



Bengkel Perancangan Kerangka Pelan Tindakan Strategik 2021 (T.E.R.A.S)

27 Feb 2021, 9.00 Pagi

Mengilham harapan, mencipta masa depan

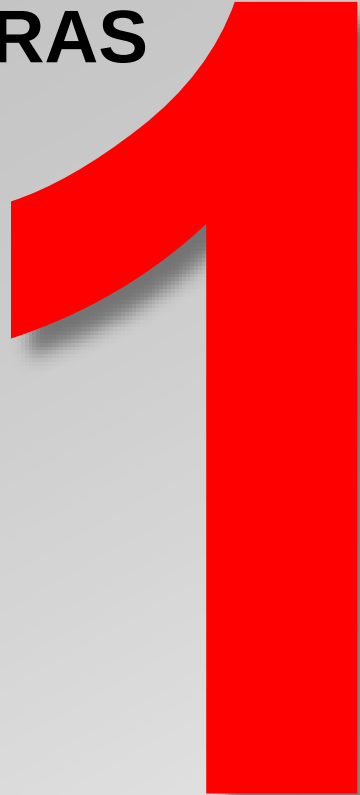


Laporan Pencapaian Prestasi KPI 2020

Mengilham harapan, mencipta masa depan

Laporan Pencapaian Prestasi KPI 2020

TERAS



Geran Antarabangsa

11.5J

13J



Pengkomersilan Produk

21

16



Geran Industri

8.55J

8J



Makalah WoS (Q1-Q4)

1,780

1,885

Petunjuk:

Sasaran 2020

< 50%

≥50%

≥ 80%

≥ 100%

Laporan Pencapaian Prestasi KPI 2020

TERAS



Penyelidikan Gegar Gamat

13 Projek

15



Buku Penyelidikan

203

300



Kertas Polisi

20

17



Jurnal Terindeks

4,286

3,810

Petunjuk:

Sasaran 2020

< 50%

≥50%

≥ 80%

≥ 100%

Laporan Pencapaian Prestasi KPI 2020



**Bilik Kuliah
Pembelajaran Aktif**

9

15



Kursus CLIL

73

13



**Graduan menjadi
Usahawan**

8.8%

7



Pelajar Mobiliti Keluar

110

1,500



**Graduan Mendapat
Pekerjaan**

85.3%

83%

TERAS

2

Petunjuk:

Sasaran 2020

< 50%

≥ 50%

≥ 80%

≥ 100%

Laporan Pencapaian Prestasi KPI 2020

TERAS
3



Profesor Tersohor
Antarabangsa

24

25



Profesor Adjung / Pelawat
Antarabangsa

16

20



Pelajar Antarabangsa

2,087

3,000



Jaringan Universiti
Tersohor Luar

45

48



Pelajar Mengikuti
Program Mobiliti

88

150

Petunjuk:

Sasaran 2020

< 50%

≥ 50%

≥ 80%

≥ 100%

Laporan Pencapaian Prestasi KPI 2020

TERAS

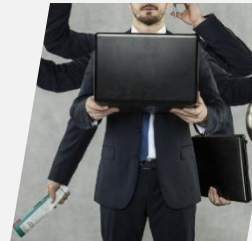
4



**Program / Latihan / Kursus /
Penyelidikan luar negara**

14

30



**Staf Bukan Akademik
Sangkutan Industri**

5

5



**PPD menjalani sangkutan
Penyelidikan Pasca
Doktoral Universiti Tersohor**

4

5



**Pegawai Mengetuai Pusat
Perkhidmatan**

14

14

Petunjuk:

Sasaran 2020

< 50%

≥50%

≥ 80%

≥ 100%

Laporan Pencapaian Prestasi KPI 2020

5
TERAS



Penjanaan Pelajar
Berbayar Penuh

0.80J

18J



Penjanaan Yuran
Pengajian

(11J)

10J



Penjanaan Sewaan

(6J)

