

4 QUALITY
EDUCATION

QUALITY EDUCATION

GOVERNANCE AND OPERATIONS

UCSI University advances Sustainable Development Goal 4 (Quality Education) through institutional policies and operational practices that ensure inclusive, equitable and accessible education. The university upholds principles of equal opportunity and non-discrimination, ensuring that access to educational activities and resources is available to all individuals regardless of ethnicity, religion, gender, disability or nationality. These principles guide admissions, teaching practices and student engagement across the university.

To support lifelong learning and future-ready competencies, UCSI integrates sustainability and digital literacy into its academic ecosystem through initiatives such as micro-credential programmes including “Sustainability: Think, Care, Do” and AI literacy modules. In addition, the university offers a wide range of academic programmes through faculties such as the Faculty of Social Sciences and Liberal Arts, which provides education-focused programmes including the Master of Education, Postgraduate Certificate in Education and Postgraduate Diploma in Tertiary Teaching, supporting professional development for educators and lifelong learners.

Through these institutional measures, UCSI strengthens its commitment to accessible, inclusive and future-oriented education aligned with SDG 4.

TEACHING AND LEARNING

1. ENERGY4ME PROGRAMME 2025

On 14 November 2025, IChemE student volunteers from UCSI University participated in the Energy4Me STEM Outreach Programme, engaging Year 6 students through science-based learning activities. The initiative aimed to address limited access to quality STEM exposure at the primary level and inspire early interest in science and sustainability. The programme was delivered through collaboration between UCSI educators, IChemE student volunteers and school teachers.

Activities focused on simplified demonstrations of energy and science concepts to make STEM learning more engaging and accessible. The programme reached primary school students and increased their interest and understanding of scientific principles. Immediate outputs included stronger student engagement and improved awareness of STEM learning pathways. At a broader level, the initiative supports SDG 4 by promoting inclusive STEM education and contributes to SDG 9 by encouraging the development of future innovation and technical skills among young learners.



2. THE ECO-PIONEERS YOUTH POSTER AND VIDEO COMPETITION 2025

On 12 June 2025, UCSI Hotel Kuching hosted the Eco-Pioneers Youth Poster and Video Competition 2025, organised by Regional Centre of Expertise Kuching in collaboration with UCSI University Kuching Campus. Led by the project leader, Alexa Loi Min Wei, Faculty of Business and Management dean, the event aimed to raise sustainability awareness among youth and promote Education for Sustainable Development by encouraging students to become environmental stewards.

The competition featured poster and video presentations from school students across Kuching advocating environmental protection. Winners received cash prizes and education bursaries, and the event included the signing of a Memorandum of Understanding between UCSI University and MATTA Sarawak Chapter to strengthen education-industry collaboration contributing to SDG 17. Immediate outcomes included improved environmental awareness and youth engagement in sustainability initiatives. The programme contributes to SDG 4 and SDG 13 by strengthening sustainability education and encouraging climate-conscious action among young participants.



3. ESG LEARNING FESTIVAL 2025

In April 2025, the ESG Learning Festival 2025, organised by the training company ProQuest in collaboration with UCSI University, was held with the participation of students and staff from UCSI University and the general public. The event aimed to strengthen understanding of Environmental, Social, and Governance principles, addressing the growing need for future professionals to develop competencies in responsible business practices and sustainable decision-making.

The festival featured panel discussions and case-based learning sessions led by industry and academic experts, including Prof Dr Ahmad Ibrahim and Alan Low. These sessions provided practical insights into sustainable investing, corporate responsibility and governance frameworks. Immediate outputs included increased ESG awareness and knowledge among participating audiences. Overall, the initiative contributes to SDG 4 by promoting sustainability-focused education and supports SDG 12 by encouraging responsible business practices and resource stewardship among future professionals.



RESEARCH AND DISCOVERY

1. EFFECTS OF DIGITAL MONITORING AND IMMEDIATE FEEDBACK ON PHYSICAL ACTIVITY AND FITNESS IN UNDERGRADUATES

(Education and Information Technologies, Volume 30, (2025) Prof Ts Dr Tan Wee Hoe)

The study investigated the roles of advanced digital tools in enhancing engagement with physical education among undergraduates. The focus was on the effects of digital monitoring and real-time feedback technologies on increasing physical activity participation and improving physical fitness levels of undergraduates. Throughout the semester, the activity of 8,556 students was observed through a rigorous experimental setup. For data analysis, the study used the Mann-Whitney U test, Kruskal-Wallis H test, Spearman's rho test and generalised linear models. The outcomes indicated a notable uptick in physical activity participation among students who were conscious that their activity was being digitally tracked. Additionally, the provision of instant feedback not only increased students' engagement in their selected sports but also helped maintain their long-term commitment. These technological interventions led to a significant improvement in the physical fitness levels of the students involved. The conclusions drawn from this research offer valuable guidance to educational policymakers and public health officials aiming to promote physical fitness in the youth population. The research suggests continued exploration into refining digital monitoring tools to maximise their effectiveness in physical education settings.

