EVALUATING THE RESULT OF WORK-BASED LEARNING TEACHING MODEL AT RISE@UPSI

Kesavan Nallaluthan[1*], Md Nasir bin Masran[2], Premila Subramanium[3],
Irdayanti Mat Nashir[4], Mazlan Zainal[5], Subramaniam Kolandan[6], Devaki Narayanan[7]

[1,6]Faculty of Management & Economics, Universiti Pendidikan Sultan Idris,
35900 Tanjong Malim, Perak. Malaysia
[2]Faculty of Human Development, Universiti Pendidikan Sultan Idris,
35900 Tanjong Malim, Perak. Malaysia
[3]Sunway Business School, Sunway College Kuala Lumpur. Malaysia
[4]Faculty of Technic and Vocational, Universiti Pendidikan Sultan Idris,
35900 Tanjong Malim, Perak. Malaysia
[5]Design Thinking Graduate School, Genovasi University College, Petaling Jaya,
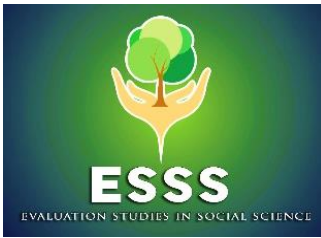Selangor, Malaysia
[7]SMK Beaufort II, Beaufort. Sabah. Malaysia

Email*: kesavan@fpe.upsi.edu.my

ABSTRACT

This work-based learning has gained significant attention in the field of education as a way to bridge the gap between theoretical knowledge of Malcolm Knowles' Theory and practical application. This article provides an overview of the evaluation of work-based learning at the Research Management and Innovation Centre Universiti Pendidikan Sultan Idris (RMIC-UPSI) under the umbrella of the Research, Innovation, Society and Entrepreneurship unit (RISE). This evaluation aims to synthesize existing literature and studies, summarize relevant information, and analyze available evidence to determine the current state of work-based learning at RMIC-UPSI. The evaluation focuses on the integration of work-based learning within the postgraduate students enrolled in the Business Strategic Management course at UPSI. It explores the impact of work-based learning on students' abilities to integrate their academic and work-related experiences, as well as the development of skills and competencies required in the business management sector. The evaluation also examines the effectiveness of work-based learning interventions in terms of their impact on students' performance. Based on the review of 8 enrolled students, it is found that all of them show good performance in which studies demonstrate a positive impact. Overall, this evaluation of work-based learning at UPSI provides valuable insights into the integration and effectiveness of this learning approach. The evaluation of work-based learning at UPSI aims to determine the current state of integration and effectiveness of this learning approach. It emphasizes the need for further research and evaluation to fully understand the relationships among workplace learning environments, learning strategies, and learning outcomes in the TVET context at UPSI.

Keywords: *Andragogy, Adult learning, Malcolm Knowles' Theory, Work Base Learning*

INTRODUCTION

Work-based learning pedagogy in university settings has become an increasingly important aspect of modern education (Brook & Corbridge, 2016). According to Fergusson and van der Laan (2021), the gap between theoretical knowledge and practical application continues to be a concern, work-based learning offers an effective solution by providing students with opportunities to integrate their academic studies with real-world experiences. This approach not only enhances students' understanding of their field of study but also equips them with the necessary skills and competencies for their future careers (Fergusson & van der Laan, 2021).

In the context of the Research Management and Innovation Centre – Universiti Pendidikan Sultan Idris (RMIC-UPSI), the integration of work-based learning within the study program of Business Strategic Management holds particular significance (Nallaluthan et al., 2023). By immersing students in real-world work environments related to the maritime transport sector, RMIC-UPSI aims to foster a deeper connection between academic learning and practical application. According to Nallaluthan et al. (2023), this approach not only serves to enhance students' academic and professional development but also contributes to the overall performance of the students.

Therefore, this article focuses on a comprehensive review and evaluation of work-based learning at RMIC-UPSI, emphasizing the need to understand the relationships among workplace learning environment, learning strategies, and learning outcomes when the postgraduate students engaged at Research-Innovation-Society-Entrepreneurship (RISE). Through this evaluation, the university can gain valuable insights into the effectiveness and integration of work-based learning, paving the way for further improvements and advancements in this pedagogical approach.

To gain a deeper understanding of the impact of work-based learning at UPSI, it is essential to delve into the specific ways in which this pedagogical approach influences student development (Nallaluthan et al., 2023). Moreover, the integration of work-based learning is instrumental in shaping students' professional identities and fostering a sense of adaptability in a rapidly evolving industry (Perrin et al., 2020). By engaging in authentic work experiences, students are better equipped to navigate the complexities of the business management sector (Abendan et al., 2023) and develop a nuanced understanding of the challenges and opportunities within the field (Song et al., 2023).

Beyond skill development, the evaluation of work-based learning at RMIC-UPSI encompasses an in-depth analysis of its impact on students' performance. While it is encouraging to note that no studies report a negative impact on performance as a result of work-based learning interventions.