220K



Penjanaan
Dalam UKM

412J

443J



Prasiswazah & Siswazah
Tempatan UKMi (PKP)

306

303



Peningkatan Endowmen

1.7J

3J

Petunjuk:

Sasaran 2020

< 50%

≥50%

≥ 80%

≥ 100%

KPI STRATEGIK 2021

1

Jumlah
(RM) Geran
Industri

2

Bilangan
Makalah
Dalam
Jurnal
Terindeks
Q1 – Q4

3

Peratus
graduan
mendapat
pekerjaan
selepas 6
bulan
konvokesyen

4

Bilangan
Pelajar
Antarabangsa
(Pra +
Pasca)

5

Peratus
Kenaikan
Satu Aras
Dalam
Ujian
Pascaintervensi
BI (Band 3
Ke Bawah)

6

Jumlah
(RM)
Keseluruhan
Penjanaan
UKM

Strategy Map & Balance Score Card (BSC)

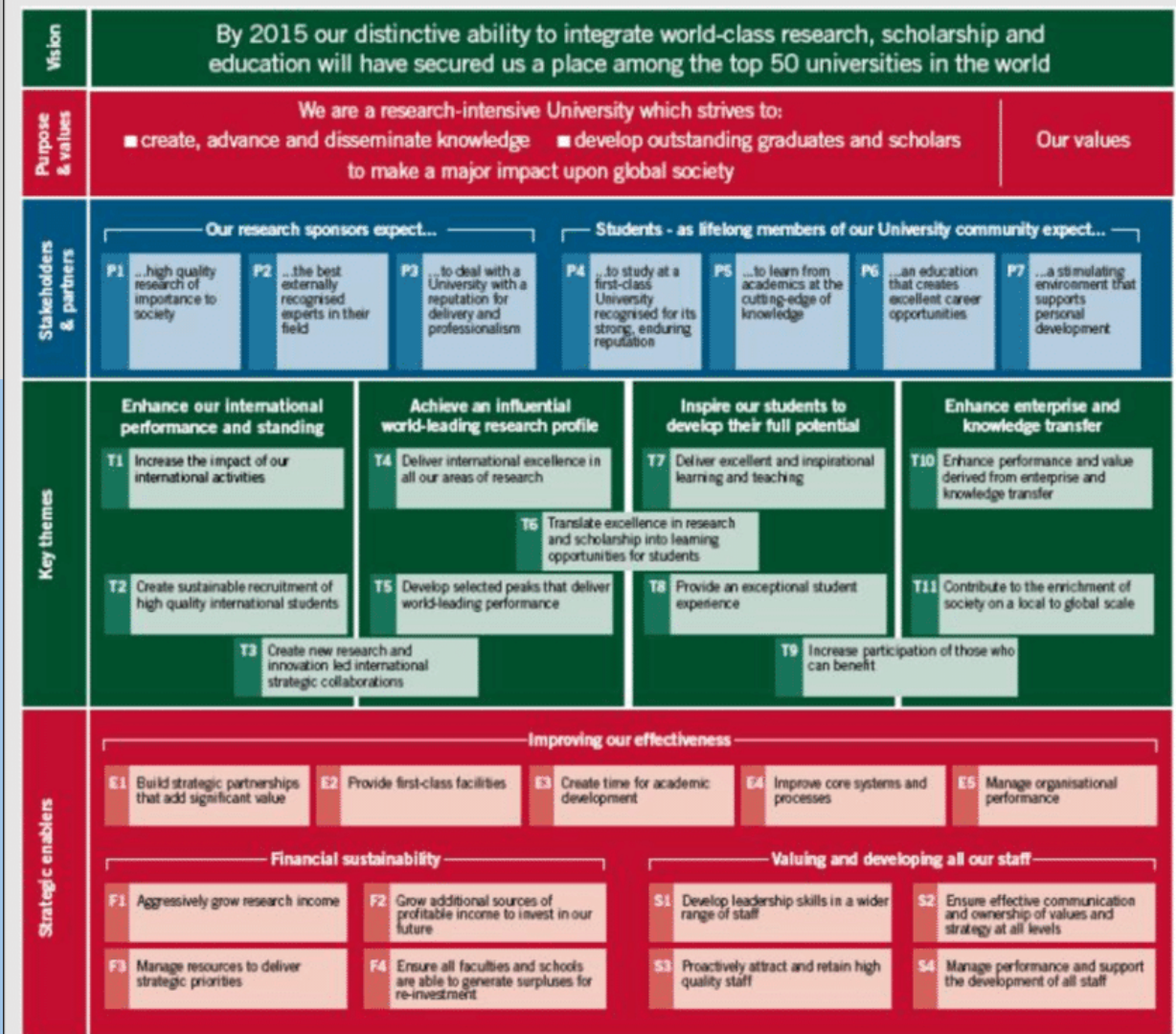
4 Perspektif Utama:

1 Kewangan

2 Pelanggan / Pihak Berkepentingan

3 Proses Dalaman

4 Pembelajaran dan Pertumbuhan



Source: Donoghue and Kennerley 2008, 7.

Two instruments were used for the entire strategy process: a strategy map and the balanced scorecard approach. Using a strategy map was supposed to lead to a clear, easily understandable overview on the strategy that could, among other things, be used for internal communication processes. The scorecard approach was chosen to establish a basis for measuring the performance related to the implementation of the strategy (for details on the scorecard approach see Example 14). Via the strategy map (see Figure 8), a

BSC Dimensions

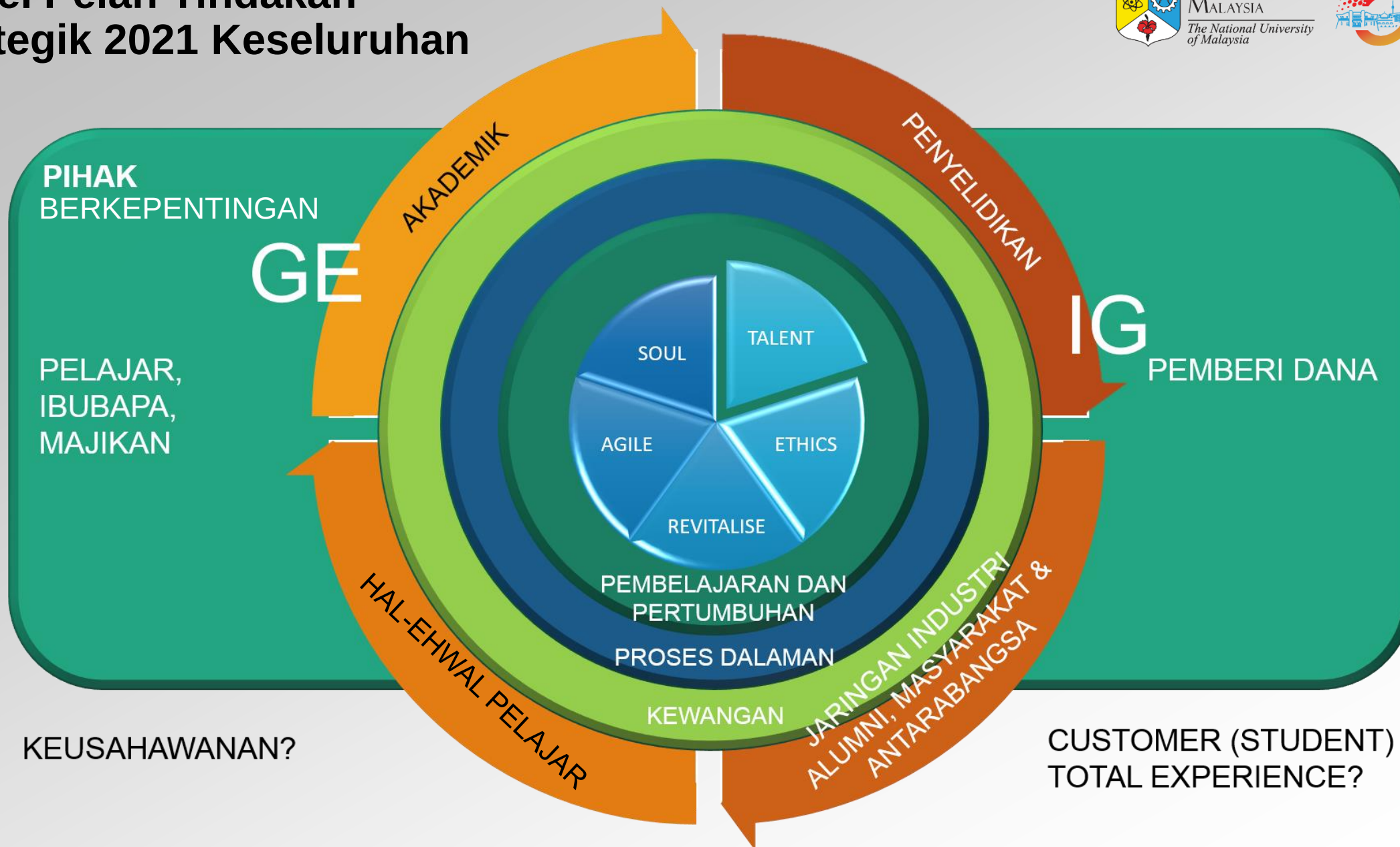
Stakeholders (Customer)	Financial	Internal processes	Learning and Growth
Delivering value to customers	Financial measures and plan for survival	What the organisation must do internally to meet its customers' expectations? Focus on processes that have the greatest impact.	Can we continue to improve and create value? Continual improvements, innovation on processes and products, training.



