MINISTRY OF HUMAN RESOURCES

HRD CORP
HUMAN RESOURCE DEVELOPMENT CORPORATION

COURSE VERIFICATION GUIDELINE:

HRD CORP INDUSTRY SPECIFIC AND FOCUS AREA COURSES

Effective date: NOV 2024

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OVERVIEW:

- Pursuant to the implementation of the Allowable Cost Matrix (ACM) enhancement (TP's Circular No. 3/2024) , all training courses falling under the Focus Area (FA) and Industry Specific (IS) categories shall be referred to the Industry Expert Panel (IEP), duly appointed by HRD Corp, for evaluation and recommendation prior to registering it in Etris.

- Thus, the course verification process by the IEP is crucial for HRD Corp to ensure the quality and objectives of the FA and IS courses are well aligned with the course content, and meet the industry needs and current trends.

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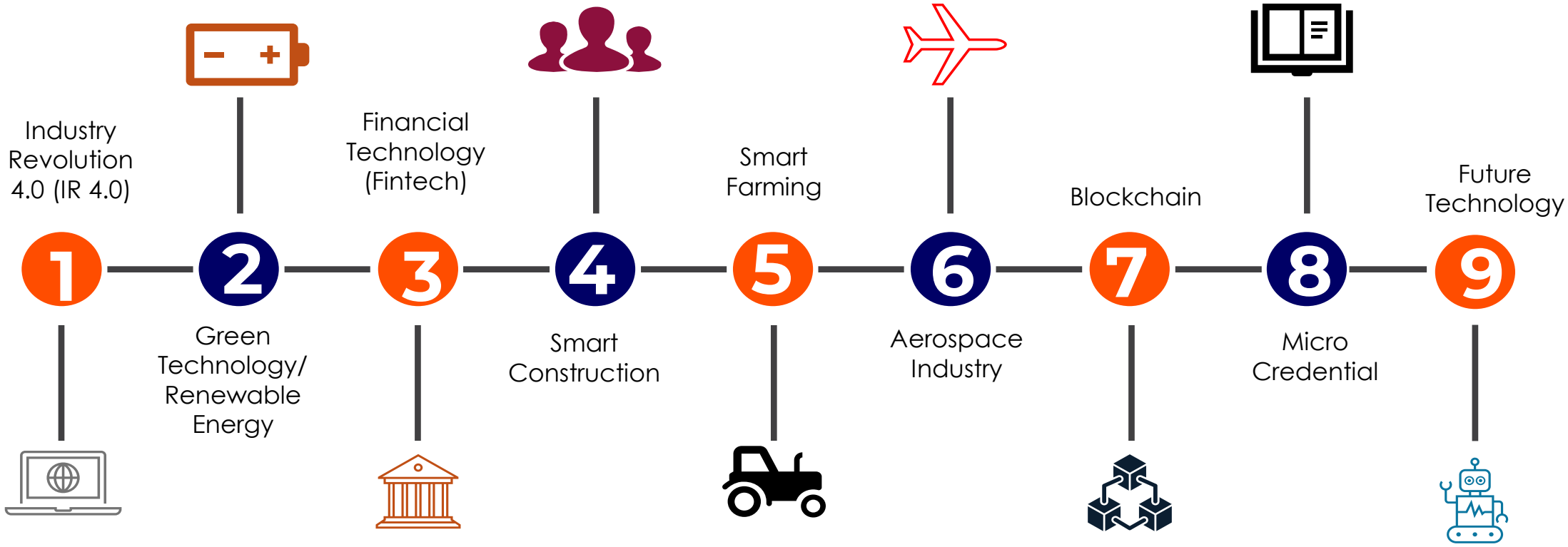
FOCUS AREA COURSES

Focus Area Courses

HRD Corp Focus Area Courses are training courses related **directly to supporting Government initiatives** towards nation-building.

As such, the courses offered under the HRD Corp Focus Areas are critical and expected to equip the workforce with the skills required to perform **the current and future job** requirements.

The Focus Area courses are designed based on **nine (9) priority areas and** established by HRD Corp, as follows:



HRD Corp Focus Areas Definition / Description

HRD CORP FOCUS AREAS

1 Industry Revolution 4.0 (IR 4.0)

DEFINITION

IR 4.0 involves integrating data, artificial intelligence, machinery and communication to create an efficient industrial ecosystem that is not just automated but intelligent.

Courses on modern and smart technology for the purpose of automating manufacturing and industrial processes.

DESCRIPTION

Overview of IR 4.0 on technologies and impact on manufacturing as below:-

1. Additive Manufacturing
2. Artificial Intelligence (AI)
3. Big Data Analytics
4. Advanced Materials
5. Cybersecurity
6. Simulation
7. Cloud Computing
8. Augmented Reality
9. Internet of Things (IoT)
10. Autonomous Robots
11. System Integration

Source: Industry 4WRD: National Policy on Industry 4.0 by MITI

Example of courses:-

- Internet of Things: Business Implications and Opportunities
- Decision-Making for Autonomous Systems
- Robotic Process Automation
- Smart Factory

HRD Corp Focus Areas Definition / Description

HRD CORP FOCUS AREAS

1. Industry Revolution 4.0 (IR 4.0)
2. Green Technology / Renewable Energy

DEFINITION

Green technology is sustainable technology that considers the long-term and short-term impact on the environment.

Renewable energy is made from resources that nature will replace, such as wind, water and solar energy. It is also called "clean energy" or "green power" because it doesn't pollute the air or water.

Courses on the use of green technology/renewable energy to produce goods or services that are more environmentally friendly

EXAMPLE

Example of courses:-

- Water and Wastewater Treatment Engineering: Biochemical Technology
- Waste-to-Energy Fundamentals
- Drinking Water Treatment Process & Water Quality Analysis with Competency Test
- Municipal Solid Waste Management

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HRD Corp Focus Areas Definition / Description

HRD CORP FOCUS AREAS

1. Industry Revolution 4.0 (IR 4.0)
2. Green Technology / Renewable Energy
3. Fintech

EXAMPLE

Example of courses:-

- FinTech: The Future of Money, Markets and Banking
- Challengers and Incumbents at a Crossroad: Forging a Digital Banking Future
- IoT and APIs in the Financial Industry
- FinTech Ethics and Risks

DEFINITION

Financial Technology (FinTech) refers to the use of technology or the integration of technology into financial services to improve offerings from the financial industry.

Courses on the use of technological innovations that make the financial industry more user-friendly, attractive, productive and efficient.

