, Paul Dunk " Training Design For The Hospitality Industry" Thomson Delmar Learning

7. John R. Walker, "Introduction To Hospitality Management" Second Edition

8. Philip Kotler, John T. Bowen, James C. Makens, "Marketing For Hospitality and Tourism, Sixth Edition

BBK 17303 Food commodities Management

Prerequisite Course(s): None

Synopsis

The course will assist the students to grasp the significance of applying interactive learning to introduction in food commodities, purchasing, receiving, managing, storing food commodities and managing a food store.

References

1. Stefanelili J, Feinstein (2012). "Purchasing: Selection and Procurement for the Hospitality Indusry." John Wiley & Sons. Inc. Call Number : TX911.3.P8 .F445 2007
2. Shi John (2015). "Functional food ingredients and nutraceuticals :processing and technologies" Boca Raton,FL : CRC/Taylor &Francis. Call Number QP144.F85 .F88 2007
3. National Association of Meat Purveyors. (2007). "The MeatBuyers Guide": National Association of Meat Purveyors. CallNumber : TX373 .M42 2007
4. Payne-Palacio J, Theis M.(2014) "Introduction to Foodservice" 11th ed. NJ: Pearson.Call Number: TX911.M27 .P39 2009
5. Sanders, Edward E et.al (2015) . "Understanding foodservice costcontrol: an operational text for food, beverage and labor costs". 3thed. NJ:Pearson/Prectice Hall. Call Number : TX911.3.C65 .S262008

BBK 27303 Menu Design for Catering

Prerequisite Course(s): None

Synopsis

Menu design or menu engineering sometimes called 'Menu Psychology', the term menu engineering is generally adopted as a standard Best Practice within the Hospitality and Restaurant Industries. The objective with menu engineering is to maximize a concept's profitability by leading the customer to certain purchases, and avoiding others, in addition to 'engineering' recipes to maximize profits at product and category level.

When creating a menu design, you want to show off your best dishes, but you don't want them to overshadow other options that might turn out to be #1 sellers. You'll want to strategically place the best-made and the #1 sellers near the top of each category (appetizers, entrees, desserts, drinks, etc.) on your menu. A reader will naturally gravitate toward the top items first, then to the bottom of the list, and finally glance at the remaining portion in the middle. Add in high-quality photographs of these top dishes, accompanied by the dish name, so readers can identify it and find it in the list below.

Once customers reach the list of dish options, the presentation of price and ingredients comes into play and is one of the final decision points. Consider dropping the "$" and the word "dollars" from your pricing. According to F&B Kibbutz and a study done by Cornell University's Center for Hospitality Research, sales increased by 8% per person with the removal of the symbol and word! The result is that your customers think about how good their meal will taste – not how much money they'll have to spend.

Visual perception is inextricably linked to how customers read a menu. By strategically arranging menu items and categories within the pages of the menu, operators can promote high profit dishes while allowing less profitable dishes to be

under stated. This strategy enhances the sales mix profitability, and thus represents a key element in the business's strategy.

References

1. Dahmer S.J., Kurt W.K. (2002) "Restaurant Service Basics" John Wiley & Sons. Call Number: TX925 .D33 2002

2. Reynolds, Dennis. (2003) "On-site foodservice management: a best practices approach" Hoboken, NJ: John Wiley. Call Number: RA975.5.D5 .R49 2003.

3. Fischer, John W.Culinary Institute of America.(2005) "At your service : a hands-on guide to the professional dining room" Hoboken, NJ : John Wiley. Call Number: TX943 .F57 2005

4. Gregoire, M.B., Spears M.C. (2007). "Foodservice Organizations – A Managerial and Systems Approach" 6th ed. NJ: Pearson. Call Number: TX911.3.M27 .S63 2007

5. Baraban, R. S. (2010). Successful Restaurant Design. 3rd Edition. Hoboken, NJ: John Wiley & Sons. TX945 .B37 2010.

6. Vulto, L. (2014). Open Kitchen Restaurant. Hong Kong: Design Media. NK2195.R4 .O63 2014.

7. Thomas, C. (2014). Design and Equipment for Restaurant and Food Service. 4th Edition. Hoboken, NY: Wiley. TX911.3.M27 .T56 2014.