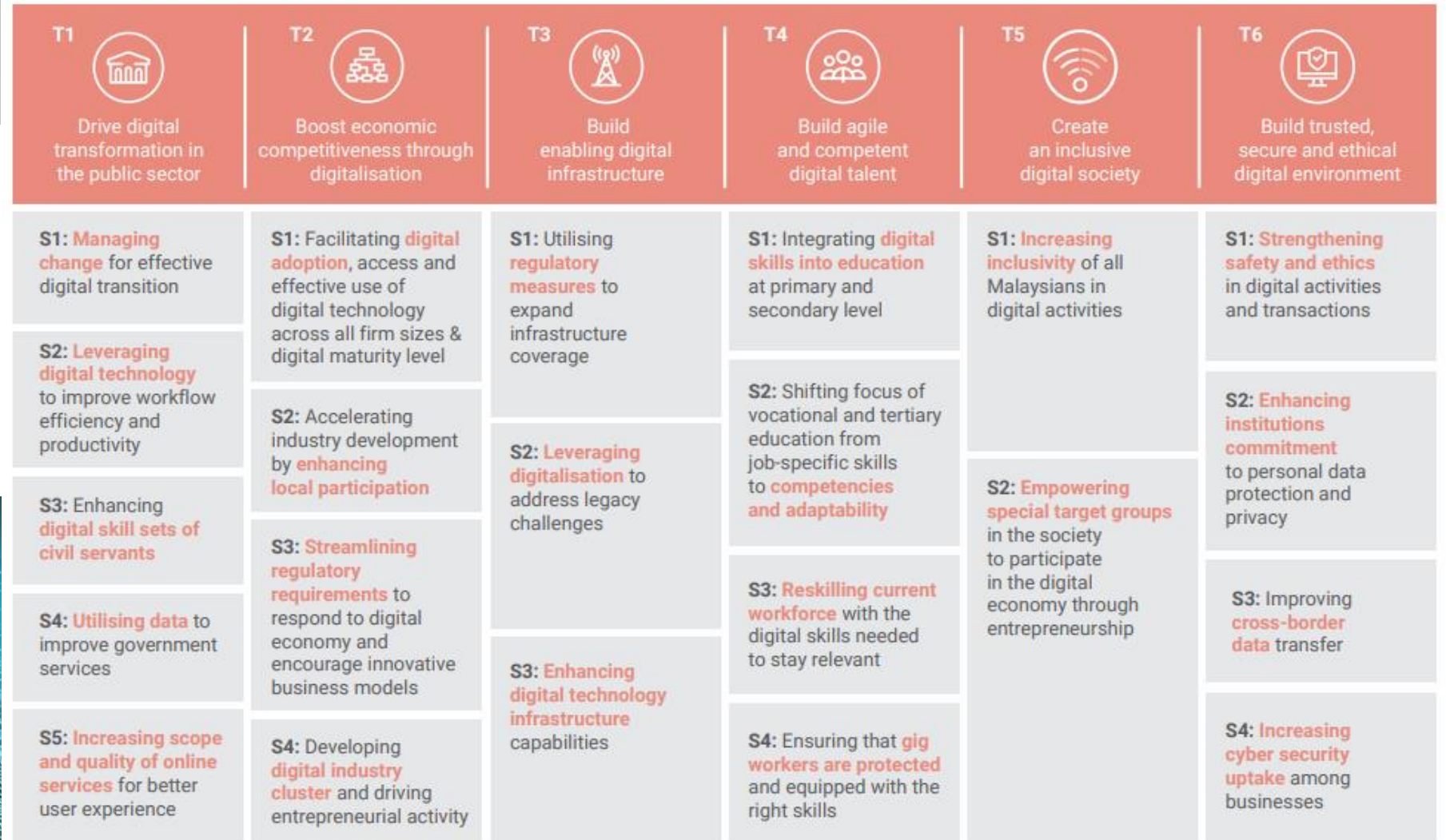
T.E.R.A.S Strategik

TALENT	ETHICS	REVITALISE	AGILE	SOUL
“core/institutional competencies ... that are crucial to the success of each employee and, therefore, to the success of the entire organization” (Berger, 2004, p. 23)	The practice of ethics in a university and the teaching of practical or applied ethics.	To give new life, energy, activity or success into something. At program (curriculum), activities, governance (organization) or model level.	The ability to react quickly, as well as the ability to adapt to new conditions as a response to surprising and unpredictable changes in the market environment. McKinsey – Agile organization (Lean + Kanban + Scrum)	Visi dan Misi UKM, Watan, Bahasa, Jati diri, Negara bangsa

Model Pelan Tindakan Strategik 2021 Keseluruhan



Malaysia Digital Economy Blueprint



Phase 1 (2021 to 2022) aims to accelerate adoption towards strengthening the digital foundation needed for the rapid and smooth rollout of Phase 2 and Phase 3. In Phase 2 (2023-2025), the focus shifts to driving digital transformation and inclusion across the digital economy, emphasising inclusivity among the *rakyat* and all levels of businesses. Phase 3 (2026-2030) will chart the pathway for strong, sustainable growth in the decades to come, positioning Malaysia to become a regional market producer for digital products and digital solutions provider.