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HRD Corp Focus Areas Definition / Description

HRD CORP FOCUS AREAS

1. Industry Revolution 4.0 (IR 4.0)
2. Green Technology / Renewable Energy
3. Fintech
4. Smart Construction

DEFINITION

Smart construction encompasses building design, construction and operation that makes full use of digital technologies and industrialised manufacturing techniques to improve productivity, minimise whole life cost, improve sustainability and maximise user benefits.

Courses that use advance technologies to enhance the construction industry in Malaysia.

Example of courses:-

- Drones for Construction and Inspection
- Building Information Modeling (BIM) Implementation Training Course
- Training on Smart Cities Construction
- Sustainable of Construction and Development

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HRD Corp Focus Areas Definition / Description

5 Smart Farming

HRD CORP FOCUS AREAS

DEFINITION

Smart farming is an emerging concept that refers to managing farms using technologies like IoT, robotics, drones and Artificial Intelligence (AI) to increase the quantity and quality of products while optimising the human labour required for the production.

Courses that support the adoption of the latest technology in the agricultural industry.

EXAMPLE

Example of courses:-

- Sustainable and Smart Farming using Cutting Edge Technologies and IoT
- Precision Farming and Climate Smart Agriculture
- Drones for Agriculture: Prepare and Design Your Drone (UAV) Mission
- Data Analytics and Agricultural Intelligence

HRD Corp Focus Areas Definition / Description

HRD CORP FOCUS AREAS

5 Smart Farming

6 Aerospace industry

DEFINITION

Aerospace activity is very diverse, with a multitude of commercial, industrial and military applications. Aerospace engineering consists of aeronautics and astronautics. Aerospace organisations involved in research, design, manufacture, operation, or maintenance of aircraft and spacecraft.

Course related to research, development and manufacturing of flight vehicles.

Example of courses:-

- Digitalisation in the Aerospace Industry
- Introduction to Aeronautical Engineering
- Airborne Radar
- Aerospace Electronic Engineering

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HRD Corp Focus Areas Definition / Description

HRD CORP FOCUS AREAS

5 Smart Farming

6 Aerospace industry

7 Blockchain

DEFINITION

Blockchain refers to how data are stored in "blocks" of information and then linked together in a permanent "chain." When a new block is added to the chain, it makes the previous blocks even harder to modify, which helps each block become more and more secure over time.

Courses that will assist in understanding and implementation of block chain technology in employers' operation.

Example of courses:-

- Blockchain and Data Privacy Masterclass
- Apache Hadoop Big Data Training
- Blockchain for Business Application and Strategy
- Blockchain and Smart Contract Security

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HRD Corp Focus Areas Definition / Description

HRD CORP FOCUS AREAS

5 Smart Farming

6 Aerospace industry

7 Blockchain

8 Micro Credential

DEFINITION

Courses that are recognized by Jabatan Pembangunan Kemahiran (JPK), Malaysian Qualifications Agency (MQA) or other approved accreditation bodies; and are registered with HRD Corp as micro-credential courses.

Example of courses:-

- Agile Leadership and Management
- Applications of Blockchain

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HRD Corp Focus Areas Definition / Description

9 Future Technology

HRD CORP FOCUS AREAS

DEFINITION

The five biggest future technology trends that Malaysian employers should embrace are:

i. 5G & above and Enhanced Connectivity
ii. Artificial Intelligence (AI)
iii. The As-A-Service Revolution
iv. Robotic, Drones and Vehicle Automation
v. Extended Reality (EX) – Virtual and Augmented Reality (VR/MR)

Courses that support the adoption and implementation of future technologies in Malaysia and not specifically covered under other focus areas stated above.

Example of courses:-

- Adoption of 6G and above technologies
- Artificial Intelligence in Healthcare
- Space Tourism
- 3D Printed Food
- Working in Virtual Reality

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INDUSTRY SPECIFIC COURSES

Industry Specific Courses

What is Industry Specific Courses

Industry-specific courses are training courses designed to provide targeted training and skills development tailored to the needs of a particular industry. These courses focus on the specific knowledge, techniques, and tools relevant to the industry, ensuring that participants are well-prepared to meet industry standards and requirements. Courses under this category are NOT certification courses but are demanded by the specific industry

Key criteria of Industry Specific Courses include:

❑ Specialised Course Content

The course content is tailored to address the **unique challenges, technologies, and practices of ONE SPECIFIC INDUSTRY ONLY.**

❑ Expert Instruction

Courses are often led by industry professionals with extensive experience and up-to-date knowledge in their field of expertise or industry.

❑ Updated Content

Course content must be updated in a timely manner with the latest version and in accordance the technological advancements and current industry trends.

•Below are the Industries that are available under Industries-specific courses:-

1. ACCOMMODATION AND FOOD SERVICE ACTIVITIES
2. ACTIVITIES OF EXTRATERRITORIAL ORGANIZATIONS AND BODIES
3. ACTIVITIES OF HOUSEHOLDS AS EMPLOYERS; UNDIFFERENTIATED GOODS- AND SERVICES-PRODUCING ACTIVITIES OF HOUSEHOLDS FOR OWN USE
4. ADMINISTRATIVE AND SUPPORT SERVICE ACTIVITIES
5. AGRICULTURE, FORESTRY AND FISHING
6. ARTS, ENTERTAINMENT AND RECREATION
7. CONSTRUCTION
8. EDUCATION
9. ELECTRICITY, GAS, STEAM AND AIR CONDITIONING SUPPLY
10. FINANCIAL AND INSURANCE/TAKAFUL ACTIVITIES
11. HUMAN HEALTH AND SOCIAL WORK ACTIVITIES
12. INFORMATION AND COMMUNICATION
13. MANUFACTURING
14. MINING AND QUARRYING
15. OTHER SERVICE ACTIVITIES
16. PROFESSIONAL, SCIENTIFIC AND TECHNICAL ACTIVITIES
17. PUBLIC ADMINISTRATION AND DEFENCE; COMPULSORY SOCIAL SECURITY
18. REAL ESTATE ACTIVITIES
19. TRANSPORTATION AND STORAGE
20. WATER SUPPLY; SEWERAGE, WASTE MANAGEMENT AND REMEDIATION ACTIVITIES
21. WHOLESALE AND RETAIL TRADE; REPAIR OF MOTOR VEHICLES AND MOTORCYCLES