BBK 27103 Skills & Ethics in Food and Beverage Service

Prerequisite Course(s): None

Synopsis

This course will engage students in an interactive learning process as business oriented person. Food is a pretty universal source of joy and comfort. It spans all cultures, nations and even species -- every living thing shows appreciation in some way for a good meal. The preparation of food is an integral part of every culture, and the reactions to it are nothing short of inspirational.

The hospitality industry is a consistent form of employment in many areas, and a great place for young people to break into the professional world. While many positions are entry-level, others demand much skill and offer both great prestige and excellent compensation. Food service includes everything from fast food to working as a server in a high-end restaurant. All of these jobs require excellent customer service skills, careful attention to detail (forgetting a minor detail could give a customer food poisoning or trigger a life-threatening allergy), and a thorough knowledge of the restaurant's current offerings. The work is fast-paced, and a good memory is crucial.

Food and beverage preparation may include customer service (for example, for bar tenders or coffee baristas), or these jobs may be entirely behind the scenes (for example, line cooks). In addition to specific skill using the tools of the trade, such as espresso machines and kitchen equipment, more general abilities are absolutely required. These include, again, attention to detail, plus a commitment to safety, the ability to work well as part of a team, and the ability to work quickly and calmly in a high-pressure environment.

References

1. Dahmer S.J., Kurt W.K. (2002) "Restaurant Service Basics" John Wiley & Sons. Call Number: TX925 .D33 2002

2. Reynolds, Dennis. (2003) "On-site foodservice management: a best practices approach" Hoboken, NJ: John Wiley. Call Number: RA975.5.D5 .R49 2003.

3. Fischer, John W.Culinary Institute of America.(2005) "At your service : a hands-on guide to the professional dining room" Hoboken, NJ : John Wiley. Call Number: TX943 .F57 2005

4. Gregoire, M.B., Spears M.C. (2007). "Foodservice Organizations – A Managerial and Systems Approach" 6th ed. NJ: Pearson. Call Number: TX911.3.M27 .S63 2007

5. Baraban, R. S. (2010). Successful Restaurant Design. 3rd Edition. Hoboken, NJ: John Wiley & Sons. TX945 .B37 2010.

6. Vulto, L. (2014). Open Kitchen Restaurant. Hong Kong: Design Media. NK2195.R4 .O63 2014.

7. Thomas, C. (2014). Design and Equipment for Restaurant and Food Service. 4th Edition. Hoboken, NY: Wiley. TX911.3.M27 .T56 2014.

BBK 27503 Bakery and Pastry Skills

Prerequisite Course(s): BBP 17603 Food Safety and Sanitation Management

Synopsis

This course will provide introduce students with the basic knowledge and skills in making bakery and confectionery products. introduce provide knowledge and improve skills in the production of bakery andconfectionery products.

Baking is a method of cooking food that uses prolonged dry heat, normally in an oven, but also in hot ashes, or on hot stones. The most common baked item is bread but many other types of foods arebaked. Heat is gradually transferred "from the surface of cakes, cookies, and breads to their centre. As heat travels through, it transforms batters and doughs into baked goods with a firm dry crust and a softer centre".

Pastry is a dough of flour, water and shortening (solid fats, including butter) that may be savoury or sweetened. Sweetened pastries are often described as bakers' confectionery. The word "pastries" suggests many kinds of baked products made from ingredients suchas flour, sugar, milk, butter, shortening, baking powder, and eggs.
Small tarts and other sweet baked products are called pastries. TheFrench word patisserie is also used in English (with or without theaccent) for the same foods. Common pastry dishesinclude pies, tarts, quiches and pasties.

References

1. Gisslen, Wayne (2014). "Professional Baking" New York: John Wiley Call Number: TX820.G57 2003.
2. The Culinary Institute Of America (2012) "The Professional Chef " 8th edition. Wiley. Call Number: TX820. P76 2002
3. Debra Mayhew (2011) "Soup: superb ways with a classic dish" London: Hermes House. Call Number: TX757.M39 2001

4. Linda Doeser (2012). "Asian Cooking: The complete encyclopedia of aromatic Asian Food" Telford Place: Webb and Son. Call Number: TX724.5.A1.A84 2001

5. Futura Training (2014)."Stock, Soups and Sauces and Appetisers, Salads and Sandwiches" Lambton NSW: Futura Training 2000.