Framing Malaysian HE4.0: Future Proof Talents



DOMAIN	IMPACT ON HIGHER EDUCATION	MEASURES BY HIGHER EDUCATION PROVIDERS
ECONOMY & BUSINESS	● Change in the labour market impacting job creation and employability of graduates. ● Change in job patterns where industries are increasingly offering part-time, contract or crowd sourcing work instead of full time employment. ● IoT and AI impact on business planning e.g. utilisation of data analytics to address clients' demands. ● Ability for anyone to invent new products and services cheaply and quickly. ● Transformation of business models of industry.	● Re-visit university-employer relationship for greater engagement and collaboration ● Embrace high quality learning within theory-praxis nexus. ● Employ data analytics in teaching, learning & research. ● Render assistance to Malaysia's Small and Medium Enterprises (MSMEs) in leapfrogging from current technological approach to 4IR. ● Encourage simulations, exposure and establishment of business sites to engage students in entrepreneurial thinking and practice. ● Redesign learning environment and learning experiences to attain learning outcomes required for future economy and business.
SOCIETY	● Transform societal experience, enhance lifestyles and broaden gaps in society through IoT. ● Solve diverse problems in the rapidly changing economy and society using critical and creative means through trans-disciplinary approach. ● Result in joblessness, low productivity and inequality. ● Result in diverse students (Generation Z and Alpha) who are savvy at solving complex issues. ● Impact on values, integrity and ethics.	● Support digital-based economy through provision of graduates. ● Undertake the essential role of developing a just and progressive society. ● Deliver research and development (R&D) which promotes research discoveries into values that accelerate the social transformation. ● Develop new pedagogical tools and learning experiences aimed at fostering transdisciplinary and multicultural approaches to develop social skills with the right values.

Pelan Strategik UKM



STRATEGI 4 : Perkasa Siswa-siswi

4

INISIATIF	KETUA	TINDAKAN	SASARAN			PENERAJU
			2019	2020	2021	
Meningkatkan kebolehpasaran siswa-siswi UKM melalui pelaksanaan program perkembangan kerjaya pelajar terkini	TNC HEJIM TNC HEPA	Memastikan kebolehpasaran graduan UKM melalui: - penganjuran <i>Finishing School</i> di fakulti - pelaksanaan profil kerjaya dan program intervensi di fakulti - Keterlibatan alumni dalam perkongsian maklumat dan pengalaman kerjaya <i>*SKPG KPM & alumni</i>	*83%	*85%	*90%	UKM KARIER ALUMNI-UKM
Memperkasakan program keusahawanan	TNC HEAA	Memastikan graduan menjadi usahawan selepas menamatkan pengajian <i>*SKPG KPM & alumni</i>	*5%	*7%	*10%	UKM CESMED

KRA #1: Siswazah Beraspirasi Kebangsaan, Kompeten, Berdaya Saing dan Inovatif

Definisi Pernyataan Hasil Utama #1

Siswazah UKM menghayati aspirasi kebangsaan, memiliki nilai etika, berilmu pengetahuan, kompeten, berdaya inovasi dan berdaya saing yang memenuhi keperluan negara dan masyarakat sejagat.

KPI KRA #1

- Peratus siswazah yang bekerja (berdasarkan kelayakan) dan menyambung pengajian selepas enam bulan dan satu tahun selepas menamatkan pengajian;
- Peratus siswazah UKM (mengikut kohort) menjadi pemimpin/peneraju masyarakat dan organisasi awam/swasta.

Sub KRA #1.1 Siswazah beraspirasi kebangsaan

Pernyataan Hasil #1.1

Siswazah UKM memahami dan menghayati aspirasi kebangsaan serta memiliki nilai, etika, profesionalisme yang mendasari pembangunan negara bangsa mengikut acuan budaya kebangsaan.

KPI #1.1

- Peratus siswazah yang memahami aspirasi kebangsaan, apresiasi budaya dan nilai.

Strategi #1.1

- Menerapkan aspirasi kebangsaan dalam program yang ditawarkan;
- Meningkatkan kompetensi dan penglibatan pensyarah dalam pembangunan negara bangsa dan perkongsian dengan pelajar;
- Membudaya dan memperkasakan aktiviti pelajar yang memupuk dan menghayati aspirasi kebangsaan.

Sub KRA #1.2 Siswazah yang kompeten

Pernyataan Hasil #1.2

Siswazah UKM menguasai ilmu terkini, kemahiran praktikal dan kemahiran insaniah tinggi serta sentiasa meningkatkan kompetensi, bersesuaian dengan keperluan negara dan masyarakat sejagat.