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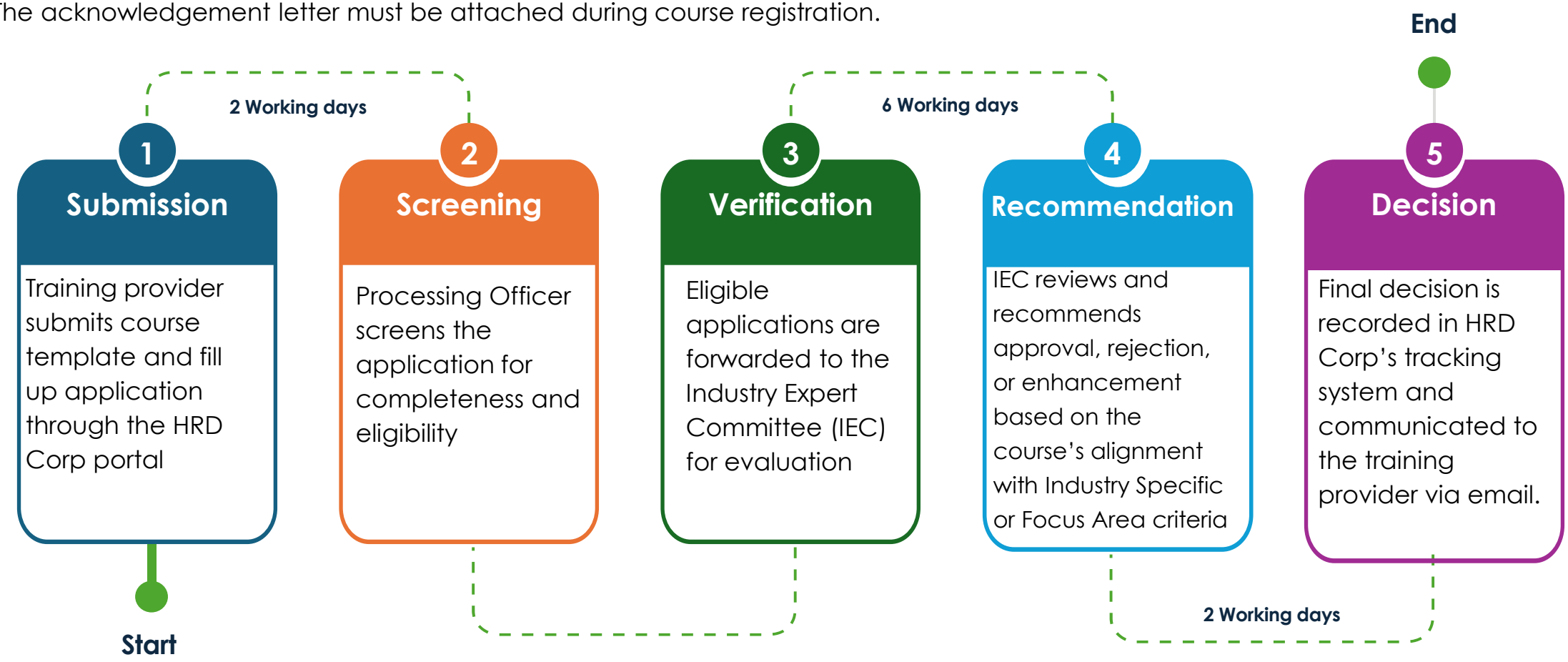
COURSE VERIFICATION PROCESS FLOW

PROCESS FLOW FOR FOCUS AREA AND INDUSTRY-SPECIFIC COURSES

- Training Providers must submit the Course Verification Form for Industry Expert Committee (IEC) review.
- Upon receiving IEC's recommendation, Training Providers may proceed with course registration.
- The acknowledgement letter must be attached during course registration.



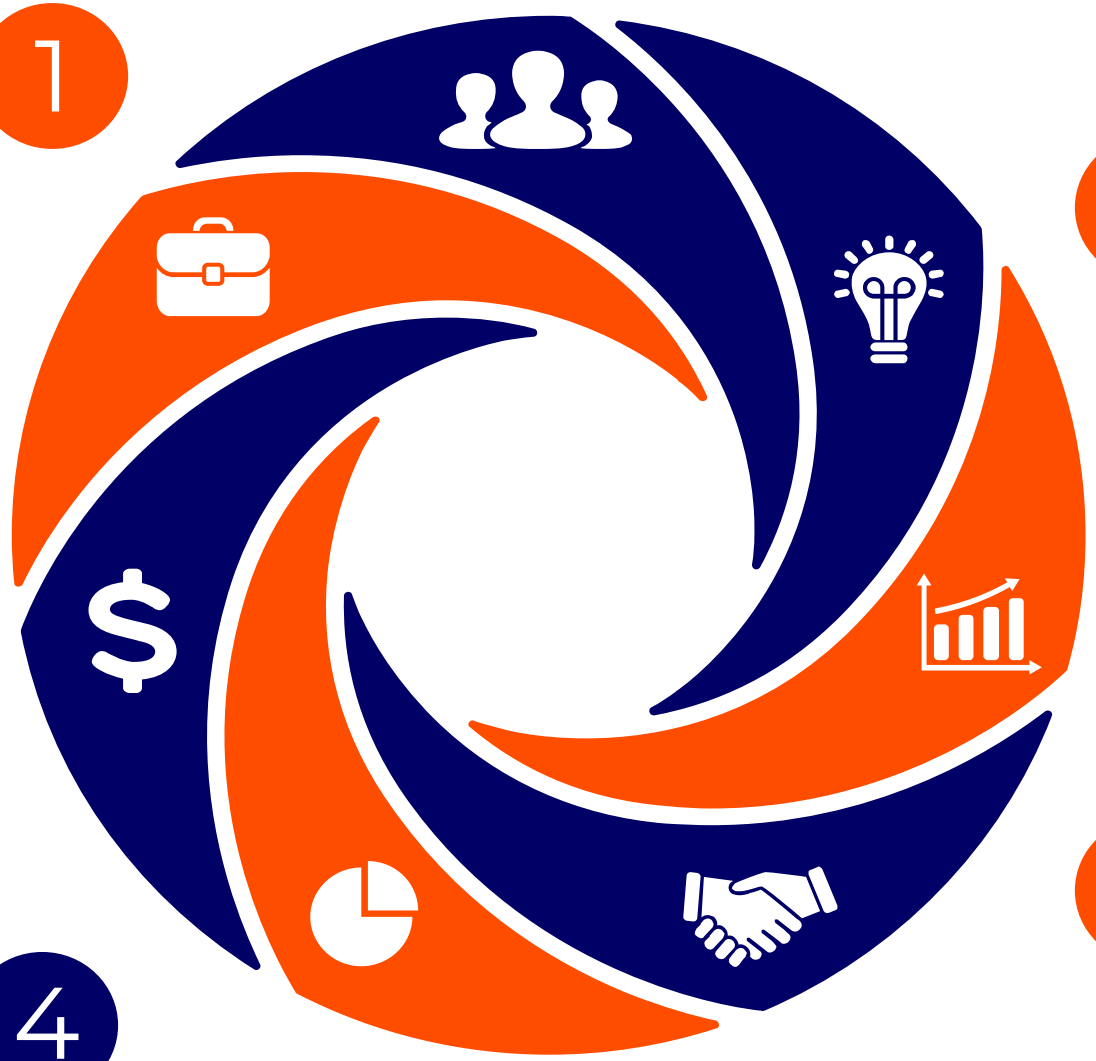
Course Evaluation General Criteria

1. **Supporting documents** to indicate course demand by respective industries are an **added advantage**.