6. Greweling, Peter P. (2010) , 'Chocolates and Confections at Home with The Culinary Institude of America' John Wiley. Call Number: TX791 G73 2010

BBP 40102 Final Year Project 1

Prerequisite Course(s): BBP30403 RESEARCH METHODOLOGY

Synopsis

This module consist of:
Introduction: Introduction, background of study, statement of problem, purpose of study, objective of study, question of study,concept framework of study,importance of study, scope of study, limitation of study, operasional definition, summary.
Literature: Introduction, related literature (concept/theory/model), related research (Related findings of previous studies) and summary.
Methodology: introduction, design of study, chronological study of product development (analyze project need, design selection, analysis and modification, testing and evaluation, design spesification, material selection, tool and material for the project, installation process), and summary
Presentation: Assessment and reflection of prroposal report Degree Project 1, verbal feedback about Degree Project 1 from supervisor/assessor, feedback about instrumens from supervisor/ assessor.

References

1. Module Implementation Final Year Project (university and   Faculty).
2. University Academic Regulations
3. University Thesis Writing Guide

BBP 40204 Final Year Project 2

Prerequisite Course(s): BBP40102 Final Year Project 1

Synopsis

Chapter 1: Introduction (Introduction, Background of study, Statement of problem, Purpose of study, Objective of study, Question of study, Concept framework of study, Importance of study, Scope of study, Limitation of study, operasional definition, summary.
Chapter 2: Literature Review (Introduction, Related literature (concept/theory/model), Related research (Related findings of previous studies), Summary). Chapter 3: Methodology(Introduction, Design of study/project,   chronological study of product development (analyze project need, design selection, analysis and modification, testing and evaluation,   Population /respondent/ design spesification, Material selection (material for the casing, the material for the operations), Research instrument / Equipment and Materials Used (Project development and costs), Installation Process, Analysis item / process testing, Expectations Finding, Summary. Chapter 4: Analysis Engineering / Product / research (Introduction, Research finding, Material design analysis (Implementation of components and materials testing), Product design analysis (Implementation and testing) and Summary. Chapter 5: Discussion,

Conclusion and Recommendation (Introduction, Discussion (Materials design and product design), Conclusion, Recommendation (Proposed findings and further study recommendations) and Summary. Assesment and Reflection Research Report (Degree Project II), (Verbal feedback from supervisor and assessor and Feedback from supervisor and assessor through assessment instruments Degree Project II.

References

1. Module Implementation Final Year Project (university and   Faculty).
2. University Academic Regulations
3. University Thesis Writing Guide

BBD 10500 School Orientation Planning

Prerequisite Course(s): None

Synopsis

School History : administration , building , department , public relations . School : school location , school plans , infrastructure and school facilities . Vision and mission of the school : the vision , mission , charter , pledge , song , badge . School's administrative organization : organizational , administrative , academic organization , curricular organization . School activities : academic , co-curricular activities , activities hem , Textbook Loan Scheme , projects of excellence , ICT , special program . School and community : Parents and Teachers Association (PIBG) , school council consensus , the board of management of the school , the teachers council / council school principals , National Union of Teaching Profession (NUTP) .

References

1. David Hopkins. (2008). A teacher's guide to classroom research. Maidenhead: Open University Press. No. Panggilan: LB1028.24 .H66 2008
2. Zol Azlan Hamidin (2000). Strategi Pengajaran : pendekatan sains teknologi masyarakat. Selangor: Pearson. No. Panggilan: LB1532.M3 .Z64 2000
3. James Nolan, Jr. , Linda A. Hoover. (2011). Teacher supervision and evaluation: theory into practice. Hoboken, NJ: John Wiley. No. Panggilan: LB2838 .N64 2011
4. James Raths and Amy C. McAninch. (2003). Teacher beliefs and classroom performance: the impact of teacher education. Greenwich, CT: Information Age Publishing. No. Panggilan: LB1775.2 .T43 2003
5. John C.Daresh. (2002). Teachers mentoring teachers: a practical approach to helping new and experienced staff. Thousand Oaks, CA: Corwin Press. No ISBN: 0761945768, 9780761945765.

