



**UUM**  
Universiti Utara Malaysia

# GUIDELINES FOR INDUSTRY AND COMMUNITY ENGAGEMENT PROJECT



**Academic Affairs Department**

*Email: [hea@uum.edu.my](mailto:hea@uum.edu.my)*

*Website: [hea.uum.edu.my](http://hea.uum.edu.my)*



BACHELOR



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## **LIST OF TASKFORCE MEMBERS**

### **ADVISOR**

YBrs. Prof. Dr. Yusnidah binti Ibrahim  
Deputy Vice Chancellor (Academic & International)

### **CHAIRPERSON**

Prof. Dr. Nurahimah binti Mohd. Yusoff  
Director of Academic Excellence Development Unit (AEDU)

### **COMMITTEE**

Assoc. Prof. Dr. Rose Shamsiah binti Samsudin  
Assoc. Prof. Dr. Azira binti Abdul Adzis  
Assoc. Prof. Dr. Siti Zubaidah binti Osman  
Datin Dr. Minah binti Harun  
Dr. Nor Zalina binti Mohamad Yusof  
Dr. Mohamad Yazid bin Isa  
Dr. Low Kah Choon  
Dr. Rushanim binti Hashim  
Dr. Baharudin bin Osman

### **SECRETARIAT**

Azian binti Nafiah  
Zairi Afandi bin Ishak

## PREFACE

The World Economic Forum 2019-2020 stated that the work-based learning, community-based learning and case-based learning have become vital elements to be acquired by all students. In addition, the demand for mathematics, computing and data analysis increases with the need for human attributes like creativity, critical thinking, persuasion and negotiation. These essential needs can be provided for students through the projects during their three to four-year programme.

The Industry and Community Engagement Project (ICEP) Guidelines consist of eight sections. Apart from the Introduction (1.0) section, the Guidelines present the Definition of ICEP (2.0) and Justifications (3.0) for conducting the project.

Three types of projects (4.0) are discussed which include Work-based project, Community-based project and Case-based project. The three types of projects, the Implementation process (5.0), the Responsibility and Supervisory Systems (6.0), as well as the Assessment (7.0) mode, weightage and rubrics are presented. Apart from those explanations, the writing mechanics (8.0) section allows readers to check and reflect on their work prior to the submission of the learning output.

It is hoped that the Guidelines will assist both instructors and students in the process of offering the ICEP as a solution to the practicum/internship/industrial attachment requirement at Universiti Utara Malaysia (UUM).

## 1.0 INTRODUCTION

One of the most crucial components of undergraduate studies in many universities is the Industry and Community Engagement Project (ICEP). The Industry and Community Engagement Project needs to be completed before the degree can be obtained which provides students the opportunity to demonstrate the skills and knowledge acquired throughout the university years. Generally, in fulfilling the ICEP, students need to initially define the problem boundaries of their projects, investigate possible solutions and present the results in writing, verbally and/or in other forms deemed suitable by the respective programmes. In essence, ICEP enables the individual student to explore the topic chosen, engage in the process with the guidance from the supervisor and gradually produce a written report of the project or output that reflects a deep understanding of the topic understudy.

At the international level, the European Higher Education Area (EHEA) requires that each student develops, presents and defends the projects. The aim is to demonstrate the skills and knowledge that students have acquired in their studies. Thus, ICEP is a project or academic task that must be accomplished individually, by every undergraduate, to obtain the attributions to graduate.

In this context, the ICEP plays a vital role in the teaching-learning process. It is also a way of identifying the ability of the student to perform an industrial project or applied research linked to the knowledge discipline that the student is supposed to master. Thus, ICEP can be considered a motivation for the students because it allows them to choose appropriate methods, tools and make the right decisions during the process of developing, managing and completing it before the final submission.

### 1.1 UUM Policy Statement

To date, ICEP is not a mandatory requirement for all UUM students who enrolled in their respective programmes. Around 15 UUM academic programmes offer ICEP under various names including *Latihan Ilmiah*, *Kertas Projek*, *Projek Akhir*, *Kertas Ilmiah* (**Appendix A**). With the Covid-19 pandemic possibly causing many companies in Malaysia to shut down or work remotely, some students are expected to lose their practicum placements or find it harder to get a placement. Hence, a move was made by the Centre for University-Industry collaboration (CUIC) to use ICEP as a final solution for students who are unable to complete or find a practicum placement due to the Covid-19 predicament.

At the Senate Meeting (No. 289 3/2020) dated 7 June 2020, CUIC presented a paper (No. 71/2020) on the suggestions for the options to be given to students (*Cadangan Pilihan Penggantian Kursus Kepada Pelajar Yang Akan Menggantikan Praktikum Sesi Pertama 2020/2021*). The idea mooted was deliberated with some suggestions; it

should be improvised to serve the current needs of the industry, the name and credit hours of the respective programmes need to be standardised and that the project should not be too academic ('academic-centric').

### 1.1.1 Industry and Community Engagement Project Eligibility

The replacement of industrial training/practicum is only applicable to those students who are affected during the period impacted by Covid19 predicaments. However, the use of ICEP is not compulsory to programmes such as accounting, business philosophy, law and business (BPLB), law (LLB), education, counseling and social work. The faculties concerned need to refer to their respective professional bodies and MoHE before allowing students to choose ICEP. The assessment of ICEP is done totally based on the work of ICEP. Figure 1 illustrates the flow chart of eligibility for ICEP.