2. The course cab **enhance participants' knowledge, addressing and bridging the existing gap** in the specified industry or focus area.

3. **Seminar and conference-type-programmes** are **NOT applicable.**

4. The course module demonstrates **depth and relevance**, aligning with the Course Learning Outcomes (CLOs) and effectively **justifying the importance** of the specified industry or focus area.



5. The course title should **appropriately reflect the course content** and align with the **course learning outcomes (CLOs)**.

6. The CLO(s) should clearly outline the **expected learning outcomes, competencies, or values** that participants will acquire upon completing the course.

7. The course content aligns with the **latest trends, technologies, and specific needs** of the targeted industry or focus area.

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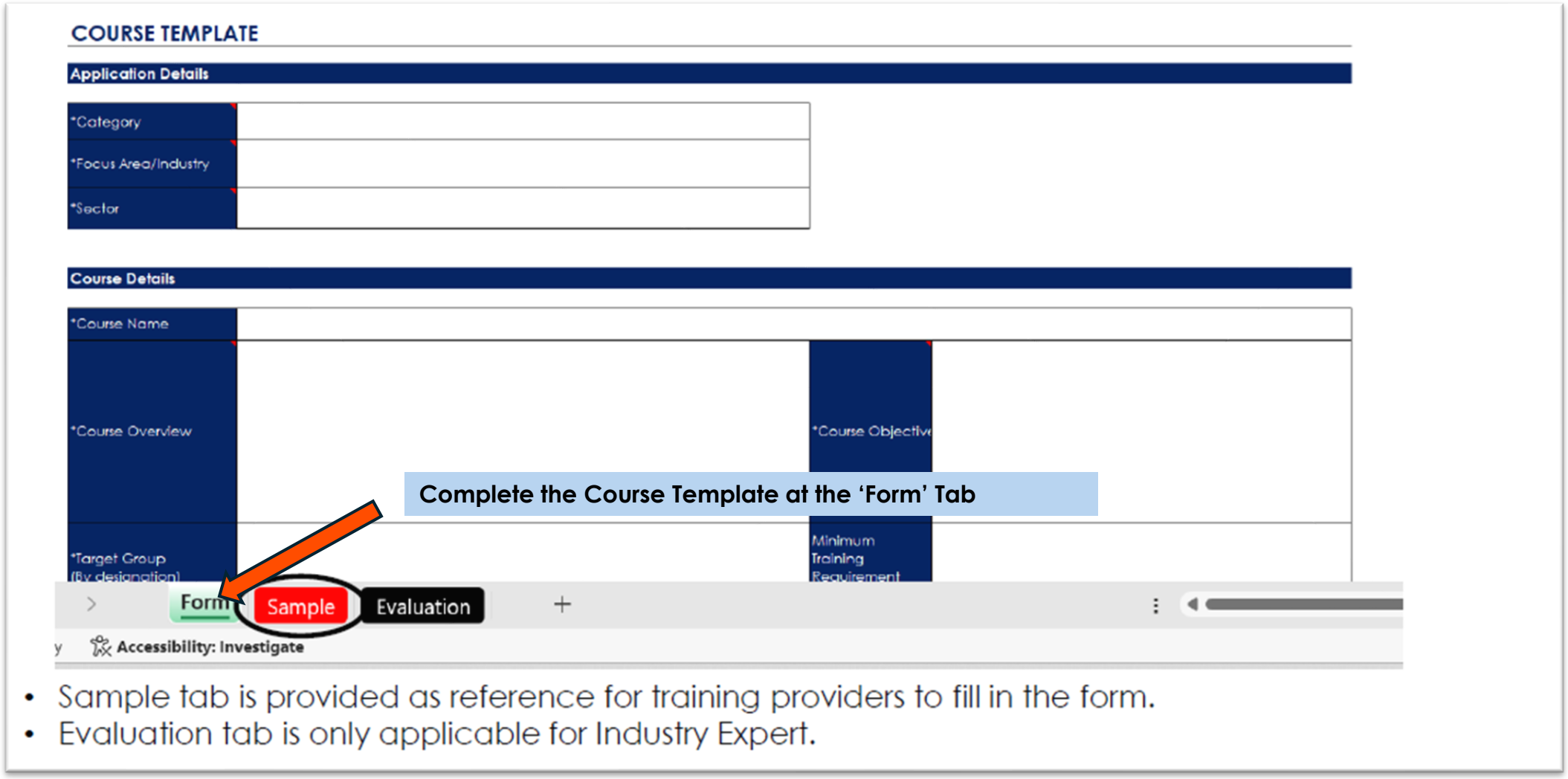
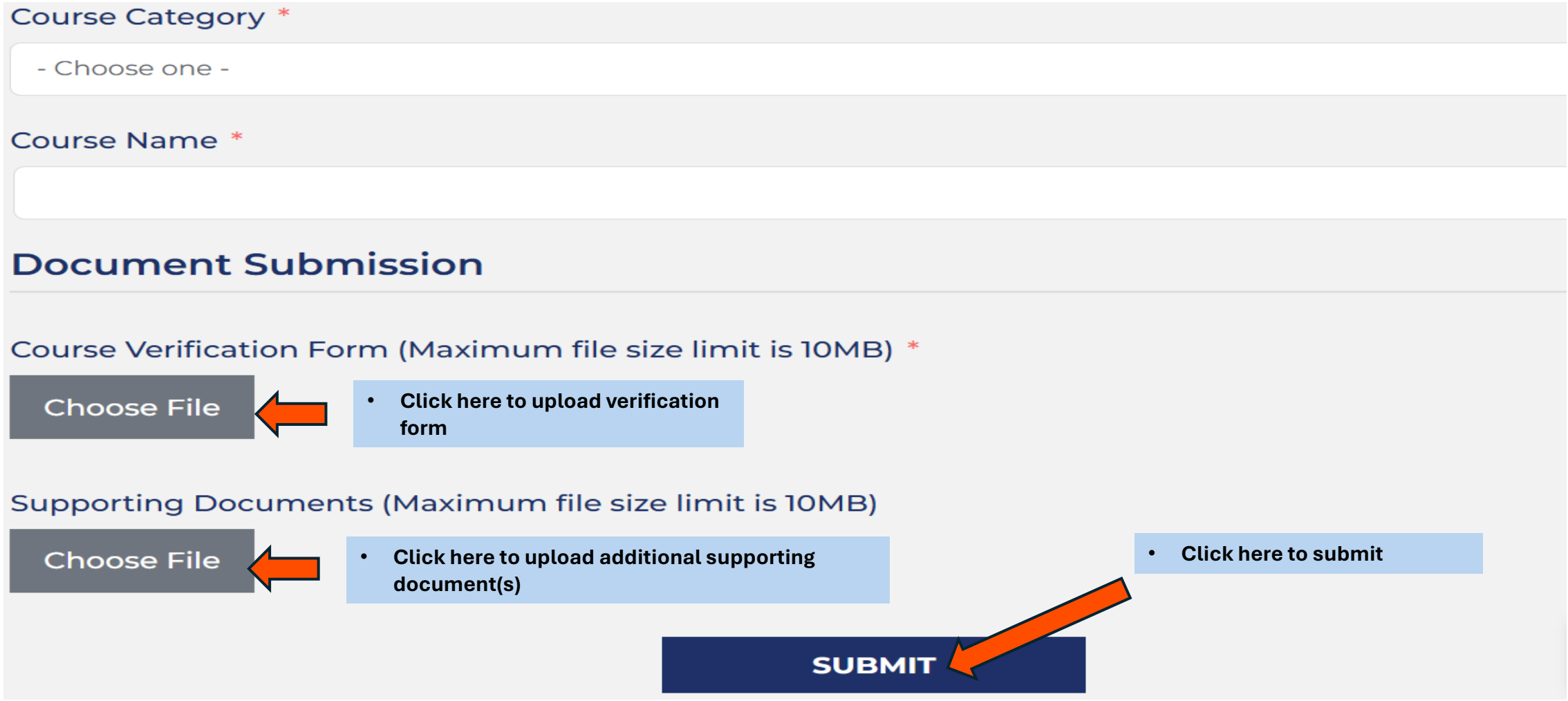
Step 1: Visit https://hrdcorp.gov.my/program-registration-hrd-corp-claimable-course > scroll to 'VERIFICATION'