Understanding the factors that contribute to the positive impact on student performance is crucial in refining the implementation of work-based learning initiatives. By examining the intersection of workplace learning environment, learning strategies, and performance outcomes, the university can identify best practices that not only enhance learning experiences but also nurture the holistic performance of students to develop a nuanced understanding of the challenges and opportunities within the field (Nallaluthan et al., 2023).
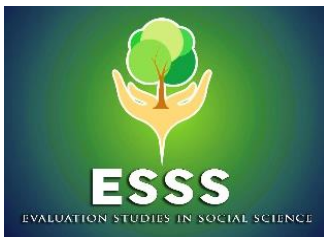
Hence, work-based learning at RMIC-UPSI not only underscores its significance in bridging the gap between theoretical knowledge and practical application but also highlights the multifaceted impact it has on student development and performance. By delving into the intricacies of work-based learning, UPSI can continue to refine its pedagogical practices, ultimately equipping students with the skills, knowledge, and resilience needed to thrive in the business management sector (Manubag et al., 2023). Moreover, Evans and Cloutier (2023) mentioned that the call for further research underscores the institution's commitment to advancing educational practices and maximizing the potential of work-based learning as a transformative educational tool.

Work-based learning models have become an integral part of many educational institutions, including Universiti Pendidikan Sultan Idris (Nallaluthan et al., 2023). The evaluation of work-based learning at RMIC-UPSI is crucial in understanding its impact on students' academic and professional development. This research article aims to investigate and analyze the results of the work-based learning model at RISE@UPSI. The evaluation focuses on assessing the effectiveness of work-based learning interventions in the context of the Business strategic Management study program at UPSI.

The research will delve into the integration of work-based learning within the curriculum, examining its influence on students' ability to merge theoretical knowledge with practical experiences in the maritime transport sector. Furthermore, the evaluation will scrutinize the development of skills and competencies among students as a result of their engagement in work-based learning.

This article will contribute to the existing body of literature by providing valuable insights into the effectiveness and impact of the work-based learning model at UPSI. Additionally, it will identify areas that require further attention and research to enhance the understanding of work-based learning in the context of technical and vocational education and training.

WBL IN ANDRAGOGY IS A NEW TEACHING AND LEARNING.

Work-based learning has emerged as an innovative approach to teaching and learning, aiming to bridge the gap between academic knowledge and real-world application (Urquía-Grande & Perez Estebanez, 2020). This review aims to examine the potential benefits of work-based learning in enhancing student engagement, problem-solving abilities, and employability skills through collaboration with mentors and stakeholders (Dogara et al., 2020). One approach to increasing knowledge and action is through problem-based learning, which allows students to engage in "real-world" problem-solving opportunities through collaborative work with mentors and stakeholders (Ahmad et al., 2020). Thematic data analysis revealed that lecturers perceive numerous benefits to learning and teaching from university-industry engagement in work-based learning (Plasman & Thompson, 2023). These benefits include the use of field practice examples, customer service-oriented skills, innovation learning and technology transfer, curriculum enhancement, and professional learning (Murtazin et al., 2020). Additionally, a
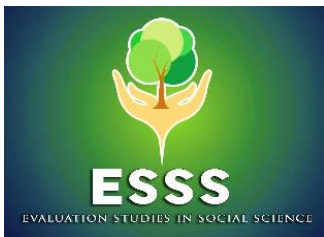
work-integrated approach to learning appears to be a serviceable model for real-world technology transfer education outcomes (Morley & Jamil, 2021). Furthermore, the study suggests that work-integrated learning can be applied at various levels of education, ranging from minor assignments to more complex research projects (Rose, 2020).

Moreover, the integration of research and teaching through work-integrated learning can create a win-win situation for students, academics, and industry partners (Lubbe & Svensson, 2022). They added by synthesizing work-integrated learning, research, and teaching, students can apply their theoretical knowledge in a practical setting, while academics foster stronger connections with industry partners and industry partners to gain access to fresh perspectives and potential solutions to real-world challenges. Further, work-based learning has the potential to revolutionize teaching and learning by providing students with opportunities to apply their knowledge in real-world settings (Feldmann, 2016). Some scholars suggest that work-based learning is an innovative and effective approach to teaching and learning (Ahmad et al., 2020; Brook & Corbridge, 2016; Dogara et al., 2020; Feldmann, 2016; Kanapathy et al., 2023; McGaha-Martin, 2023; Nallaluthan et al., 2023; Nottingham, 2017; Plasman & Thompson, 2023)

Further exploration by the scholars reveals that work-based learning is not limited to a specific level of education or a particular type of project. Its versatility allows for the integration of work-integrated learning at various levels, from minor assignments to more complex research projects. This adaptability ensures that students at every stage of their academic journey can benefit from the practical and industry-relevant experiences offered by work-based learning (Ahmad et al., 2020; Brook & Corbridge, 2016; Dogara et al., 2020; Feldmann, 2016; Kanapathy et al., 2023; McGaha-Martin, 2023; Nallaluthan et al., 2023; Nottingham, 2017; Plasman & Thompson, 2023).

One of the most significant soft skills gained from work-based learning is communication (Dornan, 2021). Through collaboration with mentors and industry partners, students have the opportunity to improve their communication skills in a professional setting (Plasman & Thompson, 2023). This includes learning how to effectively express their ideas, actively listen to feedback, and communicate with different stakeholders. Additionally, work-based learning enhances students' ability to work in teams, adapt to new situations, and think critically. These soft skills are essential for success in the workplace and contribute to students' overall employability. Moreover, the exposure to real-world challenges and experiences during work-based learning cultivates resilience and problem-solving skills, further preparing students for their future careers (Feldmann, 2016). Work-based learning goes beyond just providing practical experience and soft skill development. It also has the potential to deeply impact the way students engage with their learning and their future careers. By immersing students in real-world challenges and experiences, work-based learning cultivates resilience and problem-solving skills that are essential for success in the workplace. Through this innovative approach, students not only gain practical experience but also develop a deeper understanding of industry practices and challenges.
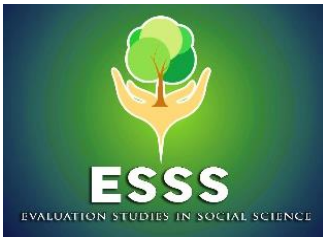
Moreover, the integration of work-based learning with academic curriculum fosters a more holistic and connected approach to education (Dogara et al., 2020). Students can see the direct application of their theoretical knowledge in practical settings, bridging the gap between academia and industry (Manubag et al., 2023). This alignment of academic learning with real-world application not only enhances student engagement but also prepares them for the demands of the workforce (Bredeweg & Kragten, 2022; Morley & Jamil, 2021; Salim et al., 2022).