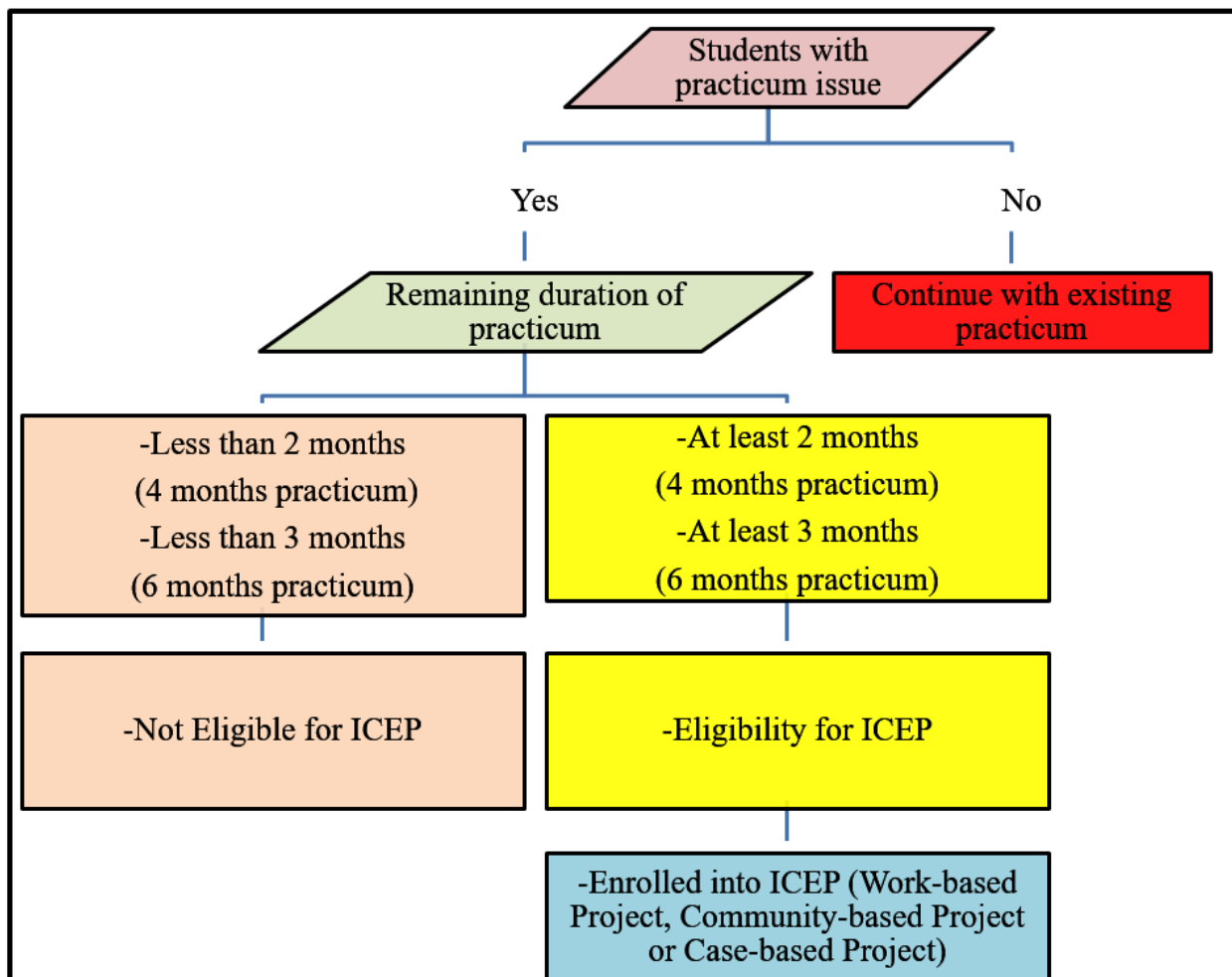


Figure 1: *Flow Chart of Eligibility for ICEP*

### 1.1.2 Industry and Community Engagement Projects Duration

For early termination or resignation from an organisation, the enrolment into ICEP will only be considered if the event occurs in the first two months (for four months practicum period) and in the first three months (for six months practicum period).

For students with a-four-month practicum period, the duration will be at least two months. Meanwhile, students with a-six-month practicum period will have at least three months duration for ICEP.

### 1.1.3 Industry and Community Engagement Project Credit Hours

The ICEP is a mandatory requirement in replacement of those who are not able to find practicum placement for the purpose of graduation and is given credit hours in accordance with the Malaysian Qualifications Framework (MQF) or relevant Professional Bodies requirement.

### 1.1.4 Expectations and Scope of the Industry and Community Engagement Project

The ICEP enables the individual student to develop a deeper understanding of the topic that is of interest. Such independence will make the students learn more effectively and to gain other skills including teamwork, effective written and verbal communication, prioritisation of tasks and critical analysis. In turn, students can develop the transferable skills and will be able to work more effectively throughout their careers. Students will also have the opportunity to interact with the companies concerning their topics for collecting data; whether the method is an observation, an interview, a survey or others. Such opportunity will provide the students the confidence to go through the process of doing the ICEP.

## 1.2 Purpose

The purpose of ICEP is to provide students the opportunity to apply the knowledge they have learned, their intellectual abilities and practical skills to solve real, or close to real life problems. Through their involvement in ICEP, it is hoped that the students will gain knowledge and experience in solving problems systematically. Thus, when they graduate, they will be ready to perform as the reliable and productive workforce.

### 1.2.1 The Industry and Community Engagement Project Objectives



The objectives of ICEP are to:

- a) Give students the exposure to the work environment before completing their studies in their respective fields of study;
- b) Relate theoretical understanding that is learned in class to the application in the workplace environment;
- c) Produce more competent and competitive students with knowledge, soft skills, technical skills and experience that will induce the marketability of UUM students towards developing the country's professional workforce.

#### 1.2.2 The Industry and Community Engagement Projects Learning Outcomes

The project will assess students' ability to:

- a) associate the experience gained in conducting the ICEP with the knowledge acquired at the university.
- b) demonstrate competence and competitiveness elements in meeting the challenges in the workplace through the completion of the project.
- c) display good communication skills, critical thinking skills, self-esteem and understanding of the work culture of others.

## 2.0 DEFINITION

### 2.1 Future-Ready Industry and Community Engagement Project

The ICEP should be student-centred which focuses on the individual students. The best way to ensure that learning focuses more on students is by engaging students as active partners in how their learning should be shaped. Students like to learn different things and hence ICEP offers a reasonable element of choice in what to study and how to study. In ICEP, the focus is on what the students will be able to do, rather than on the content being covered by the instructor. This practice helps to shift the emphasis on the students which, in turn, will allow an emphasis on the process and competence rather than on the content of the subject taught.

The MQA Education Programme Standards Glossary of Professional Practice/ Internship describes the term as the period within a programme during which the students are required to be placed in the workplace for the purpose of applying theory to practice and to gain working experience. Professional practice/internship includes teaching practice, work-based experiences, internship and other attachments to the workplace. In the world of work, professional practice is also the conduct of work based

on and guided by the Knowledge Corpus and Code of Ethics of a Profession. As a replacement for the Professional Practice/ Internship /Practicum, ICEP is still expected to serve this description.

### **3.0 JUSTIFICATIONS**

#### **3.1 Incorporating Technology**

The ICEP can be considered a problem-based learning (PBL) where students need to apply and integrate their knowledge and skills to solve an academic/work-based task. Since the ICEP is an alternative to practicum due to Covid19 pandemic, ICEP should encourage students to embark on the online work experience, the virtual experience that can be garnered by students using digital technology (for example, data analytics and data visualisation).