BBP 40408 Teaching Training

Prerequisite Course(s): Pedagogy (BBD10302), Micro Teaching (BBD20403)

Synopsis
This course focuses on Teaching Preparation: writing teaching schedule, annual teaching plan, weekly teaching plan, daily lesson plan. Implementation of teaching plans: Teaching: pre-teaching skills, induction set skills, presentation skills, questioning skills and assessments, teaching using teaching aids, classroom control, cover. Reflection: oral feedback from instructors / supervisors, supervisor / supervisor feedback through evaluation instruments, teaching, reflection writing in teaching planning books. Routine work: management and administration, job examinations /

student assignments, continuous assessment, lab management and workshops, other instructional tasks, preparation of teaching training portfolios.
References

1. Emmer, Edmund T (2015) Handbook of classroom management, New York : Routledge, Taylor & Francis Group [LB3013 .H36 2015]

2. Lyons, Gordon (2014) Classroom management : creating positive learning environments, South Melbourne : Cengage Learning [LB3013 .L96 2014

3. Senior, Lynn (2017) A teacher's guide to 14-19 policy and practice. New York, NY : Routledge [LC1047.G7 .S46 2017]

4. Weinstein, Carol Simon(2015) Middle and secondary classroom management : lessons from research and practice , New York, NY : McGraw-Hill Education [LB3013 .W44 2015]

5. FPTV Practical Teaching Guide 2020

BBP 30404 Industrial Training

Prerequisite Course(s): Students need to complete the all related core courses

Synopsis

This course focuses on the planning. Throughout planning Period of Industrial Training. Monthly Planning. Weekly planning. Project planning. Daily Duties. Briefing Supervisors. Implementation Assignment. Communication. Log book. The scope of the project. Task Completion. Learning. Reflection. Studies Organization. Organisational structure. Communication Channels. Climate Organization. Current development of Organization. Practices and Work Procedure. Report Writing. Writing format. Presentation. Documents Attachment and Presentation Materials.

References

1. *Panduan Latihan Industri Universiti*
2. *Panduan Latihan Industri Fakulti*
3. *Peraturan Akademik Universiti*

Prerequisite Course(s):

1. BBP 17603 FOOD SAFETY AND SANITATION MANAGEMENT
2. BBK 27503 BAKERY AND PASTRY SKILLS

Synopsis

This course allows students to provide knowledge and enhance skills in bakery and confectionery production. Students will be systematically involved in bakery and confidentiality activities to produce the best quality products.

Baking is a method of cooking food that uses prolonged dry heat, normally in an oven, but also in hot ashes, or on hot stones. The most common baked item is bread but many other types of foods are baked. Heat is gradually transferred "from the surface of cakes, cookies, and breads to their centre. As heat travels through, it transforms batters and doughs into baked goods with a firm dry crust and a softer centre".

Pastry is a dough of flour, water and shortening (solid fats, including butter) that may be savoury or sweetened. Sweetened pastries are often described as bakers' confectionery. The word "pastries" suggests many kinds of baked products made from ingredients such as flour, sugar, milk, butter, shortening, baking powder, and eggs.

Small tarts and other sweet baked products are called pastries. The French word patisserie is also used in English (with or without the accent) for the same foods. Common pastry dishes include pies, tarts, quiches and pasties.

References

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4. Greweling, Peter P. (2010), 'Chocolates and Confections at Home with The Culinary Institude of America' John Wiley. Call Number: TX791 G73 2010

Prerequisite Course(s):

BBP 17603 FOOD SAFETY AND SANITATION MANAGEMENT

Synopsis

The course will assist the students to grasp the significance of develop and demonstrate skills in a planned culinary activity that will allow them to effectively function to procedure standard in service establishments.

Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

References

1. Gisslen, Wayne (2014). "Professional Baking" New York: John Wiley Call Number: TX820.G57 2003.
2. The Culinary Institute Of America (2012) "The Professional Chef" 8th edition. Wiley. Call Number: TX820. P76 2002
3. Debra Mayhew (2011) "Soup: superb ways with a classic dish" London: Hermes House. Call Number: TX757.M39 2001
4. Linda Doeser (2012). "Asian Cooking: The complete encyclopedia of aromatic Asian Food" Telford Place: Webb and
5. Son. Call Number: TX724.5.A1.A84 2001
6. Futura Training (2014)."Stock, Soups and Sauces and Appetisers, Salads and Sandwiches" Lambton NSW: Futura Training 2000.

BBK 27603 Culinary Arts essential Practices

Prerequisite Course(s):

1. BBP 17603 FOOD SAFETY AND SANITATION MANAGEMENT
2. BBK 17703 INTRODUCTION TO CULINARY ARTS

Synopsis

The course will assist the students to grasp the significance of develop and demonstrate skills in a planned culinary activities that will allow them to effectively function to procedure standard in service establishments.

References

1. Gisslen, Wayne (2014). "Professional Baking" New York: John Wiley Call Number: TX820.G57 2003.
2. The Culinary Institute Of America (2012) "The Professional Chef" 8th edition. Wiley. Call Number: TX820. P76 2002
3. Debra Mayhew (2011) "Soup: superb ways with a classic dish" London: Hermes House. Call Number: TX757.M39 2001
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6. Futura Training (2014)."Stock, Soups and Sauces and Appetisers, Salads and Sandwiches" Lambton NSW: Futura Training 2000.

BBK 37603 Culinary Arts Professional

Prerequisite Course(s): BBK 27603 Culinary Arts essential Practices

Synopsis

This course will give students the opportunity to extend the content and enhance the skills introduced in Culinary Arts. Students will evaluate global cuisines including the culture, history, and indigenous ingredients; develop a comprehensive protein product knowledge including fish and shellfish products; develop advanced pastry and baking skills; and evaluate nutrition concepts as they affect health and wellness.

Culinary arts, in which culinary means "related to cooking", are the arts of preparation, cooking and presentation of food, usually in the form of meals. People working in this field – especially in establishments such as restaurants – are commonly called "chefs" or "cooks", although, at its most general, the terms "culinary artist" and "culinarian" are also used. Table manners ("the table arts") are sometimes referred to as a culinary art.

Expert Culinarians are required to have knowledge of food science, nutrition and diet and are responsible for preparing meals that are as

pleasing to the eye as well as to the palate. After restaurants, their primary places of work include delicatessens and relatively large institutions such as hotels and hospitals.

References

1. Gisslen, Wayne (2014). "Professional Baking" New York: John Wiley Call Number: TX820.G57 2003.
2. The Culinary Institute Of America (2012) "The Professional Chef" 8th edition. Wiley. Call Number: TX820. P76 2002
3. Debra Mayhew (2011) "Soup: superb ways with a classic dish" London: Hermes House. Call Number: TX757.M39 2001
4. Linda Doeser (2012). "Asian Cooking: The complete encyclopedia of aromatic Asian Food" Telford Place: Webb and
5. Son. Call Number: TX724.5.A1.A84 2001
6. Futura Training (2014)."Stock, Soups and Sauces and Appetisers, Salads and Sandwiches" Lambton NSW: Futura Training 2000.

BBK 37503 Cafeteria Operation

Prerequisite Course(s):

BBP 17603 Food Safety and Sanitation Management

Synopsis

This course is intended to consolidate the knowledge and competency of the student in planning and managing catering related projects. The student will engage in interactive teaching and learning process related to Basic Project Elements, Catering Scope, Time Management, Resource Management and ProfitManagement and Project Documentation. The student has to work in group and prepare a project proposal and executing the project after approval.

References

1. Shiring. S.B.,Jardine R.W., Mills, R.J. (2001)" Introduction to Catering : Ingredients for Success" Delmar Call Number: TX921 .S34 2001.
2. Strianese A.J. (1997). "Dining Room and Banquet Managment" 3rd edition.NY: Delmar Publisher Call Number: TX911.3 .M27 S87 1997.
3. Lynn, Jacquelyn (2009) "Start Your Own Restaurant And More" Irvine Call Number: TX911.3.M27 .L96 2009.
4. Hansen, Bill Thomas et al. (2005) "Off-Premise Catering Management"John Wiley Call Number: TX921 .H36 2005.
5. David and Bernard (2008) "Food And Beverage Management" Elsevier Call Number: TX911.3.M27 .F66 2008.
6. Pohl and Alison (2002) "Test Your Professional English : Hotel And Catering" Harlow, Essex Call Number: PE1116 .R47 .P63 2002.