METHODOLOGY

To evaluate the effectiveness of the work-based learning (WBL) program between RMIC-UPSI and RISE@UPSI, a streamlined data collection process is essential. The key methods include interviews, project assessments, observations, and reflection.
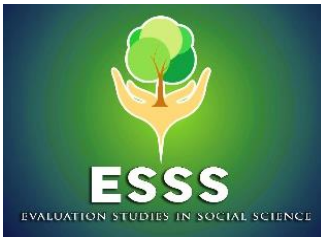
Data Collection Process

- Interviews and Focus Groups: In-depth interviews and focus groups was conducted with students. These conversations aim to gather detailed insights into the strengths, challenges, and areas for improvement within the program.

- Project Performance Assessments: The contributions of students to RISE@UPSI's projects were evaluated using specific rubrics that assess both their academic growth and the practical impact of their work on the startup's objectives.

- Observations and Reflection: Related subject lecturer observe students during their work-based tasks to track progress and engagement. Additionally, students were maintain reflection throughout the program. These reflection were allow them to document their experiences, challenges, and key learning moments in real time. Reflection provide deep personal insights into how students apply theoretical knowledge in practical settings, track their growth, and identify areas where they need improvement.

Data Analysis and Reporting

Data collected from these sources were analyzed using a mix of statistical tools for thematic analysis for qualitative insights. The results were compiled into reports, with interim findings used for ongoing adjustments and a final evaluation report summarizing the program's overall impact.

By using a blend of interviews, project assessments, and reflection, this methodology ensures a well-rounded understanding of how the WBL program benefits both students and the startup.

WORK BASE LEARNING AT RISE@UPSI

The commencement of a new semester marks the beginning of an exciting journey for postgraduate students enrolled in the Business Strategic Management course. To ensure a comprehensive understanding of the course objectives and assessments, a detailed briefing is conducted during the first week. This article delves into the structured approach adopted for the semester, highlighting the strategic initiatives taken by postgraduate students as they immerse themselves in the dynamic world of business management.

Week 1: Course Outline and Assigning Responsibilities
The inaugural week is dedicated to providing students with a thorough overview of the Business Strategic Management course. Through a comprehensive briefing, students gain insights into the intricacies of the curriculum, emphasizing key components such as strategic planning, organizational development, and effective decision-making. Furthermore, each student is assigned specific roles and responsibilities in alignment with the course outline. This strategic allocation sets the stage for collaborative learning and real-world application of management principles.

Week 2: Engaging with RISE@UPSI at RMIC-UPSI
Building on the foundational knowledge acquired in the first week, students transition into practical engagement with RISE@UPSI. A visit to RMIC-UPSI facilitates an in-depth understanding of RISE@UPSI and its functions within the university. Following an opening meeting and an ice-breaking session with the RISE@UPSI organizing committee, postgraduate students are seamlessly integrated into the organizational structure. Embracing their roles as part of a simulated company, students embark on a unique journey to conceptualize and develop RISE@UPSI following the course objectives.

Weeks 3-11: Role Play as Company Management
The subsequent weeks are characterized by dynamic role-playing exercises, where postgraduate students immerse themselves in the intricacies of company management. Adopting the framework provided in the course outline, students engage in weekly work-based tasks that mirror real-world scenarios. This hands-on approach fosters a deeper understanding of strategic decision-making, teamwork, and effective communication within an organizational context. As they navigate the challenges and opportunities presented, students actively contribute to the development of RISE@UPSI, mirroring the objectives outlined in the course.
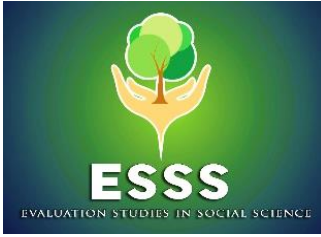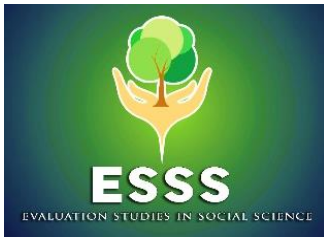
Final Week: Project Presentation to Top Management
The culmination of the semester-long journey occurs in the final week, where postgraduate students showcase their strategic prowess by presenting their projects about RISE@UPSI. This presentation is directed towards the top management of RMIC-UPSI, providing an opportunity for students to demonstrate the practical application of business management concepts. Through this final presentation, students not only validate their understanding of strategic management principles but also contribute valuable insights and recommendations for the continued growth and success of RISE@UPSI.