Step 2: Click 'DOWNLOAD COURSE VERIFICATION TEMPLATE' > Fill up the form



- Sample tab is provided as reference for training providers to fill in the form.
- Evaluation tab is only applicable for Industry Expert.

Step 3: Scroll to COURSE VERIFICATION FORM > Complete the form and upload the Course Verification Template > Click 'SUBMIT'



Example of Acknowledgement Letter Upon Approval by IEC

MINISTRY OF HUMAN RESOURCES

HRD CORP
HUMAN RESOURCE DEVELOPMENT CORPORATION

KEMENTERIAN SUMBER MANUSIA

Our Ref : (182) PSMB/46/11/1 Kulit 1
Date : 17 February 2025

«Company_Name»
«Address»

Dear Sir/Madam,

HRD CORP INDUSTRY-SPECIFIC COURSE ACKNOWLEDGEMENT

The above matter kindly refers.

2. We are pleased to inform you that your course has been successfully evaluated by our Industry Expert Committee (IEC), and it meets the requirements based on the HRD Corp Industry Specific Course Verification Guideline and Criteria.

Application No : «Submission_ID»
Course Name : «Course_Name»
Course Type : «Course_Category»
Industry & Sector :

3. The general conditions for the course's implementation are stated in Appendix A. Should you have any inquiries, kindly email our officers at programmeregistration@hrdcorp.gov.my

Thank you.

'Delivering Quality, Developing Excellence'
'Malaysia MADANI'

Training Levy Department

PEMBANGUNAN SUMBER MANUSIA BERHAD (545143-D)
Wisma HRD Corp, Jalan Beringin, Damansara Heights,
50490 Kuala Lumpur, Malaysia
1800 88 4800 | www.hrdcorp.gov.my

COURSE TEMPLATE

Application Details

*Category	INDUSTRY_SPECIFIC
*Focus Area/Industry	MANUFACTURING
*Sector	Installation of industrial machinery and equipment

Course Details

*Course Name	[redacted]		
*Course Overview	The Lean Monozukuri Study offers a deep dive into Japan's world-renowned lean manufacturing philosophy. With a blend of classroom learning, plant visits, and cultural exploration, participants gain insights into the Toyota Production System (TPS), Kaizen, JIT, JIDOKA, and Japanese business values. Real-world applications and case studies from SMEs and long-standing companies highlight strategies for sustainable success and innovation.	*Course Objective	To provide participants with a comprehensive understanding of the Toyota Production System and Lean Thinking principles in real-world contexts by: 1. Exploring cultural and historical roots of lean practices in Japan. 2. Understanding supply chain efficiency and value creation. 3. Applying lean tools to address high variability and operational challenges. 4. Learning from Japanese SMEs and legacy companies on sustainability and innovation.
*Target Group (By designation)	1. Mid- to senior-level managers 2. Operations and manufacturing professionals 3. Lean and Six Sigma practitioners	Minimum Training Requirement (If any)	

*Course Learning Outcome (CLO)	*CLO Statement		*Learning Domain
	Upon completion of this course, participants will be able to:		
	CLO 1	Describe the foundational principles of the Toyota Production System (TPS) and its cultural roots in Nihonshiki	Knowledge - Level 2
	CLO 2	Apply the concept of Lean Thinking including Kaizen, Just-in-Time (JIT), and waste reduction in real-world op	Skill - Level 3
	CLO 3	Evaluate the Supply Chain Cash Conversion Cycle (SCCC) and its relevance to efficiency and financial perf	Skill - Level 5
	CLO 4	Analyze practical applications of TPS in overseas business management through sharing sessions and case ex	Skill - Level 4
	CLO 5	Compare Japanese management concepts with global practices by exploring historical insights at Noritake	Knowledge - Level 4
	CLO 6	Assess the implementation of JIDOKA and synchronized process flow in SMEs such as Re-Net jp. Group.	Skill - Level 5
	CLO 7	Integrate Information Technology (IT) tools to support lean operations and empower shop floor operators.	Skill - Level 4
	CLO 8	Develop strategies for managing high SKU variability and non-forecasted customer orders, as demonstrated	Skill - Level 6
	CLO 9	Reflect on Japanese business values and philosophies like Sampo Yoshi through Genba observations and cul	Attitude - Level 3
	CLO 10	Synthesize insights from 200-year-old legacy businesses (e.g. Mifuku Sake) to understand long-term value, sus	Skill - Level 6