#### **3.2 Embracing New Digital Skill Sets**

According to MQA, since its creation of the first edition of the MQF in 2007, major changes have taken place at the learning and workplace globally. These changes and challenges include (i) the digitalisation and the rapid changing nature of job, (ii) the focus on individual competencies, (iii) the shifts in higher education with the massive use of educational technologies for teaching and learning, (iv) meeting market expectations by addressing graduate unemployment due to mismatch between curriculum and employment, (v) greater demand for employability skills and (vi) the lack of understanding and the required capabilities to implement the learning outcomes effectively by the academic community. Acknowledging the change requires the MQF and the university to undergo periodic reviews, addressing the changes in the ecosystem and embracing the new digital skill sets by having ICEP that will accommodate the changes.

#### **3.3 Compliance to MQA, Professional Bodies and UUM Local Aspiration**

The offering of ICEP should be in line with the requirement of MQA, professional bodies and UUM aspiration to have students who are more independent and adaptable to life after completing higher education in serving the job market.

#### **3.4 Adequacy of Support and Proper Monitoring**

Since some students do not yet have the necessary skills to complete the ICEP successfully, it implies extra-work for their supervisors. It is also important to include feedback and monitoring activities to ensure adequate progress in the project. The coordinated effort between the student and the supervisor is essential for getting an

excellent result. In conclusion, suggestions are made to improve the identified weaknesses to enhance the process that the student acquired.

#### 4.0 TYPES OF PROJECTS

The types of projects that the students may embark should fulfill the following criteria:

No.	Criteria	Explanation
1.	Experiential Learning	The project should allow students some work exposure in their respective fields of study; the application of knowledge that is obtained from the class to address and solve issues in the organisation and the enhancement of soft and technical skills that are considered to be value added for graduate employability.
2.	Community-based	The project involves interaction with the community or business organisation to understand local issues and to suggest possible solutions using the knowledge and skills that have been learned in the classroom.
3.	Project Scope	The scope of the project will depend on the remaining practicum period (2 months for 4 months practicum period and 3 months for 6 months practicum period) and field of studies.
4.	Project Outcome	The outcome of the project can be in the form of knowledge transfer through training activities, proposing for improvement such as new guidelines, new processes, new applications or others.

#### 4.1 Work-based Project

A work-based project involves a collaboration between students and external organisations. The project may involve local organisations, charities or start-up businesses. The aim of the project is to solve work-related problems. Depending on the kind of issues or problems that the organisation wants the students to solve and suggest practical solutions, it can be in the form of knowledge transfer through training activities, proposing possible improvements such as introducing/implementing new guidelines, or new processes, new applications and others. The outcome of the project

should benefit the organisation. Through this project, students gain the opportunity to address real-life issues by applying theoretical ideas in real work setting and to gain transferable skills through practical experience with the external organisation.

#### **4.2 Community-based Project**

Community-based projects involve interaction with the community to understand the local issues and to suggest solutions using the knowledge and skills that students have learned in the classroom. The project gives students experiential opportunity to observe and analyse real-world situations, improve their professional skills and learn from the realities of their community, while affording community partners opportunities to address significant needs. It integrates meaningful community service with instruction and reflection to enrich student learning experience, teach civic responsibility and strengthen communities. Depending on the community needs, the project can be in the form of skill training such as computer skills, or entrepreneurship skills and the project outcome should be beneficial to the community involved such as improvement on income and living condition upon the completion of the project.

#### **4.3 Case-based Project**

Case-based projects involve analysing real cases or scenarios that currently occurred in the country. The project aims to facilitate the integration of learning, encourages student self-reflection and critical reflection, allows for scientific inquiry, integrates knowledge and practice and supports the development of a variety of learning skills. The outcome of a case-based project can be in the form of proposing recommendations or solutions in addressing the chosen issues to the relevant agencies. For example, the student is interested in the corruption cases in the country. Based on their research and analysis, they will propose improvements or solutions in the form of guidelines or monitoring systems to the relevant agencies such as the Malaysian Anti-Corruption Commission (MACC) or the Malaysian Institute of Integrity.

### **5.0 THE IMPLEMENTATION**

Students can opt for the ICEP to replace the industrial training/practicum if they have inevitable issues with practicum such as having no practicum placement, facing the pandemic, facing early termination, or having any other serious issues with the company. To apply for the ICEP, students need to inform the CUIC Director by sending a formal email (cc: UUM report supervisor, school representative for practicum, school programme coordinator) and include the following documents in the email:

- a) A complete application form for ICEP can be downloaded from the CUIC website. Part A and Part B should be completed by the students and UUM report supervisor, respectively [Appendix C].

- b) For students with no practicum placement, they need to provide the evidence to prove that their applications to more than nine companies have been made and that all these have been rejected by the companies.
- c) For early termination, students need to provide a termination letter by the company.
- d) For resignation by students due to the serious issues with the company, they need to provide a resignation letter and the company's release letter.

After getting approval to do the ICEP, the UUM report supervisor will be automatically appointed as academic supervisor who will act as an advisor to assist students to carry out the project. They need to discuss with the academic supervisor to choose the type of ICEP that suits the programme educational objectives (PEO) and is feasible to implement. There are three (3) types of ICEP: work-based, community-based and case-based; students must choose only one (1) type of ICEP.

### **5.1 Work-based Project**

For the work-based project, students are required to select one (1) organisation and get the organisation's consent by sending out a letter of permission to conduct the project (Appendix B). The organisation will then appoint an industry supervisor to assist students to carry out the project. They are expected to have at least two (2) meetings with the industry supervisor to identify problems and propose solutions. The meeting can be face-to-face or online, depending on the needs and situation. The outcome of the project should benefit the organisation such as system improvement, new digital marketing techniques or business strategy improvement.

### **5.2 Community-based Project**

Similar to the work-based project, in consultation with the academic supervisor, students are required to select one (1) community to implement the community-based project. The community can be located nearby UUM or nearby the students' hometown, depending on the situation. Students must first get the community's consent by sending out a letter of permission to conduct the project (Appendix B). For the community-based project, the UUM academic supervisor should work closely with the field supervisor (appointed by the community) to assist students to carry out the project. Students are expected to have at least two (2) meetings with the community to identify problems and propose solutions. The meeting can be face-to-face or online, depending on the needs and situation. The outcome of the project should benefit the community such as knowledge transfer and skills improvement.