KPI #1.2

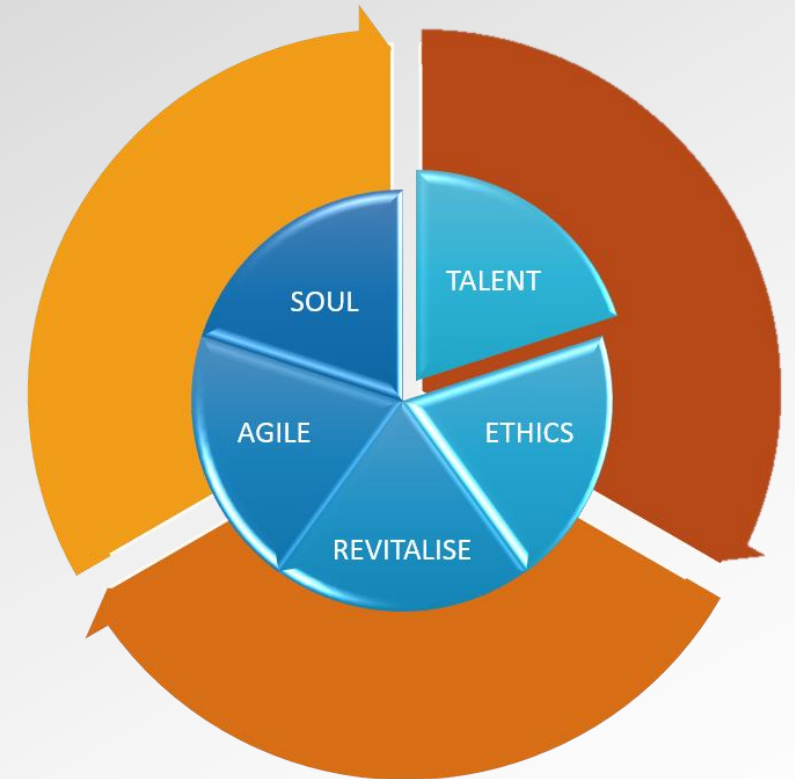
- Peratus majikan yang mengakui siswazah mempunyai ilmu yang terkini;
- Peratus majikan yang mengakui siswazah mempunyai kemahiran praktikal dan insaniah yang tinggi.
- Peratus siswazah meneruskan pengajian ke peringkat lebih tinggi atau mengikuti kursus/program pembelajaran sepanjang hayat.

Strategi #1.2

- Meningkatkan penglibatan pemegang taruh dalam penyediaan kurikulum serta penyampaian program pengajian;
- Meningkatkan keyakinan siswazah untuk bersaing dalam masyarakat sejagat;
- Mewujudkan program yang khusus untuk meningkatkan kebolehpasaran siswazah;
- Menghasilkan siswazah yang mempunyai nilai yang tinggi dan ciri-ciri yang terserlah.