The structured approach outlined in this article underscores the integration of theoretical knowledge with practical application, fostering a holistic understanding of Business Strategic Management. The strategic role-playing exercises and real-world engagement with RISE@UPSI empower postgraduate students to emerge as adept strategists ready to navigate the complexities of the business landscape. This immersive experience not only enriches their academic journey but also equips them with valuable skills for future leadership roles in the world of strategic management.

RESULT

In Business Strategic Management, 8 students have excelled with scores of 80% and above. Their outstanding performance underscores their deep understanding of strategic concepts and their ability to apply them effectively. These students have demonstrated exceptional analytical skills, critical thinking abilities, and a keen understanding of strategic decision-making processes. Their success serves as a testament to their hard work, dedication, and commitment to excellence. Their achievement not only reflects positively on their academic capabilities but also highlights their potential to excel in real-world business environments. The below table shows the reflection evaluation from each student who enrolled.
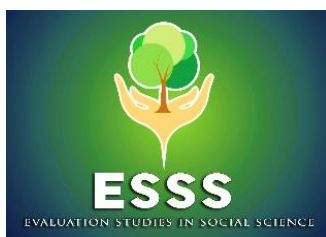
Table 1
Evaluation Results from Students' Reflection

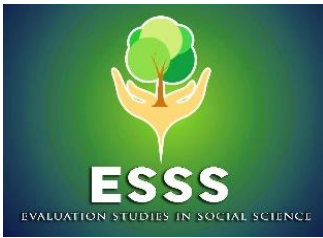|	Reflection evaluation	Positive keyword
A	The reflection script provides a comprehensive overview of marketing management processes, emphasizing its crucial role in aligning organizational goals with customer needs. It effectively highlights key components such as market research, goal setting, strategy development, implementation, and monitoring. The author's personal experience adds depth to the discussion, showcasing practical insights into the challenges and evolution of marketing practices over time. Her reflection aptly acknowledges the dynamic nature of marketing, acknowledging the shift from traditional offline methods to leveraging modern communication technologies and digital platforms. This recognition demonstrates an understanding of the evolving landscape and the importance of adapting strategies accordingly. Moreover, the script underscores the interplay between marketing and sales departments, emphasizing the need for collaboration to enhance effectiveness in product promotion and sales. This integration reflects a holistic approach to achieving organizational objectives through coordinated efforts across departments. Overall, she effectively captures the essence of marketing management as a strategic process essential for organizational success. It not only outlines theoretical concepts but also integrates practical experiences, providing a well-rounded perspective on the subject within the context of contemporary business environments.	Comprehensive. This term indicates that the script covers various aspects of marketing management thoroughly, suggesting a well-rounded discussion.
B	The attached reflection script eloquently explores the application of SWOT analysis in the unique context of business management particularly within the role of a managerial. It effectively delineates how SWOT analysis can be adapted to evaluate teaching methods, classroom management, and overall educational experiences. The reflection delves into the significance of SWOT analysis within the educational setting, emphasizing its role in assessing internal strengths and weaknesses, as well as external opportunities and threats. Through personal anecdotes and examples, the student demonstrates	Eloquently. This term suggests that the reflection is well-written, and articulate, and effectively communicates the ideas presented within the text.

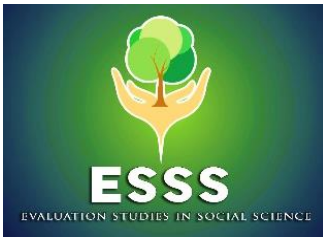*continued*

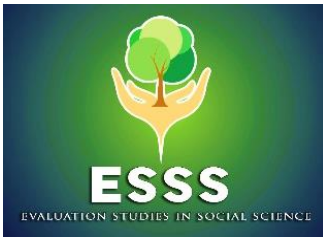|		
	practical applications of SWOT analysis, such as leveraging strengths like a supportive teaching team and addressing weaknesses such as limited resources. Furthermore, the script underscores the importance of considering external factors, such as changes in educational policies, and how SWOT analysis can inform strategic planning and decision-making processes. It also critically analyses the limitations of SWOT analysis while advocating for a comprehensive approach to strategic planning in business management. Overall, the reflection offers valuable insights into the strategic use of SWOT analysis in shaping a positive and effective learning environment for young learners, providing a thoughtful framework for ongoing improvement in educational practices.	
C	The reflection script provides a candid insight into the challenges and experiences of serving as a CEO in the context of leading the RISE@UPSI Spin-off. It effectively highlights the complexities of leadership, including the need to address communication gaps, manage tasks efficiently, and balance personal strengths and weaknesses. The author demonstrates self-awareness by acknowledging areas for improvement, such as hesitancy in delegating tasks and the impact of communication barriers on team effectiveness. Moreover, the script emphasizes the importance of teamwork and collaboration in achieving organizational goals, showcasing the value of leveraging individual expertise and contributions. The author's reflections on personal growth and aspirations for the future underscore a commitment to continuous improvement and leadership development. Overall, valuable insights into the dynamic nature of leadership and the challenges inherent in leading a team. It underscores the importance of effective communication, task management, and self-reflection in fostering a positive and productive work environment. Through candid self-assessment and a forward-looking outlook, the author demonstrates a proactive approach to leadership development and organizational success.	Commitment. This term suggests a strong dedication to personal growth, leadership development, and achieving organizational goals, reflecting a proactive and determined attitude toward success.
D	The attached reflection from the student provides a thorough exploration of the SWOT Analysis method, reflecting on its significance in both academic learning and practical application. The author expresses gratitude for the opportunity to learn and collaborate with peers, highlighting SWOT Analysis as a	Optimistic. This term reflects a hopeful and forward-thinking outlook on the