### 5.3 Case-based Project

A case-based project is slightly different from the work-based and community-based projects where students will gather all publicly available information of the organisation/company to examine a phenomenon or an issue within its real-life context. They are expected to investigate the causes of problems and propose the possible solutions to the organisation/company. In consultation with the academic supervisor, students are required to select one (1) organisation/company to do the case-based project. They must get the consent from the organisation by sending a letter of permission to conduct the project (Appendix B). There are no minimum requirements for the meeting but students are expected to approach the management of the organisation to come up with the solutions. The outcome of the project should benefit the organisation such as proposing recommendations or resolutions in addressing the issues that have been identified by the students.

## 6.0 RESPONSIBILITY AND SUPERVISORY SYSTEMS

### 6.1 Roles and Responsibility

To ensure that the implementation of the ICEP is carried out efficiently and effectively, the following roles and responsibilities are illustrated in Figure 2.

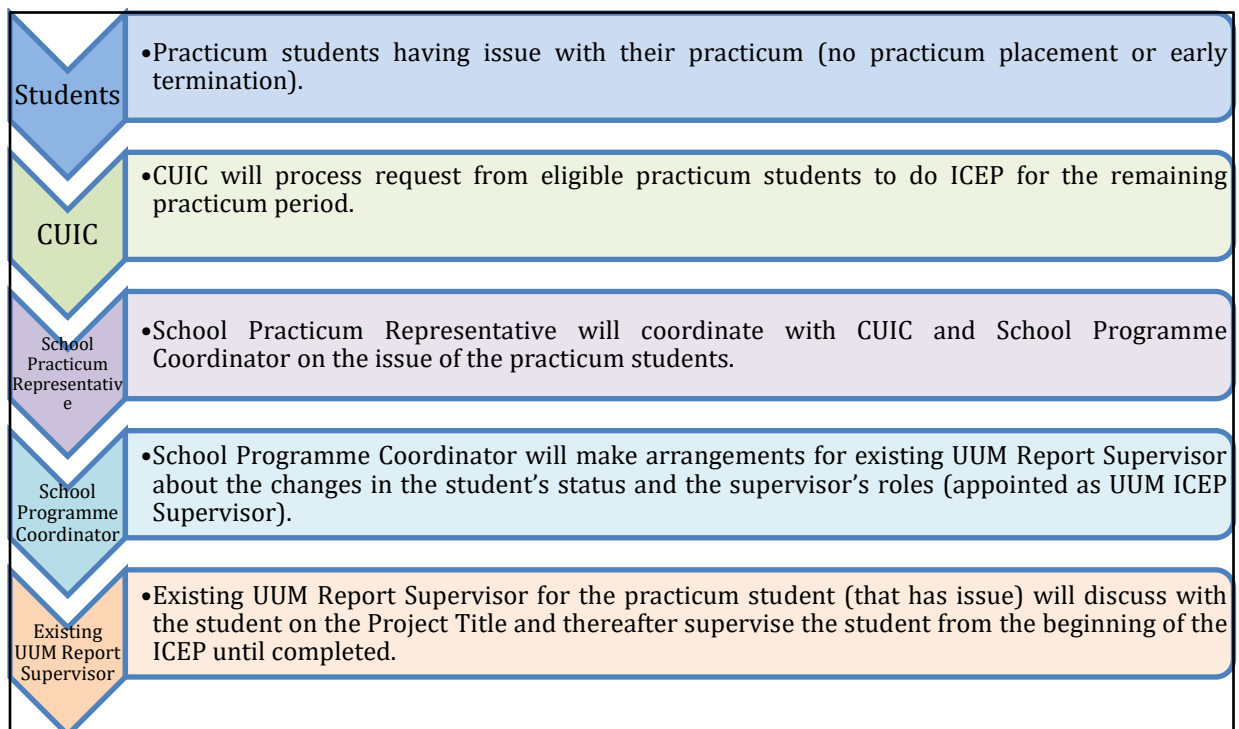


Figure 2: Roles and Responsibilities

### 6.1.1 Students

- a) For students with no practicum placements, they must provide the evidence to CUIC which proves that they have sent their applications to more than nine companies and the applications have been rejected by the companies within the first two weeks of the practicum period.
- b) For early termination, provide a Termination Letter by the company to CUIC within three (3) working days.
- c) For resignation by student, the student must provide the Student's Resignation Letter and Company's Release Letter to CUIC within three (3) working days.
- d) After the ICEP enrolment:
  - i. Consult and discuss all aspects of the project according to the agreed schedule.
  - ii. Monitor your own progress according to the time schedule.
  - iii. Document feedback from supervisor during meeting.
  - iv. Proofread your work before submission.
  - v. Present proposal and final report.
  - vi. Submit a final report following the deadlines and according to the stipulated guidelines by respective schools.
  - vii. Adhere to the ethical guidelines (e.g., plagiarism).

### 6.1.2 Centre for University-Industry Collaboration (CUIC)

- a) Receive report from the students that their practicum has been affected and provide further advice. Without any other alternatives, provide a solution to students to enroll into ICEP.
- b) Process the student's formal email request for applying ICEP with sufficient evidence (complete Application Form - ICEP [Appendix C] and supported by UUM Report Supervisor).
- c) Prepare and process Incomplete Grade Application (complete Incomplete Grade Application Form - ICEP [Appendix D] and supported by UUM Report Supervisor).
- d) Prepare Important Dates/Calendar for ICEP (period of ICEP).

### 6.1.3 School Representative for Practicum (WTP)

- a) Act as the liaison between the School Programme Coordinator and CUIC.
- b) Provide a briefing on ICEP to the students.
- c) Do reporting on the database of the students, instructors and project titles to CUIC.
- d) Assist the UUM Report Supervisor in the administration of ICEP.

### 6.1.4 School Programme Coordinator

- a) Assist the registration of ICEP students as well as re-appoint the UUM Report Supervisor to ICEP Supervisor (Appendix E: Registration Form - ICEP).
- b) Schedule ICEP briefings.
- c) Compile database of students, supervisors and project titles.
- d) Monitor and ensure that the planning and implementation of ICEP run smoothly (Appendix F: Consultation Form - ICEP).
- e) Prepare and collect the Evaluation Form and Report Submission Form (Appendix G: Final Report Submission Form - ICEP).

### 6.1.5 UUM Report Supervisor

- a) Conduct regular meetings with the students and adhere to student absenteeism rules and regulations as stipulated by the University from time to time.
- b) Guide the students in the planning and implementation of the project, ensuring that the final report uphold academic quality and integrity.
- c) Monitor the students' progress according to the research schedule and provide constructive feedback upon written drafts within reasonable time.