Mapping of Training Modules and CLO

*Module	*CLO	*Theory Duration (Hours)	*Practical Duration (Hours)	Total Hours	Practical Elements (If any)
1. Toyota Production System (TPS) and Lean Foundations Introduction to TPS and Nihonshiki Keiei Lean Thinking Principles: Kaizen, JIT, Waste Reduction Supply Chain Cash Conversion Cycle (SCCC)	1,2,3	3	0	3	
2. TPS Application in Global Business Context Case Studies and Sharing Sessions on Overseas Implementation Real-world Examples from Manufacturing Sector	4	0	5	5	
3. Japanese vs Global Management Philosophies Historical Learnings at Noritake Museum & Toyota Commemorative Museum Evolution of Japanese Business Practices vs Global Trends	5	2	4	6	
4. SME Lean Implementation: Re-Net jp. Group JIDOKA (Autonomation) Synchronized Process Flow in SME Contexts IT Tools to Support Lean Operations	6,7	2	4	6	
5. Managing High SKU Variability: Koyo Toki Co. Ltd. Challenges of Unpredictable Orders Operational Strategy in High-Variety Environments	8	2	3	5	
6. Japanese Business Values in Practice: Omi Merchant MuseumSampo Yoshi PhilosophyCultural Exchange and Genba O	9	2	3	5	
7. Sustainable Innovation in Legacy Businesses: Mifuku SakeCase Study of a 200-Year-Old CompanyLong-Term Value Cre	10	2	3	5	
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	Total Hours	13	22	35	
			Grand Total Hours		

PRACTICAL CENTRIC: N/A

Mapping of CLO with Training Strategies and Assessment Method

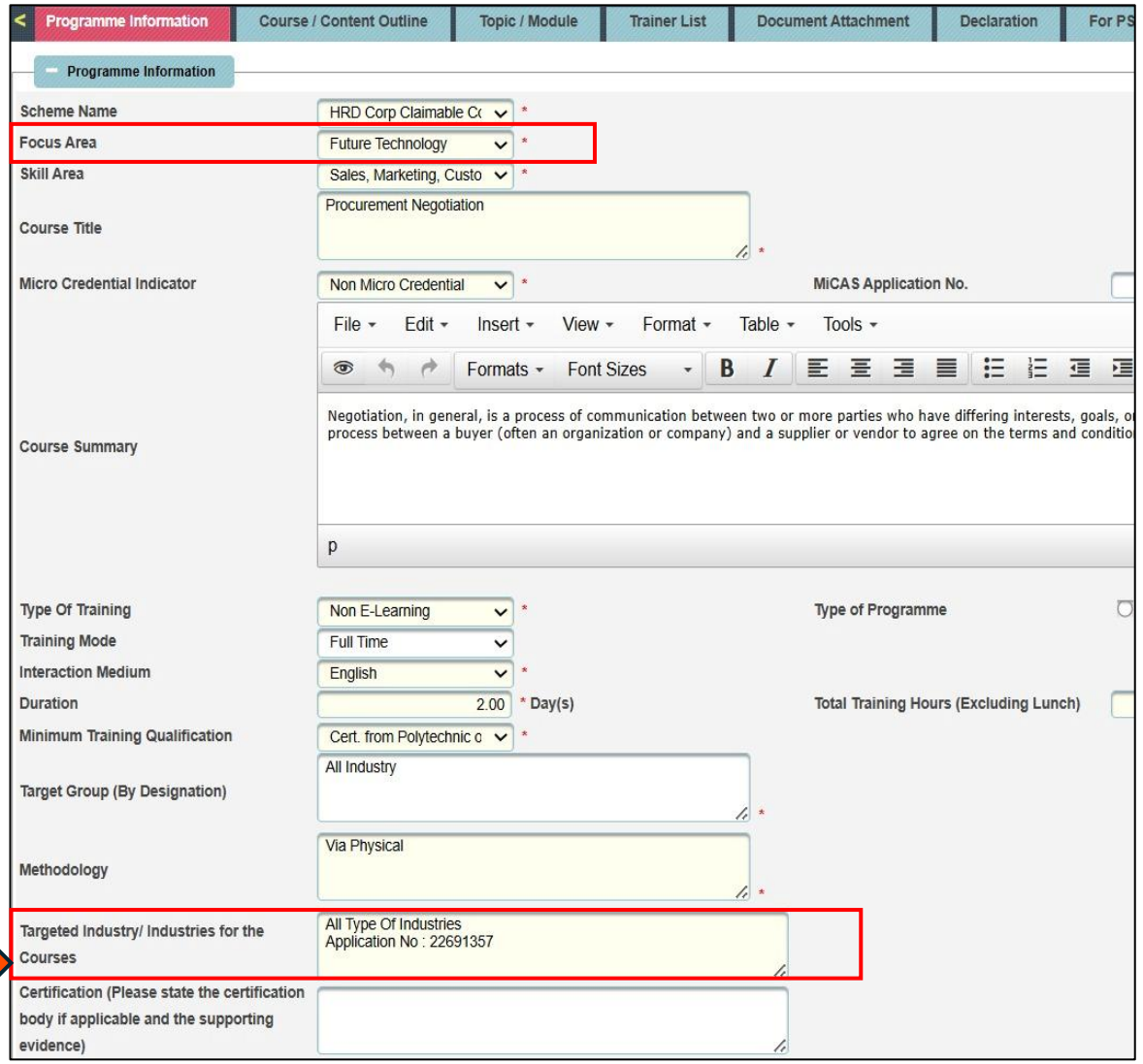
*CLO	*Training Strategy	*Assessment Method	*Assessment Weightage (%)
CLO 1	Lecture	Demonstration	10
CLO 2	Group Activity	Written Assignment	10
CLO 3	Case study	Presentation	10
CLO 4	Live Audit	Written Assignment	10
CLO 5	Group Activity	Presentation	10
CLO 6	Hands-on	Demonstration	10
CLO 7	Hands-on	Demonstration	10
CLO 8	Live Audit	Presentation	10
CLO 9	Role Play	Demonstration	10
CLO 10	Group Discussion	Presentation	10
		Total Weightage	100