|		
	particularly impactful topic in their studies at UPSI. Through referencing scholarly sources and personal experiences, the script effectively conveys an understanding of SWOT Analysis as a strategic planning tool applicable to various contexts, including organizational management and personal decision-making. The student demonstrates a comprehensive understanding of SWOT Analysis principles, emphasizing its utility in identifying internal strengths and weaknesses, as well as external opportunities and threats. Furthermore, the script illustrates how the application of SWOT Analysis in a company project facilitated critical thinking and strategic decision-making among team members. While acknowledging the limitations of SWOT Analysis, such as data accuracy and unpredictability of external factors, the author remains optimistic about its potential benefits in guiding future endeavors. The script concludes with a reflection on the personal and professional growth fostered by the study of SWOT Analysis, underscoring its value as a tool for enhancing critical thinking and decision-making skills. Overall, the reflection from the student provides a thoughtful analysis of SWOT Analysis, highlighting its practical relevance and potential impact on the author's academic and professional journey.	potential benefits and applications of SWOT Analysis in guiding future endeavors and fostering personal and professional growth.
E	The attached student reflection offers a comprehensive exploration of the significance of SWOT analysis, encompassing its relevance in both academic and personal spheres. The author adeptly elucidates the multifaceted applications of SWOT analysis, ranging from strategic planning in business to personal decision-making and career development. Through personal anecdotes and critical analysis, the script effectively communicates the versatility and practicality of SWOT analysis as a tool for self-awareness and problem-solving. Moreover, the reflection demonstrates a clear understanding of SWOT analysis's limitations, such as oversimplification and subjectivity, while emphasizing the importance of continuous reassessment in navigating evolving circumstances. The author's introspective examination of personal experiences, including a career change decision, adds depth to the discussion, illustrating	Enlightening. This term conveys a sense of illumination and understanding gained from the exploration of SWOT analysis, highlighting its significance and impact on the author's personal and professional growth

	the practical implications of SWOT analysis beyond the classroom setting. The evaluation clarity and structure are commendable, with each section logically organized to provide a coherent narrative. The author's commitment to proper grammar and punctuation enhances readability and comprehension. Overall, the reflection script effectively underscores the enduring significance of SWOT analysis as a guiding framework for personal and professional growth, culminating in a confident outlook toward future endeavors.	
F	The reflection script expresses gratitude and recounts the author's experiences and challenges encountered while studying Business Strategic Management. The author reflects on the knowledge gained, collaborative efforts with peers, and the application of strategic concepts in real-world scenarios, particularly in the formation of a business venture named RISE@UPSI. Despite initial difficulties, the author acknowledges the support and guidance provided by the lecturer, Dr. Kesavan A/L Nallaluthan, and the collaborative efforts of classmates. The script highlights the author's engagement with various strategic tools, particularly the SWOT analysis, emphasizing its role in critical thinking and problem-solving. Despite challenges such as time constraints and distance, the author appreciates the value of technology in facilitating communication and collaboration among group members. Moreover, the reflection acknowledges both strengths, such as the knowledge imparted by the lecturer and collaboration among peers, and weaknesses, including limitations in business setup knowledge and external factors like time constraints and distance. Overall, the reflection demonstrates a sincere appreciation for the learning experience and the practical application of strategic management concepts. It showcases the author's growth in understanding and applying strategic frameworks while recognizing the importance of collaboration and adaptability in overcoming challenges.	Gratitude. This keyword reflects the author's appreciation for the knowledge gained, the guidance provided by the lecturer, and the collaborative efforts of classmates throughout the course.
G	The attached reflection script provides a comprehensive evaluation of the Strategic Management course, particularly focusing on the Rise UPSI assignment. The author demonstrates a	Comprehensive. This term reflects the thoroughness

	deep understanding of the course content and its practical applications in real-world scenarios. The reflection highlights the importance of the lecturer's guidance, effective teamwork, and the challenges encountered during the assignment. Additionally, the author acknowledges the significance of strategic foresight, ethical considerations, and the adaptive nature of strategic planning. The reflection effectively communicates the author's personal growth and the valuable insights gained from the course. It emphasizes the alignment of strategic management principles with the author's values and experiences, showcasing a clear connection between theoretical knowledge and practical application. Furthermore, the reflection emphasizes the ongoing nature of learning and the impact that the Strategic Management course will have on the author's future academic and professional endeavors. Overall, the reflection script is well-written, and insightful, and provides a thoughtful analysis of the Strategic Management course and the Rise UPSI assignment.	and completeness of the evaluation provided in the reflection, indicating that it covers various aspects of the Strategic Management course and the Rise UPSI assignment in detail.
H	The reflection script provides a comprehensive overview of the student's experiences and learning outcomes in human resource management. It demonstrates a clear understanding of the significance of effective communication, talent management, and the evolving role of HR in modern organizations. The author effectively highlights the importance of technology in HR processes, emphasizing its role in recruitment, talent development, and decision-making. Furthermore, the reflection delves into the development of critical thinking and problem-solving skills through work-based learning, showcasing their applicability in addressing various workplace challenges. The author also acknowledges the importance of emotional control and self-confidence in handling professional responsibilities, demonstrating a proactive approach to personal and professional development. Overall, the student reflection exhibits a strong grasp of HR principles and their practical implications, indicating the author's readiness to apply acquired knowledge and skills in their current and future roles.	Effective. This term is used in the context of effective communication, which signifies the author's ability to convey ideas clearly and engage effectively with team members.
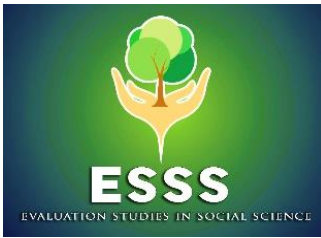
Class overall performance

The Business Strategic Management course achieved an exceptional overall performance score of 99.86%, reflecting its excellence in various key areas.