- d) Examine and grade proposal, proposal presentation, final report presentation and final report.
- e) Key-in the students' results in the system.

## 6.2 Supervisory Process

Once enrolled into the ICEP, students are required to follow the process as shown in Figure 3.

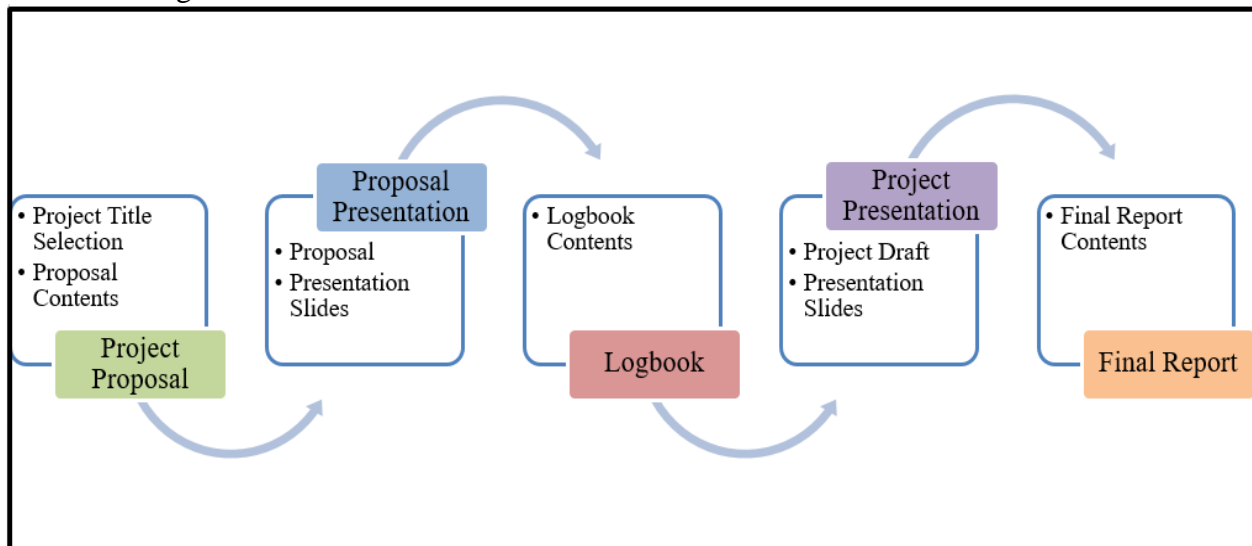


Figure 3: *Supervisory Process*

### 6.2.1 Project Title

The project title will be determined by the supervisor or students but must be related to the programme. The project title must be confirmed in Week 1 of the project duration.

### 6.2.2 Proposal Presentation

Students must present the project proposal two (2) weeks after the title has been determined. The purpose of this presentation is to ensure that the project is doable and if necessary, further amendment needs to be done as agreed and approved by the supervisor. The proposal should contain the following:

- a) Project Title
- b) Project Background

- c) Project Objective
- d) Project Implementation - date, time, venue, target community/organisation, activity to be implemented, budget (if any).
- e) The Benefits of the Project to Community/Organisation
- f) Expected Outcomes

### 6.2.3 Logbook

Students must record any activities related to the project, from determining the project title until writing the final report. The logbook together with the Consultation Form is used to monitor and track the progress of the project. The logbook must be read and signed by the supervisor. Logbook should be submitted along with the final report. Students may use any appropriate book or file folder as a working logbook.

### 6.2.4 Project Presentation

Presentations will take a maximum of twenty (20) minutes and 10-15 minutes for questions by the supervisor and/or project paper evaluator. Students are expected to present the outcome of the project. During the presentation, students will be evaluated on various aspects of knowledge and skills. These may include communication skills, presentation skills, digital skills, critical thinking skills, and professionalism/work ethics. Students are advised to wear formal attire during the presentation.

### 6.2.5 Final Report

The final report should be submitted two (2) weeks after the presentation, after the draft report has been evaluated and corrected by the panel and supervisor. A complete report (1 copy with CD) must be submitted to the supervisor. It must be printed and bound using ring binding with a blue front cover. The Final Report Submission Form must be enclosed with the final report. If students are not able to complete on the stipulated time, they are eligible to apply for extension by completing the Incomplete Grade (TL) Application Form.

## 7.0 ASSESSMENT

### 7.1 Mode of Assessment

The ICEP is designed for work-based, community based and case-based approaches where each project has different scope and assessment (4.1, 4.2 & 4.3).

## 7.2 Assessment Weightage

Table 7.1 shows the weightage of assessment for work-based, community-based and case-based projects.

Table 7.1: *Assessment Weightage*

Components	Type of Projects		
	Work-based (%)	Community-based (%)	Case-based (%)
<b>Proposal</b>	10	10	10
<b>Presentation</b>	10	10	10
<b>Evaluation</b>	10	20	10
<b>Product</b>	30	20	30
<b>Logbook</b>	5	5	-
<b>Final Report</b>	35	35	40
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

- a) The proposal should be prepared according to the template as discussed in Section 6.2.2 and it will be assessed by the UUM supervisor using proposal rubric (Appendix H-1).
- b) Presentations consist of proposal presentation (5 marks) and project presentation (5 marks). For the details, students may refer to Section 6.2.2 for proposal presentation and Section 6.2.4 for project presentation. This component should be assessed by the UUM supervisor and/or instructor using oral presentation rubric (Appendix H-2).
- c) Marks for evaluation are based on the instructor's report and supervisor's report and this component should be assessed by both parties using evaluation rubric (Appendix H-3).

- d) Products can be in the form of apps, video or any output that can benefit the institution or community. This component should be assessed by the UUM supervisor and/or instructor using product rubric (Appendix H-4).
- e) Students may use any appropriate book or file folder as a working logbook, and they may record any activities related to the project on a weekly basis. This component should be assessed by the UUM supervisor using logbook rubrics (Appendix H-5).
- f) Final reports should be submitted for evaluation and students may refer to Section 6.2.5 for the details of final report preparation. This component should be assessed by the UUM supervisor using final report rubric (Appendix H-6).

### 7.3 Rubrics

The summaries of the rubric assessment for each ICEP project are shown in Appendices H. These rubrics serve as guidelines for students and instructors. Schools may construct different rubric templates based on their niche areas.