BBK 47203 Food Service Professional

Prerequisite Course(s): BBK 27103 Skills and Ethics For F&B Service

Synopsis

This course will engage students in an interactive learning process in Quality foodservice, Innovations in foodservice, Gueridon Service, Banquet Catering, Understanding Protocol and Table Etiquette and Management's Role in Service. Students are encouraged to explore the art of foodservice professional and creating new ideas and innovations. Students too, are encouraged to organize any service training or workshop, or competition to ensure a quality foodservice professional.

The hospitality industry is a consistent form of employment in many areas, and a great place for young people to break into the professional world. While many positions are entry-level, others demand much skill and offer both great prestige and excellent compensation. Food service includes everything from fast food to working as a server in a high-end restaurant. All of these jobs require excellent customer service skills, careful attention to detail (forgetting a minor detail could give a customer food poisoning or trigger a life-threatening allergy), and a thorough knowledge of the restaurant's current offerings. The work is fast-paced, and a good memory is crucial.

Food and beverage preparation may include customer service (for example, for bar tenders or coffee baristas), or these jobs may be entirely behind the scenes (for example, line cooks). In addition to specific skill using the tools of the trade, such as espresso machines and kitchen equipment, more general abilities are absolutely required. These include, again, attention to detail, plus a commitment to safety, the ability to work well as part of a team, and the ability to work quickly and calmly in a high-pressure environment.

References

1.   Fischer, John W.Culinary Institute of America.(2005) "At your service : a hands-on guide to the professional dining room" Hoboken, NJ : John Wiley. Call Number: TX943 .F57 2005

2.   Kirwan, Mark J, (2011), 'Food and Beverage Packaging Technology " Chichester, West Sussex, Ames, Iowa:Willey- Blackwell. Call Number TP374.F682011

3.   Kotschevar L.H.Luciani V, (2007) "Presenting Service:The Ultimate Guide For The Foodservice Professional" 2nd ed, NJ: Call Number TX911.K67 2007.

4.   Martin W.B. (2002). Quality Service : What Every Hospitality Managers Needs To Know. " London: Prentice Hall.Call Number TX911. M37 2002.

5.   National Restaurant Association Educational Foundation. (2002) "Food and Beverage Cost Control : Student Workbook/ National Restaurant Association Educational Foundation" New York : John Wiley. Call Number TX911.3C65.M543 2002 ca.

BBK 47303 Facilities Design for Catering

Prerequisite Course(s): None

Synopsis

This course will be involved the students with interactive teaching and learning process on Kitchen Design Principles, Space Management, Physical facilities for catering, Flooring, Other Design Consideration with used Computer Design Software.

For an organization to have an effective and efficient manufacturing unit, it is important that special attention is given to facility layout. Facility layout is an arrangement of different aspects of manufacturing in an appropriate manner as to achieve desired production results. Facility layout considers available space, final product, safety of users and facility and convenience of operations.

An effective facility layout ensures that there is a smooth and steady flow of production material, equipment and manpower at minimum cost. Facility layout looks at physical allocation of space for economic activity in the plant. Therefore, main objective of the facility layout planning is to design effective workflow as to make equipment and workers more productive.

The seemingly minor details in a kitchen (grout, moldings, etc.) are truly a big deal in terms of keeping guests safer. And bigger issues–such as placement of a three-compartment sink–must be carefully considered at the start of a design project. While it's critical to have a competent design and construction team for your project, don't overlook the importance of having a food safety expert consult on the project from concept to implementation. Food safety experts bring a valuable perspective to the table, and can advise on all matters from big (how kitchen design impacts food safety and reduces foodborne illness risks) to small (the easiest gaskets to clean and keep sanitary). By working collaboratively, your design, construction and food safety expert can maximize your future successes and minimize food safety risks.