In terms of planning, the course exhibited meticulous attention to detail, with well-structured lesson plans and clearly defined learning objectives. This ensured that students were fully aware of the course expectations and the intended learning outcomes.

Teaching and learning (TNL) methods employed in the course were highly effective, engaging students through interactive lectures, group discussions, and practical case studies. The incorporation of real-world examples facilitated a deeper understanding of strategic management concepts.

Student involvement was notably high, with active participation observed in group activities, assignments, and class discussions. This collaborative learning environment fostered peer-to-peer knowledge exchange and enhanced overall engagement.

Coursework assessments were rigorous yet fair, challenging students to apply theoretical concepts to practical scenarios. This approach encouraged critical thinking and problem-solving skills development.

Soft skills development was also prioritized, with an emphasis on communication, teamwork, and leadership abilities. These skills are essential for success in the business world and were nurtured through various course activities.

Overall, the course description accurately captured the breadth and depth of content covered, providing students with a comprehensive understanding of strategic management principles. The outstanding performance of 99.86% reflects the course's excellence in planning, teaching and learning, student involvement, coursework, soft skills development, and adherence to the course description.

Course Analysis Report: Business Strategic Management

Course Overview:
PPB60404 - Business Strategic Management focuses on imparting essential knowledge and skills related to strategic management principles in business organizations.
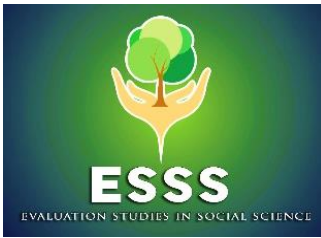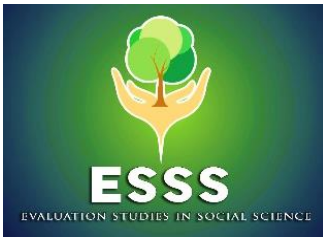
Learning Outcome Results:

1. LO1: Analyzing principles and elements of strategic business management: The assessment method for this outcome was Quiz 1/Test 1, carrying a weight of 15.0%. The achievement rate was 12.75%.

2. LO2: Applying analytical frameworks to examine competitive environments: Evaluated through Assignment 1, accounting for 15.0%. The attainment level was 12.0%.

3. LO3: Demonstrating efficient utilization of organizational resources to achieve strategic objectives: Assessed in the Final Exam, with a significant weight of 40.0%. The performance stood at 30.88%.

4. LO4: Exhibiting effective communication and problem-solving skills: Evaluated via Assignment 2, with a weightage of 15.0%. The accomplishment rate reached 14.0%.

5. LO5: Demonstrating effective management and leadership abilities: Assessed through Assignment 3, contributing 15.0%. The attainment level was 12.75%.

Analysis:
- The course achieved strong results overall, with the Final Exam (LO3) carrying the highest weightage and a commendable performance of 30.88%.
- Assessments for LO1, LO2, LO4, and LO5 also demonstrated satisfactory outcomes, although there is room for improvement in aligning achievement rates closer to the weights.
- Students showed proficiency in applying analytical frameworks (LO2) and problem-solving skills (LO4), as evidenced by their performance in Assignment 1 and Assignment 2.
- Further emphasis on communication and leadership development (LO4 and LO5) could enhance students' capabilities in these crucial areas, contributing to a more holistic skill set.
- Overall, the course effectively addressed the intended learning outcomes, providing students with essential knowledge and skills in business strategic management.

The results of the analysis for Business Strategic Management indicate a commendable performance overall, with notable achievements across various learning outcomes. The course effectively imparted essential knowledge and skills related to strategic management principles in business organizations. Students demonstrated proficiency in analyzing principles and elements of strategic management (LO1), applying analytical frameworks to examine competitive environments (LO2), and efficiently utilizing organizational resources to achieve

strategic objectives (LO3). Furthermore, they exhibited strong communication and problem-solving skills (LO4) and demonstrated effective management and leadership abilities (LO5). While the Final Exam, assessing LO3, yielded the highest performance, there is room for improvement in aligning achievement rates closer to the weights for some outcomes. Nonetheless, the overall outcomes reflect a successful implementation of the course curriculum, equipping students with the necessary competencies to navigate strategic challenges in the business environment effectively. Continued emphasis on communication, leadership development, and alignment between assessment weightings and achievement rates will further enhance the course's effectiveness in preparing students for strategic management roles. Based on the provided keywords and their associated meanings from the reflection evaluation, a comprehensive model for evaluating reflective scripts can be developed. This model aims to assess the quality and effectiveness of reflective writings in various contexts, including academic coursework, professional development, and personal growth. The model consists of several key dimensions:

a. Thoroughness and Depth (Comprehensive):
  - This dimension evaluates the extent to which the reflection covers various aspects of the subject matter thoroughly. It considers the breadth of topics addressed and the depth of analysis provided.

b. Clarity and Articulation (Eloquently):
  - This dimension assesses the clarity and articulation of ideas presented in the reflection. It evaluates the writing style, coherence of arguments, and the ability to effectively communicate complex concepts.