## 8.0 WRITING MECHANICS

In any academic programme, it is important that both the instructors/supervisors, students and internal/external examiners in UUM understand the purpose of the Industry and Community Engagement Projects (ICEP). All involved will have to be clear with the proper approach in undertaking or supervising the project in specific disciplines. The goal is to equip students with the necessary skills and enrich their experiences in their respective academic fields that will be valuable to the future employers. This will enable the students to understand the proper procedure of engaging in and completing the individual project.

The usual approach is to develop both the analytical and writing skills beside the critical skills and conceptual understanding of the students who are doing the project. Students are encouraged to develop these skills and display independence in performing the ICEP. These skills are necessary as such skills demonstrate academic achievements of the students and relevant to the workplace. Instructors and students will have to ensure that these are the priorities.

In completing the project, students are expected to independently fulfill certain tasks, develop and demonstrate their skills through various stages with the guidance from the instructors. These skills can be considered in many forms which include doing oral and written presentations of particular instances, producing a video, generating a website, assisting with training, attending a workshop, providing community-based projects, doing mini research

projects, participating in volunteer outreach programmes (e.g., MERCY Malaysia) and writing a comprehensive report as required by the specific disciplines.

The ICEP must align with the procedure required by the university. All students will have to adhere to the guidelines by their respective schools and are encouraged to work independently to manage the project. Students must abide by the UUM rules and regulations to ensure the highest level of ethics and professionalism.

The outcome of the ICEP should allow students to demonstrate the ability to present or write effectively in English language or Malay language on what they have learned based on their individual experiences.

The following checklist should be consulted when doing ICEP.

Table 8.1: *Writing Mechanics Checklist*

NO.	ITEMS	Yes (✓)	No (X)
1.	Provide a clear purpose of the project.		
2.	Understand the procedure required to complete the project.		
3.	Work independently in completing the project.		
4.	Develop analytical and writing skills in completing the project.		
5.	Follow the project guidelines of the school.		
6.	Read the UUM rules and regulations.		

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## APPENDICES

### Appendix A

Table 1: Previous Terms Used by Schools for ICEP

NO	PROGRAMME NAME	TERMS USED FOR ICEP	CREDIT HOURS	PRACTICUM	CREDIT HOURS
1.	Pengurusan Awam	Projek Ilmiah atau dua kursus	6	Praktikum	8
2.	Pengurusan Pembangunan	Projek Ilmiah	6	Praktikum	8
3.	Pengurusan Hal Ehwal Antarabangsa	Projek Ilmiah	6	Praktikum	8
4.	Pengurusan Teknologi	Kertas Projek	3	Praktikum	12
5.	Pengurusan Operasi	Projek Akhir	3	Praktikum	12
6.	Sains Ekonomi	Kertas Ilmiah	6	Praktikum	8
7.	Teknologi Media	Projek Ilmiah	6	Praktikum	8
8.	Multimedia	Projek I & II	6	Latihan Industri	12
9.	Komunikasi	Latihan Ilmiah	6	Praktikum	8
10.	Kerja Sosial	Latihan Ilmiah	6	Praktikum	12
11.	Kaunseling	Latihan Ilmiah	6	Internship	6
12.	Industri Kreatif	Projek/Tesis	6	Praktikum	12
13.	Sains Pemutusan	Penyelidikan dalam Sains Kuantitatif	6	Praktikum	8
14.	Matematik Perniagaan	Penyelidikan dalam Sains Kuantitatif 1	3	Praktikum	8
15.	Statistik Industri	Statistic Industry Project I & II	6	Praktikum	12

## Appendix B - Letter of Consent

Letterhead

Insert date

### TO WHOM IT MAY CONCERN

Dear Sir/Madam

### REQUESTING PERMISSION TO CONDUCT WORK-BASED/COMMUNITY-BASED/ CASE-BASED PROJECT

I am \_\_\_\_\_, a \_\_\_\_\_ (type of degree) student of Universiti Utara Malaysia. I wish to conduct a project for my bachelor's degree, which involves \_\_\_\_\_. My academic supervisor is \_\_\_\_\_(name & designation).

My project is entitled, \_\_\_\_\_. The specific objectives of the project are:

1. Objective 1
2. Objective 2

I am hereby seeking your consent to approach \_\_\_\_\_ (state specific department or person) to get information pertaining to my project.

Upon completion of the project, I undertake to provide the organisation/community with a project outcome that will benefit the organisation/community.

Your permission to conduct this project will be greatly appreciated. Thank you very much.

Yours sincerely,

\_\_\_\_\_  
Name:

E-mail:

Mobile number:



## Appendix C

### APPLICATION FORM – ICEP PRACTICUM SESSION \_\_\_\_\_

#### **Part A (Student's Details)**

Name : \_\_\_\_\_ Matric Number : \_\_\_\_\_  
 Programme : \_\_\_\_\_ Phone Number : \_\_\_\_\_  
 Email : \_\_\_\_\_  
 Practicum Date : \_\_\_\_\_  
 House Address : \_\_\_\_\_  
 \_\_\_\_\_

Reason for ICEP Application : \_\_\_\_\_  
 \_\_\_\_\_

Signature : ..... Date : \_\_\_\_\_

#### **Part B (Supervisor's Endorsement)**

Supervisor's Name : \_\_\_\_\_  
 Staff Number : \_\_\_\_\_  
 Email : \_\_\_\_\_  
 Supervisor's Endorsement (/) : \_\_\_\_\_ Supported \_\_\_\_\_ Not Supported

Signature : ..... Date : \_\_\_\_\_

#### **Part C (CUIC- Director's Confirmation)**

Confirmed by,

Signature : ..... Date : \_\_\_\_\_

#### **Part D (For Office Use)**

Signature : ..... Date of Record: \_\_\_\_\_

**Appendix D**

**INCOMPLETE GRADE APPLICATION FORM - ICEP**  
**SEMESTER \_\_\_\_\_ ACADEMIC YEAR \_\_\_\_\_**

**Part A (Student's Details)**

Name : \_\_\_\_\_ Matric Number: \_\_\_\_\_  
 Programme : \_\_\_\_\_ Phone Number: \_\_\_\_\_  
 Email : \_\_\_\_\_  
 Practicum Date : \_\_\_\_\_  
 House Address : \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Reason for incomplete grade application : \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature : ..... Date : \_\_\_\_\_

**Part B (Supervisor's Endorsement)**

Supervisor's Name : \_\_\_\_\_  
 Staff Number : \_\_\_\_\_  
 Email : \_\_\_\_\_  
 Supervisor's Endorsement (/) : \_\_\_\_\_ Supported \_\_\_\_\_ Not Supported

Signature : ..... Date : \_\_\_\_\_

**Part C (CUIC- Director's Confirmation)**

Confirmed by,

Signature : ..... Date : \_\_\_\_\_

**Part D (For Office Use)**

Signature : ..... Date of Record: \_\_\_\_\_

## Appendix E

### REGISTRATION FORM - ICEP SEMESTER \_\_\_\_\_ ACADEMIC YEAR \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Matric Number: \_\_\_\_\_

Student's School: \_\_\_\_\_

#### PROJECT TITLE (*maximum 50 words*):

#### TYPE OF PROJECT (*Work-based/Community-based/Case-based*):

**SUMMARY OF PROJECT** (*Please provide a summary of the project proposal [200-250 words] by describing clearly: i) Background of Project; ii) Project Objectives; iii) The Benefits of the Project; and iv) The Expected Outcome*)

#### FOR OFFICE USE ONLY:

Signature: .....