2. ANALYSING FACTORS INFLUENCING UNDERGRADUATES' ADOPTION OF INTELLIGENT PHYSICAL EDUCATION SYSTEMS USING AN EXPANDED TAM

(Education and Information Technologies, Volume 30, (2025) Prof Ts Dr Tan Wee Hoe)

Globally, physical education curricula are progressively integrating intelligent physical education systems, a breakthrough in physical technology. These systems utilise advanced data analytic and sensing technologies, significantly enhancing the interactivity and personalisation of physical activity, thus improving students' athletic performance and health management. However, existing literature primarily focuses on the technological implementation of intelligent physical education systems and lacks sufficient discussion on the behavioural motivations behind students' adoption of these systems. To address this study gap, this study designs a survey questionnaire based on the Technology Acceptance Model and its six extended external variables: self-efficacy (SE), subjective norms (SN), technological complexity (TC), facilitating conditions (FC), knowledge acquisition (KA), and knowledge sharing (KS). This study aims to investigate the key factors that influence undergraduates' use of intelligent physical education systems, particularly in the context of rapid advancements in physical technology. The results indicate that ATU, PU, SE, and KS have direct effects on university students' BI to use intelligent physical education systems. Additionally, PEU, SN, KA, TC, and FC exert indirect effects on students' BI to engage with these systems. This study not only provides deep insights into the adoption factors of intelligent physical education systems for the academic community but also offers robust theoretical and practical support for the implementation of intelligent physical education systems in higher education institutions. Furthermore, the results will serve as a crucial reference for policymakers and educational technology developers, aiding them in better understanding and promoting the application and widespread adoption of intelligent physical education systems in higher education.

COMMUNITY AND PARTNERSHIP

1. THE BOOK NOOK – A COLLABORATIVE SDG-INSPIRED READING CORNER

On 1 September 2025, UCSI University, in partnership with Pavilion Bukit Jalil and KB Colour, launched The Book Nook, a community reading corner located at Level 5 of the mall. The initiative aimed to promote reading, knowledge sharing and lifelong learning while addressing the lack of accessible informal learning spaces for the public.

The space features custom-designed benches handcrafted by students from UCSI's School of Architecture and Built Environment. A collection of books were also donated by UCSI's Faculty of Business and Management and the Institute of Actuarial Science and Data Analytics for visitors to read, exchange and return. The initiative engaged university students, academic staff and the public, encouraging community participation in learning. Immediate outcomes included improved access to reading materials and stronger public engagement with educational resources. This initiative contributes to SDG 4 and SDG 11 by promoting inclusive learning spaces and community-based education.



2. MOTIVATION CAMP AND BAHASA MELAYU EXCELLENCE WORKSHOP – SPM 2025

The Motivation Camp and Malay Language Excellence Workshop – Middle School Public Examination (SPM) 2025 was a UCSI University outreach programme aimed at supporting students preparing for the Sijil Pelajaran Malaysia examination. The programme engaged over 600 students from 15 schools across Kuala Lumpur, Selangor, Johor and Negeri Sembilan, with the support and collaboration from the respective states' education departments. Its objective was to strengthen students' mastery of Bahasa Melayu answering techniques and examination strategies to improve their preparedness for the exam.



The Motivation Camp and Malay Language Excellence Workshop – Middle School Public Examination (SPM) 2025 was a UCSI University outreach programme aimed at supporting students preparing for the Sijil Pelajaran Malaysia examination. The programme engaged over 600 students from 15 schools across Kuala Lumpur, Selangor, Johor and Negeri Sembilan, with the support and collaboration from the respective states' education departments. Its objective was to strengthen students' mastery of Bahasa Melayu answering techniques and examination strategies to improve their preparedness for the exam.



3. BINTANG CEMERLANG 2.0

Bintang Cemerlang 2.0 was launched as a university-supported community education initiative to strengthen foundational literacy and numeracy among selected primary school pupils in Sentul. The launch was officiated by YB Datuk Seri Dr Zaliha Mustafa and involved collaboration between UCSI University, YTL Cement Berhad, Dewan Bandaraya Kuala Lumpur and the Ministry of Education.

The programme, led by Asst Prof Dr Michelle Soo and a nine-member faculty team, provides structured academic support to enhance students' literacy and numeracy skills. Immediate outcomes include improved learning support for pupils and strengthened university-community engagement. At a broader level, Bintang Cemerlang 2.0 addresses urban educational disparities and promotes inclusive learning while fostering multi-stakeholder collaboration, contributing to SDG 4, SDG 10 and SDG 17.