c. Dedication and Persistence (Commitment):
  - This dimension examines the author's dedication to personal growth, leadership development, and achieving organizational goals. It considers the proactive and determined attitude displayed toward success.

e. Hopefulness and Forward-Thinking (Optimistic):
  - This dimension reflects the author's hopeful and forward-thinking outlook on the potential benefits and applications of the subject matter. It considers the optimism toward guiding future endeavors and fostering personal and professional growth.

f. Illumination and Understanding (Enlightening):
  - This dimension evaluates the sense of illumination and understanding gained from the exploration of the subject matter. It assesses the significance and impact of the topic on the author's personal and professional growth.

g. Appreciation and Acknowledgment (Gratitude):

  - This dimension reflects the author's appreciation for the knowledge gained, guidance provided, and collaborative efforts of others. It considers the gratitude expressed towards individuals or institutions involved in the learning process.

h. Thorough Evaluation (Comprehensive):

  - This dimension reflects the thoroughness and completeness of the evaluation provided in the reflection. It assesses whether various aspects of the subject matter are covered in detail, indicating a comprehensive understanding.

i. Effective Communication (Effective):

  - This dimension focuses on the author's ability to convey ideas clearly and engage effectively with readers or team members. It evaluates the effectiveness of communication in delivering key messages and fostering understanding.

Figure 1
Dimensions from Students' Evaluation Result
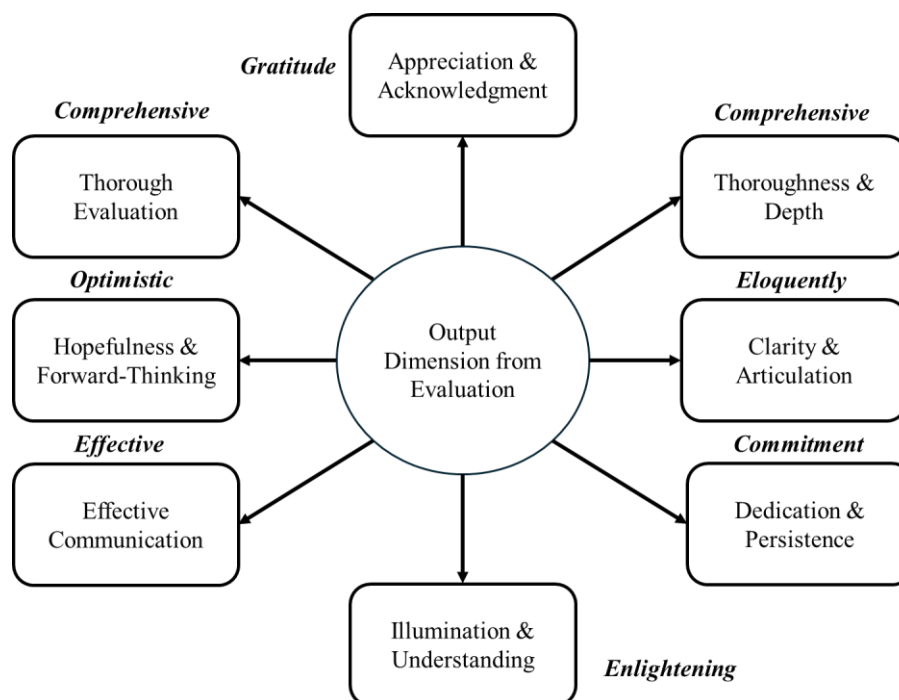
By incorporating these dimensions into the evaluation of reflective writings, a comprehensive model can be developed to assess the quality and effectiveness of reflections across different contexts. This model provides a structured framework for analyzing reflective scripts and
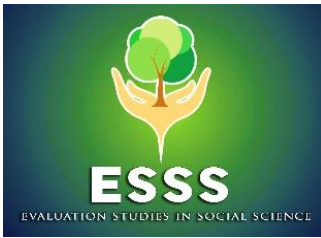
identifying areas for improvement in communication, critical thinking, and personal development.
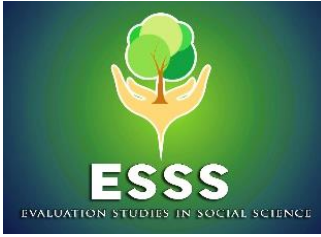

DISCUSSION AND IMPLICATIONS

Implementing work-based learning in an RMIC-UPSI context can provide a unique and enriching educational experience for postgraduate students while offering tangible benefits to the upcoming startup firm called RISE@UPSI. This approach integrates theoretical knowledge with practical, real-world applications, fostering a dynamic learning environment that prepares students for the demands of the workforce. The collaboration between RISE@UPSI and postgraduate students is pivotal in this experiential learning approach. By immersing themselves in the business management environment, students gain hands-on experience and exposure to real-world challenges and opportunities. Through a customized curriculum developed in collaboration with the company, academic coursework can be aligned with the specific needs of RISE@UPSI, tailoring existing courses or creating new modules as required. Co-teaching by professors and industry professionals ensures students receive both theoretical insights and practical perspectives.

RISE@UPSI stands to benefit from fresh perspectives and innovative ideas brought in by students. As part of their work-based learning, students can contribute directly to the startup's goals through involvement in projects that provide valuable solutions, insights, or research. This collaboration serves as a mutually beneficial platform, where the startup gains from the students' contributions while providing them with a real-world context for their academic knowledge.