Date of Record: \_\_\_\_\_

## Appendix F

### CONSULTATION FORM - ICEP SEMESTER \_\_\_\_\_ ACADEMIC YEAR \_\_\_\_\_

This form is used to record the formal supervisory meetings between students and their supervisor.

Student's Name: \_\_\_\_\_

Student's Matric Number: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Supervisory Meeting Number: \_\_\_\_\_

Tasks/Objectives set in the last meeting:

--

Comments in the current meeting:

--

Objectives agreed (with time scales) for action before next meeting:

--

Other relevant information (if any):

--

Date of next meeting: \_\_\_\_\_

Student's Signature

Supervisor's Signature

-----  
Date:

-----  
Date:

*\*This form needs to be completed and signed by both parties after each consultation session.*

## Appendix G

### FINAL REPORT SUBMISSION FORM - ICEP SEMESTER \_\_\_\_ ACADEMIC YEAR \_\_\_\_\_

#### **Part A (Student's Details)**

Name : \_\_\_\_\_

Matric Number : \_\_\_\_\_

Supervisor's Name : \_\_\_\_\_

Project Title : \_\_\_\_\_

Signature : \_\_\_\_\_

Date : \_\_\_\_\_

#### **Part B (For the Supervisor)**

Date of Received : \_\_\_\_\_

Marks Grade : \_\_\_\_\_

Date of Grading : \_\_\_\_\_

Signature : .....

#### **Part C (For Office Use)**

Signature: .....

Date of Record: \_\_\_\_\_

## Appendix H-1: Proposal Rubric

Proposal					
Criteria	1 Poor	2 Weak	3 Good	4 Efficient	Marks
<b>Project Title</b>	Incomprehensible.	Moderately clear and relatively irrelevant.	Clear but lacks relevance.	Very clear and relevant to the need of the organisation or community.	_____ /4*1
<b>Introduction, Problem Statement, Significance of the Project</b>	Problem is vaguely stated. No justification between purpose and problem/opportunity. The project is <b>not</b> significant.	Problem is stated. Justification between purpose and problem/opportunity is not clear. The project <b>lacks</b> significance.	Problem is stated and justified but some parts are not stated clearly and concisely. The project is significant but is not highlighted clearly.	Problem is stated and justified very clearly. The project is highly significant.	_____ /4*2
<b>Objectives</b>	Objectives are not clearly stated.	Objectives are stated but there is lack of coherence to the stated problem.	Objectives are stated but one or more are not stated in a clear and concise manner.	Manageable numbers of objectives that are clear and aligned with the stated problem.	_____ /4*2
<b>Implementation</b>	Not relevant and does not fulfill ICEP requirements.	Manageable scope but is not viable for ICEP requirements.	Fulfills ICEP requirements but needs some improvement.	Manageable, viable, relevant scope and fulfills ICEP requirements.	_____ /4*2
<b>Product</b>	Product is not reliable, beneficial to organisation or community.	Product is less reliable, beneficial to organisation or community.	Product is reliable, beneficial to organisation or community.	Product is very reliable, beneficial to organisation or community.	_____ /4*3
Total					<b>10</b>

## Appendix H-2: Presentation Rubric

Proposal					
Criteria	1 Poor	2 Weak	3 Good	4 Efficient	Marks
<b>Content</b>	Most of the information is irrelevant and significant points are left out.	Some of the information is irrelevant; coverage of some major points.	Most important information is covered; little irrelevant info.	Comprehensive and complete coverage of information.	_____ /4*3
<b>Presentation Skill</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because the sequence of information is not clear.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	_____ /4*2
Total					<b>5</b>

Note: 5 marks for proposal presentation and 5 marks for final presentation

### Appendix H-3: Evaluation Rubric

Evaluation					
Criteria	1 Poor	2 Weak	3 Good	4 Efficient	Marks
Interest	Demonstrates limited interest in exploring and completing the task.	Demonstrates sufficient interest in exploring and completing the task.	Demonstrates good interest for exploring and completing the task.	Demonstrates excellent interest in exploring and completing the task.	_____ /4*3
Attitude	Shows inappropriate attitude such as bad behaviour, not punctual as well as not being efficient, not productive, unethical in most situations.	Sometimes shows appropriate attitude such as inconsistent behaviour, less punctual as well as less efficient, productive and ethical in many situations.	Shows good attitude such as good moral, good timeliness as well as being efficient, productive and ethical in most situations.	Always shows excellent attitude such as good moral, good timeliness as well as being efficient, productive and ethical in all situations.	_____ /4*3
Independence	Demonstrates the tendency to depend on others' guidance in performing a task.	Demonstrates a self-reliant attitude in general in performing a task.	Demonstrates a self-reliant attitude in most situations in performing a task.	Always demonstrates a self-reliant attitude in all situations in performing a task.	_____ /4*4
Total					<b>10</b>

### Appendix H-4: Product Rubric

Product					
Criteria	1 Poor	2 Weak	3 Good	4 Efficient	Marks
Marketability	Product is not reliable, beneficial to the organisation or community.	Product is less reliable, beneficial to the organisation or community.	Product is reliable, beneficial to the organisation or community.	Product is very reliable, beneficial to the organisation or community.	_____ /4*5
Quality	Below acceptable quality, does not meet several requirements.	Acceptable quality, meets most requirements.	Acceptable quality, meets all requirements.	Exceptional quality, meets beyond requirements.	_____ /4*5
Innovativeness/ Creativeness	Does not exhibit efforts to be original.	Shows some originality, inadequate use of resources.	Original ideas, adequate use of resources.	Very original, shows imaginative use of resources.	_____ /4*5
Functionality	Project is not functional.	Less than half of the project is functional.	Project is functional but some parts can be improved.	Project is perfectly functional.	_____ /4*5
Beneficial to organisation/ community	Project is not beneficial.	Less than half of the project is beneficial.	Project is beneficial but some parts can be improved.	Project is beneficial to the organisation.	_____ /4*5
Ready for implementation	Project is not ready to be implemented.	Less than half of the project is ready to be implemented.	Project is ready to be implemented but some parts can be improved.	Project is ready to be implemented.	_____ /4*5
Total					