References

1. Katsigris C,. Thomas C. (2006) "Design and Equipment for Restaurants and Foodservice" Canada:Wiley. Call number: TX911.3.M27 .K37 2006
2. Regina S. Baraban, Joseph F. Durocher (2001) "Successful Restaurant Design" Wiley. Call number: TX945 .B37 2010
3. John C. Birchfield (2008) " Design and Layout of Foodservice Facilities" 3nd edition, Hoboken, NJ : J. Wiley. Call number: TX911.3.M27 .B57 2008
4. Costas Kartsigris, Chris Thomas (2006) " Design and Equipment for Restaurant and Foodservice: A Mangement View" Hoboken, NJ : John Wiley. Call number: TX911.3.M27 .K37 2006
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BBK 47503 Catering Project

Prerequisite Course(s): BBP 17603 Food Safety and Sanitation Management

Synopsis

This course is intended to consolidate the knowledge and competency of the student in planning and managing catering related projects. The student will engage in interactive teaching and learning process related to Basic Project Elements, Catering Scope, Time Management, Resource Management and ProfitManagement and Project Documentation. The student has to work in group and prepare a project proposal and executing the project after approval.

References

1. Shiring. S.B.,Jardine R.W., Mills, R.J. (2001)" Introduction to Catering : Ingredients for Success" Delmar Call Number: TX921 .S34 2001.
2. Strianese A.J. (1997). "Dining Room and Banquet Managment" 3rd edition.NY: Delmar Publisher Call Number: TX911.3 .M27 S87 1997.
3. Lynn, Jacquelyn (2009) "Start Your Own Restaurant And More" Irvine Call Number: TX911.3.M27 .L96 2009.
4. Hansen, Bill Thomas et al. (2005) "Off-Premise Catering Management"John Wiley Call Number: TX921 .H36 2005.
5. David and Bernard (2008) "Food And Beverage Management" Elsevier Call Number: TX911.3.M27 .F66 2008.
6. Pohl and Alison (2002) "Test Your Professional English : Hotel And Catering" Harlow, Essex Call Number: PE1116 .R47 .P63 2002.

BBK 47603 Food & Beverage Artistry

Prerequisite Course(s): None

Synopsis

This course will involve student in the process of accumulating competencies and interactive instructional assignment in introduction to Food and beverage Presentation, Food Garnishing, Fruit Presentation, Fruit and Vegetable Carving, Beverage Presentation, Food and Beverage Photography, Food and Beverage Presentation for Event and Advance Research in food presentation and Analysis

Proper presentation of food can almost be as essential as its preparation. Professional food stylists are artists with a culinary flair. The food stylist must use color, shape, texture and food compatibility to create an artistic plate; one which is as appetizing as it is beautiful. Food stylists work in various industries; for photographers, magazines, restaurants and catering companies. Cooking or otherwise preparing the food is the next step. As mentioned above, some types of food are not cooked all the way through, just enough to make them look edible. Tools like blowtorches or even hair dryers can be used to brown and scorch the edges of the meat.

The food is then arranged on the plate so that it appears as attractive and scrumptious as possible. Also mentioned above, food stylists have a number of different sneaky little tricks to make this possible.

References

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2. Sikorski, Elaine (2013). "Cooking to the Image: a plating handbook". Hoboken, New Jersey: John Wiley & Sons, Inc. Call Number:TX740.5.S54 2013.

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4. Custer, Delores. (2010)"Food Styling: the art of preparing food for the camera". Hoboken, NJ: John Wiley& Sons, 2010. Call Number: TR656.5.C87.

Employment

Graduates have career opportunities in the public and private sector, particularly in the field of technical and vocational education. In addition to being an educator, graduates can also engage in industrial fields such as in supervisor or manager that focuses on the kitchen, restaurant or foodservice catering outlet. The graduates also have the potential to become entrepreneurs in related fields. Graduates also have the opportunity to continue their studies at post-graduate level in areas related to technical and vocational education through programs such as Master of Technical and Vocational Education and Master of Technical Education (Instructional Design and Technology) and programs equivalent.