Note:
1. *compulsory field to be filled.
2. Fill the course details carefully in this excel document (soft copy) and submit this template via online submission form

NEXT STEP AFTER RECEIVING THE ACKNOWLEDGEMENT LETTER

Application No	: 1850940
Course Name	: Autodesk Revit Architecture - Structure - MEP (Mechanical, Electrical & Plumbing)
Course Type	: Focus Area
Area	: Industry 4.0

Application No	: 23491436
Course Name	: Credit Risk Modelling
Course Type	: Industry Specific
Industry & Sector	: Financial and Insurance Takaful Activities [Other financial service activities, except insurance and pension funding activities]



TIPS TO CONSTRUCT COURSE LEARNING OUTCOME

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INTRODUCTION

- Course Learning Outcomes (CLO) are **learner-focused statements that trainees are expected to evidence or demonstrate upon completion of a course**. They specify what they are expected to know and do as a result of learning in the course.
- CLO statement must be formulated based on the verbs and learning domains (KSA) in Bloom's Taxonomy. Each CLO should not have more than two (2) verbs and they must be from the same domain category. Kindly refer to Bloom's taxonomy.
- CLO should clearly state the **Knowledge, Skills and Attitude (KSA) domains** that learners acquire from the MC Course. Ensure the CLO statement should cover the KSA domains. Each CLO represents one (1) domain.
- CLO should be expressed in terms of **measurable and/or observable behaviours.**

(Hint: Link the CLOs with appropriate assessment methodology and course outcome).

The CLO of each course can be enhanced by the following components:

1 Verb

Describes what the learner will be doing, or the behaviour.

Example :
i. **Describes** the principles used in designing X.
(Verb)

2 Condition

Context under which the behaviour is to occur.

Example :
ii. **Orally describes** the principles used in designing X.
(Condition) (Verb)

Note:

It is NOT compulsory for every CLO to have all 3 components. (Verb, Condition and Standard)

But must have at least Verb + Condition or Verb + Standard

3 Standard

Criteria of acceptable level of performance

Example:
iii. **Orally describes** the **five (5)** principles used in designing X.
(Condition) (Verb) (Standard)

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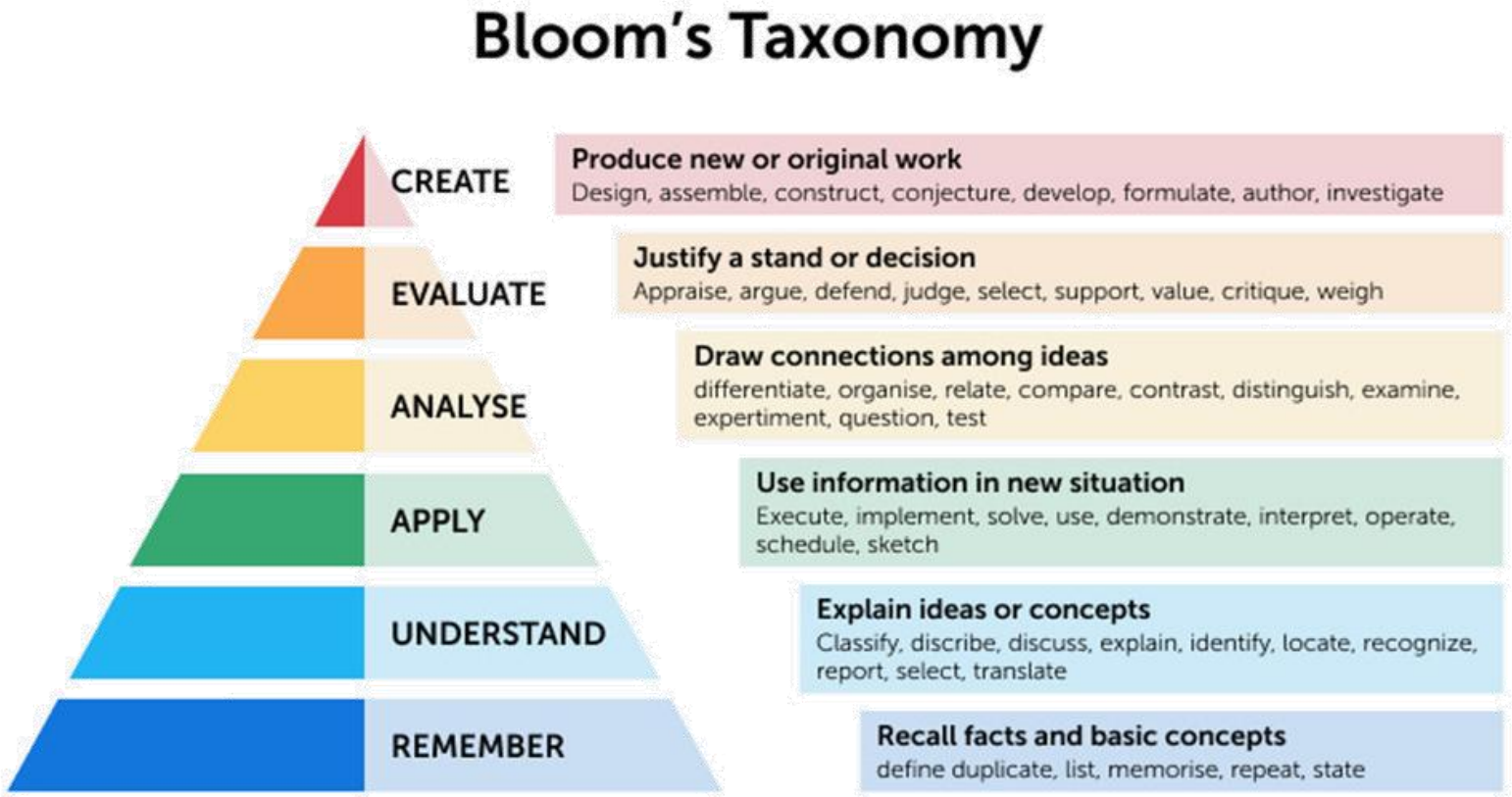
BLOOM'S TAXONOMY

BLOOM'S TAXONOMY

Bloom's Taxonomy is used for the classification of educational learning objectives into levels of complexity and specificity. The three things that cover the learning objectives are **KNOWLEDGE**, **SKILLS** and **ATTITUDE** (KSA) domain. (also known as cognitive, affective and psychomotor domains)