For community-based project, the total mark is calculate using \_\_\_\_\_/30\*20

### Appendix H-5: Logbook Rubric

Logbook					
Criteria	1 Poor	2 Weak	3 Good	4 Efficient	Marks
Organisation of the logbook	The logbook contains insufficient daily activities to reflect basic knowledge dealing with working environment and is not verified by industrial supervisor.	The logbook contains insufficient daily activities to reflect basic knowledge dealing with working environment and is verified occasionally by industrial supervisor.	The logbook contains moderate daily activities to reflect basic knowledge dealing with working environment and is verified occasionally by industrial supervisor.	The logbook contains comprehensive daily activities to reflect basic knowledge dealing with working environment and is verified by industrial supervisor.	<hr/> /4*5
Total					5



## Appendix H-6: Final Report Rubric

Final Report					
Criteria	1 Poor	2 Weak	3 Good	4 Efficient	Marks
<b>Introduction</b>	Contents incomplete and poorly written. Mismatched understanding of project.	Contents are somewhat complete but not clearly written. Contents fairly reflect project understanding.	Contents are complete but not clearly written. Contents fairly reflect project understanding.	Contents are complete and clearly written. Contents reflect project Understanding.	_____ /4*5
<b>Problem Statement</b>	Problem is vaguely stated.	Problem is stated. Justification between purpose and problem/ opportunity is not clear.	Problem is stated and justified but some parts are not stated clearly and concisely.	Problem is stated and justified very clearly.	_____ /4*5
<b>Project Objective</b>	Objectives are not aligned with stated problem.	Objectives are stated but there is lack of coherence to the stated problem.	Objectives are stated but one or more are not stated in a clear and concise manner.	Manageable numbers of objectives that is clear and aligned with the stated problem.	_____ /4*3
<b>Significance of the Project</b>	The project is <b>not</b> significant.	The project <b>lacks</b> significance.	The project is significant but are not highlighted clearly.	The project is highly significant.	_____ /4*5
<b>Implementation</b>	Not relevant and does not fulfill ICEP requirements.	Manageable scope but not viable for ICEP requirements.	Fulfills ICEP requirements but needs some improvement.	Manageable, viable, relevant scope and fulfills ICEP requirements.	_____ /4*5
<b>Discussion, conclusion, implication &amp; recommendation</b>	Discussion and conclusions are not presented. Limitation and recommendation are not presented.	Discussion and conclusions are presented but less clear, irrelevant to objectives. Limitation and recommendation are presented but less clear.	Discussion, conclusions, limitation and recommendation are moderately presented.	Effective discussion and conclusions. Limitation and recommendation are clearly presented.	_____ /4*5
<b>Reflection</b>	Does not have a clear understanding of what needs to be achieved.	Has a clear understanding of what needs to be achieved.	Develops a basic understanding of the desired outcome. Attempts to understand the nature of the problem.	Identifies underlying issues and problems, Identifies desired outcome -Correctly identifies the nature of the problem.	_____ /4*5
<b>Mechanics/ format</b>	Poorly formatted. Does not follow any guidelines.	Formatted with minor improvements Reflects incomplete knowledge of APA/IEEE guidelines.	Adequately formatted Uses APA/IEEE guidelines with minor violations to cite sources.	Well formatted Uses APA/IEEE guidelines accurately and consistently to cite sources.	_____ /4*2
				Total	

\* for case-based project, the total mark is calculate using \_\_\_\_\_ /35\*40

## **FREQUENTLY ASKED QUESTIONS (FAQs)**

### **1.0 What elements do I need to consider when selecting the ICEP project?**

Your chosen project should relate very well to your programme requirement or workplace/industry desire. You can demonstrate your ability as a potential candidate in that particular task or job position.

### **2.0 Will the project help me to meet with the industry/organisation expectations and requirements?**

The project should assist you to promote the industrial/organisational needs and your self-potentials.

### **3.0 What are the consequences if I cannot complete the project?**

You can ask for an extended time from CUIC to complete the project.

### **4.0 Can I do a different type of project?**

Possible, but need to consult with your respective supervisor in terms of the suitability of the project.

### **5.0 Can I choose an organisation that is not related to my programme for the work-based and case-based project?**

Yes, as long as the project that you do is related to your programme.

### **6.0 I have resigned due to some issues with my practicum company and I am not be able to provide the Company's Release Letter to CUIC. What can I do?**

For students who have resigned but are unable to secure the Company's Release Letter, you need to write a formal letter explaining your case (with evidence) to the Director of CUIC.

### **7.0 Can I change my ICEP supervisor?**

You are not encouraged to change ICEP supervisor due to time constraint as it will affect your project total duration.

### **8.0 I am not able to complete my ICEP on time. What can I do?**

Students may apply for Incomplete Grade (TL) by filling up the TL Form completely and submit to the Director of Centre for University-Industry Collaboration (CUIC). Upon approval,

students need to submit their completed ICEP documents for First TL (TL-1) within one month extended period and grades will remain. If students are still not able to submit their completed ICEP documents within the first TL period, they can apply for Second TL (TL-2) where students are given one more month of extended period but will be given one grade lower than that given by the UUM Report Supervisor. Students will get F (Fail) if they are not able to complete and submit the completed ICEP documents after the TL-2 period.

### **9.0 What can I do when I complete ICEP?**

You can use it as the evidence of particular skill or achievement of the tasks required. This acts as a testimony of your achievement when you attend job interviews, writing portfolio, pursuing your studies or providing training or service related to the skill learned.

### **10.0 What is the writing or oral presentation format of ICEP that I should follow?**

You should consult the school/workplace/organisation concerned and refer to the checklist provided.

### **11.0 How do I ensure that the project is clearly written and that it meets the project requirements?**

You should refer to the grading rubric/marking scheme, proofread your own work thoroughly and see other samples as the reference points in completing the tasks.

Prepared by:  
Academic Excellence Development Unit (AEDU)  
Department of Academic Affairs, UUM

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