Path for Further Education :

MQF BASED ON QUALIFICATION LEVEL AND EDUCATIONAL PATHWAY
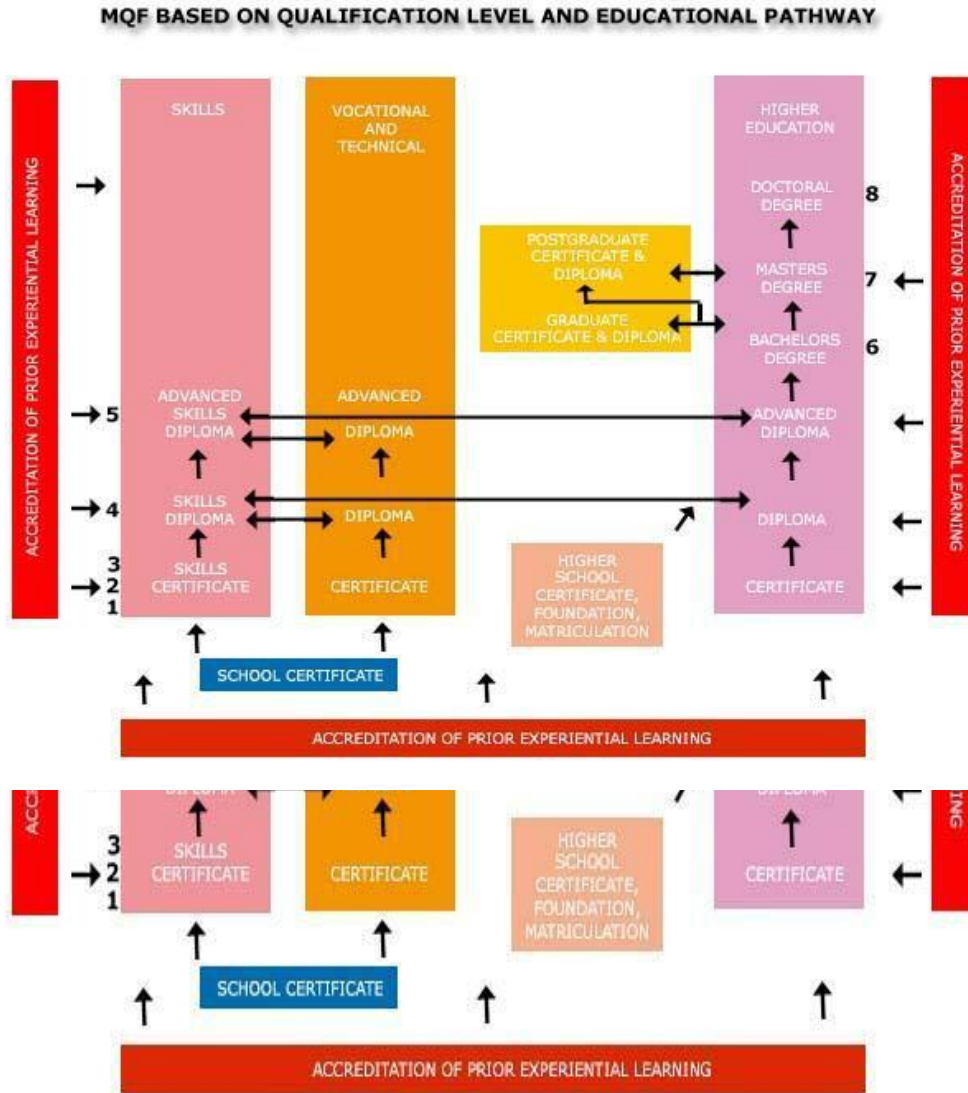
Source: Malaysian Qualification Framework

MALAYSIAN QUALIFICATIONS FRAMEWORK: QUALIFICATIONS AND LEVELS

MQF Levels	Sectors			Lifelong Learning
	Skills	Vocational and Technical	Higher Education	
8			Doctoral Degree	Accreditation of Prior Experiential Learning (APEL)
7			Masters Degree	
			Postgraduate Certificate & Diploma	
6			Bachelors Degree	
			Graduate Certificate & Diploma	
5	Advanced Diploma	Advanced Diploma	Advanced Diploma	
4	Diploma	Diploma	Diploma	
3	Skills Certificate 3	Vocational and Technical Certificate	Certificate	
2	Skills Certificate 2			
1	Skills Certificate 1			

Source: Malaysian Qualification Framework

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