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	Verb to be used for CLO statement	
KNOWLEDGE	**C1 (Remembering)** Recall information. Locating knowledge in memory that is consistent with the presented material	Define, Describe, Identify, List, Recall, Match, Reproduce, State, Outline, Select, Recognise, Know, Choose, Define, Find, Label, List, Match, Recall, Omit, Spell
	C2 (Understanding) Explain ideas or Concepts. Changing from one form of representation to another.	Comprehend, Convert, Defend, Distinguish, Estimate, Explain, Interpret, Summarise, Generalise, Paraphrase, Rewrite, Classify, Extend, Outline, Rephrase
	C3 (Applying) Applying knowledge (often procedural) to a routine task. Carrying out or using a procedure in a given situation 1. Executing 2. Implementing	Apply, Change, Compute, Choose, Classify, Employ, Illustrate, Predict, Construct, Produce, Operate, Use, Discover, Demonstrate, Manipulate, Prepare, Modify, Solve, Develop, Utilise, Build
	C4 (Analysing) Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material. Determining how elements fit or function within a structure.	Analyse, Break down, Compare, Contrast, Deconstruct, Relate, Differentiate, Discriminate, Distinguish, Identify, Illustrate, Examine, Inspect,
	C5 (Evaluating) Justify an opinion, decision or course of action. Detecting the appropriateness of a procedure for a given task or problem.	Categorise, Combine, Compile, Compose, Create, Devise, Plan, Design, Explain, Generate, Modify, Organise, Revise, Estimate, Interpret, Evaluate, Recommend, Appraise
	C6 (Creating) Generate new products, ideas or ways of viewing things. Making judgments based on criteria and standards 1. Checking 2. Critiquing	Appraise, Change, Compose, Design, Criticise, Critique, Defend, Describe, Discriminate, Evaluate, Elaborate, Formulate, Adapt, Imagine, Improve, Invent, Predict, Propose

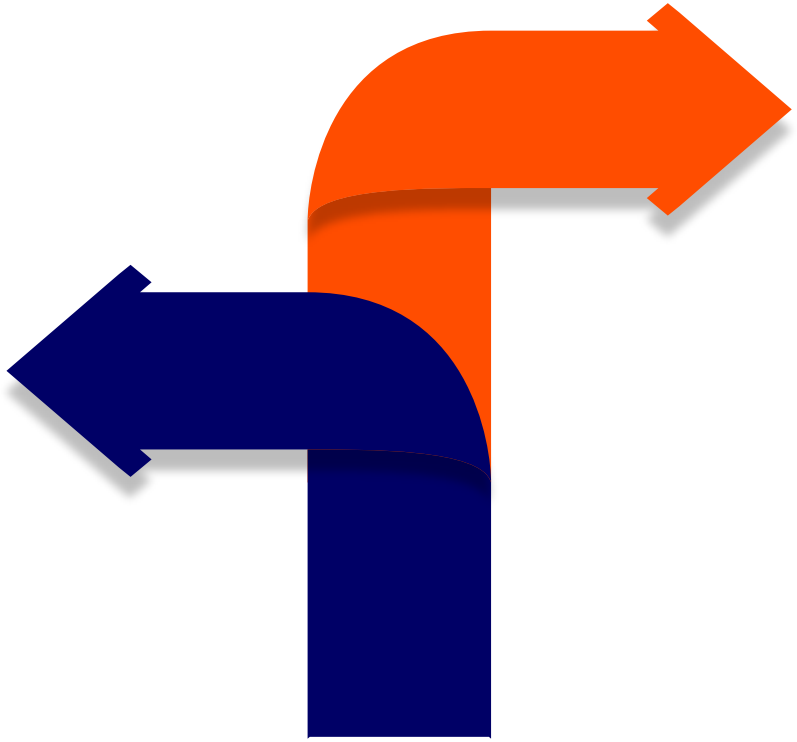
SKILLS	**P1 (Perception)** Awareness, the ability to use sensory cues to guide physical activity. The ability to use sensory cues to guide motor activity.	Choose, describe, detect, differentiate, distinguish, identify
	P2 (Set) Readiness, a learner's readiness to act. Readiness to act. It includes mental, physical, and emotional sets.	Begin, display, explain, move, proceed, react, show, state
	P3 (Guided Response) The early stages in learning a complex skill that includes imitation and trial and error.	Copy, trace, follow, react, reproduce, imitate, respond
	P4 (Mechanism) This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with confidence and proficiency.	Assemble, calibrate, construct, dismantle, display, fasten, fix, mend, grind, heat, manipulate, measure, organise
	P5 (Complex overt response) Expert proficiency, the intermediate stage of learning a complex skill. The skilful performance of motor acts that involves complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy.	Assemble, build, calibrate, construct, dismantle, display, fasten, fix, heat, manipulate, measure, mend, mix, organise
	P6 (Adaptation) Adaptable proficiency, a learner's ability to modify motor skills to fit a new situation. Skills are well developed and the individual can modify movement patterns to fit special requirements.	Adapt, alter, change, rearrange, reorganise, revise, vary
	P7 (Origination) Creative proficiency, a learner's ability to create new movement patterns. Creating new movement patterns to fit a particular situation or specific problem.	Arrange, build, combine, compose, construct, create

ATTITUDE	**A1 (Receiving Phenomena)** The student passively attends to particular phenomena or stimuli	Ask, choose, describe, follow, gives, hold, identify, locate, name, points to, select, sit, erect, reply, use
	A2 (Responding to phenomena) Emphasis is on active participation on the part of the learners. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding.	Answer, assist, aid, comply, conform, discuss, greet, help, label, perform, practice, present, recite, report, select, write
	A3 (Valuing) The worth a student attaches to a particular object, phenomenon, or behaviour. Ranges from acceptance to commitment.	Complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work
	A4 (Organising values) Brings together different values, resolving conflicts among them, and starting to build internally. Consistent value system--comparing, relating and synthesising values and developing a philosophy of life.	Adhere, arrange, combine, compare, complete, defend, explain, formulate, generalise, identify, integrate, modify, organise, prepare, relate, synthesis
	A5 (Internalising values) The person has held a value system for a sufficiently long time to control his/her behaviour, has developed a characteristic "lifestyle." Behaviour is pervasive, consistent, predictable, and most importantly, characteristic of the learner.	Act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, verify

CONTACT US

Grant application, claim application and any other matters
support@hrdcorp.gov.my

HCC Course Registration
Focus Area and
Industry-Specific Courses Verification
programmeregistration@hrdcorp.gov.my



Troubleshooting
helpdesk@hrdcorp.gov.my

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MINISTRY OF HUMAN RESOURCES

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THANK YOU