Establishing regular feedback mechanisms is crucial to assess students' progress and provide constructive evaluations. This feedback loop ensures that the learning experience remains adaptive and responsive to both the startup's needs and the student's development, facilitating continuous improvement in integrating work-based learning within the university setting.

The structured approach outlined in the provided script demonstrates the practical implementation of work-based learning at RISE@UPSI within the Business Strategic Management course. The semester-long journey is characterized by a series of strategic initiatives undertaken by postgraduate students in collaboration with RISE@UPSI. Beginning with a detailed briefing on the course objectives and responsibilities, students engage with RISE@UPSI, integrating theoretical knowledge with practical engagement. Through dynamic role-playing exercises and hands-on tasks mirroring real-world scenarios, students actively contribute to the development of RISE@UPSI while showcasing their strategic prowess.

The culmination of the semester involves project presentations to top management, where students demonstrate their understanding and application of strategic management concepts. The success of this approach is evidenced by the exceptional performance of students, with eight achieving scores of 80% and above. Their deep understanding of strategic

concepts, critical thinking abilities, and practical application skills reflect their readiness to excel in real-world business environments.

Furthermore, reflection evaluations from students provide valuable insights into their learning experiences and the impact of work-based learning on their personal and professional growth. Terms such as "comprehensive," "eloquently," "commitment," and "effective" highlight the depth of understanding and the quality of engagement fostered by the course.

Hence, implementing work-based learning at RISE@UPSI offers a unique and enriching educational experience for postgraduate students while providing tangible benefits to the startup firm. By integrating theoretical knowledge with practical application, this approach prepares students for the demands of the workforce while contributing to the growth and success of RISE@UPSI.

The integration of work-based learning within the context of an RMIC-UPSI presents a unique opportunity to enhance postgraduate education while providing tangible benefits to startup firms like RISE@UPSI. This discussion explores the strategic initiatives outlined in the provided script and their implications for both students and the startup firm.
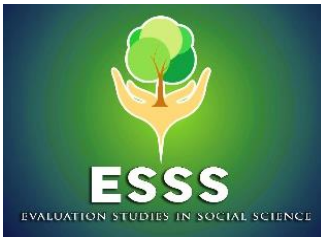
a. Collaboration and Experiential Learning:

The collaboration between RMIC-UPSI and RISE@UPSI fosters experiential learning opportunities for postgraduate students. By immersing themselves in real-world business management scenarios, students gain practical experience and exposure to the challenges and opportunities inherent in startup environments. This hands-on approach not only enhances their understanding of theoretical concepts but also equips them with valuable skills and insights essential for future career success.

Implication: Postgraduate students emerge as adept strategists capable of navigating the complexities of the business landscape. Their experiential learning journey prepares them for leadership roles by developing critical thinking, problem-solving, and decision-making skills within a dynamic business environment.

b. Tailored Curriculum and Practical Application:

The customized curriculum developed in collaboration with RISE@UPSI ensures alignment between academic coursework and the specific needs of the startup firm. Through co-teaching by professors and industry professionals, students gain theoretical insights alongside practical perspectives, enhancing the relevance and applicability of their learning experience. Additionally, involvement in projects directly contributing to the startup's goals provides students with opportunities to apply their knowledge and skills in real-world contexts.

Implication: The tailored curriculum fosters a dynamic learning environment that prepares students for the demands of the workforce. By engaging in practical applications and real-world projects, students develop a deeper understanding of strategic management principles and their practical implications, thus enhancing their employability and readiness for professional roles.

c. Mutual Benefit and Continuous Improvement:

The collaboration between RMIC-UPSI and RISE@UPSI serves as a mutually beneficial platform where students contribute fresh perspectives and innovative ideas, while the startup firm benefits from their contributions. Establishing regular feedback mechanisms ensures continuous improvement in the integration of work-based learning, allowing for adaptive responses to the startup's needs and students' development. This iterative process fosters a culture of learning and innovation, driving both academic and organizational excellence.

Implication: The symbiotic relationship between academia and industry fosters innovation and entrepreneurship, contributing to economic growth and societal development. By nurturing talent and fostering collaboration, the partnership between RMIC-UPSI and RISE@UPSI creates a conducive ecosystem for knowledge exchange and value creation, ultimately driving sustainable success for both parties.

CONCLUSION

In conclusion, implementing work-based learning at RMIC-UPSI presents a unique and enriching educational experience for postgraduate students while providing tangible benefits to startup firms like RISE@UPSI. Through collaboration, tailored curriculum, and practical application, students emerge as adept strategists ready to navigate the complexities of the business landscape. The mutual benefit derived from this partnership fosters a culture of continuous improvement and innovation, driving academic and organizational excellence. Overall, from the evaluation results integrating work-based learning within the university setting creates a dynamic learning environment that prepares students for the demands of the workforce while driving innovation and entrepreneurship in the startup ecosystem.

ACKNOWLEDGEMENT
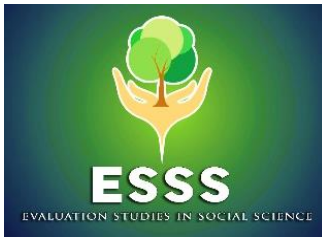
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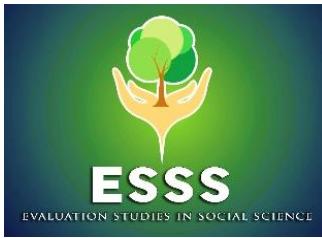
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