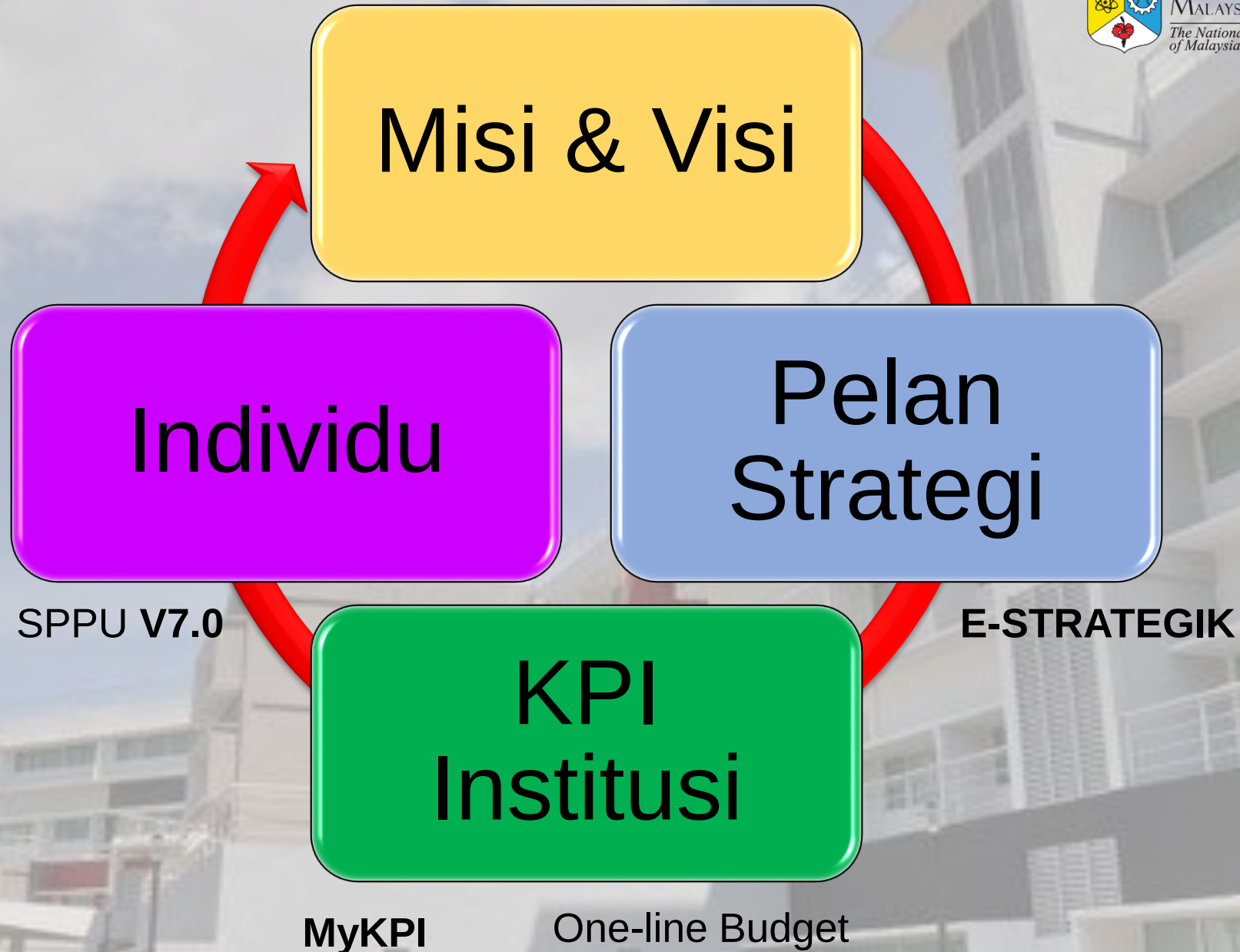
Akademik

OBJEKTIF STRATEGIK	KENYATAAN DASAR	FOKUS TINDAKAN 2021	PI - SASARAN
Siswazah Kompeten, Berdaya Saing dan Inovatif KPI: % Bekerja....	Contoh: Memastikan penawaran program dan kursus yang kalis masa depan	Pendidikan digital - ODL	# Kursus ODL
		Work Based Learning – 3U1I	# WBL
		Rentas disiplin – Citra Kemahiran insaniah? Professional? Pegagogy?	Indikator?



Professor James Stirling, Imperial College Provost, said: "The new Learning and Teaching Strategy commits us to offering all of our students **a world-leading, rigorous, evidence-based, inclusive educational experience embedded in a vibrant research environment**, building on the many examples of good practice across the College"

Hubungan





TERIMA KASIH

**Bengkel Perancangan Kerangka
Pelan Tindakan Strategik 2021 (T.E.R.A.S)**

Mengilham harapan, mencipta masa depan