UNIMY tech byte

A monthly e-Newsletter of the University Malaysia of Computer Science & Engineering

31 OCTOBER 2026

Volume 2 | Issue 3



COVER STORY

THE FUTURE OF NETWORK SECURITY: AI, THREATS & SOLUTIONS



THIS MONTH'S HIGHLIGHTS

Bridging the Digital Divide: UNIMY Showcases Orang Asli Computing Literacy Research at IEEE ICOCO 2026

BAC Launches PEPP to Support Students' Career Development

Introducing RISE: Recognising Student Engagement and Skills Development

Volume 2, Issue 3 | 31 October 2026

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From the Editor's Desk



Assoc. Prof. Dr. Nor Azlinah Md Lazam
Editor / Deputy Vice Chancellor, UNIMY

Early in my career as an R&D engineer, a senior engineer told me something I never forgot. "A system that only works in the lab doesn't work." He meant it as a warning. I have come to read it as a mission statement for a university.

Because that is really the question behind everything in this issue. Does what we do here survive contact with the real world?

Take cybersecurity. In early October, Brian Chang of Fortinet, Tiger Chong of Infoline and our own Ts. Dr. Aneshkumar Thangaveloo stood on the same stage and painted a picture that was both exciting and slightly frightening. AI is now defending networks and attacking them at the same time. Quantum computing is quietly waiting to break the encryption we rely on today. Listening to them, I kept thinking about our students. A good degree is no longer enough on its own. So we are doing something about it. We are reviewing our curriculum so that it maps to industry-recognised professional certifications, without giving up anything our Body of Knowledge demands. One programme, two passports into the industry: a degree and a professional certificate.

Industry also came to us in a bigger way this term. BAC Education launched the Preferred Employer Partnership Programme, and UNIMY is part of it. I like PEPP for a simple reason. It turns employers from guests at our events into partners in how our students grow.

The same thinking is reshaping INNOVERSE. The event took place in August, but the winners' stories are still fresh, and you will hear from them in their own words in these pages. The showcase was full of clever ideas. But clever is not the finish line. For the next INNOVERSE, every student will build on a problem handed to them by an industry partner. The partner judges the work. The best projects go live at the company during practical training. Imagine finishing your degree knowing that something you built is already running somewhere real.

RISE brings that same thinking to how we recognize student effort. Developed by Mr. Vinod Ramanathan for the School of CyberSecurity and Data Intelligence (So-CSI), it records the classes students attend, the responsibilities they take on and the skills they develop beyond their grades. I like the question it puts in front of them: what have you done with the opportunities around you?

Some of my favourite moments this month were smaller. A group of SMJK Katholik students made an LED blink for the first time in our CAIRA lab, and you could see the penny drop. One of them asked how to become an expert. Dr. Syahril's answer was two words. Start building. I could not have said it better.

Ir. Syaiful Anas presented at IEEE ICOCO in Langkawi this month, sharing findings from his research grant on digital skills for Orang Asli school leavers, with training in cybersecurity and AI. This is the kind of research I want UNIMY to be known for. It begins in a real community, makes a real difference, and earns its place on an international stage. Their own account of the conference is in this issue, and I encourage you to read it.

To our new September intake, welcome. TalentCorp has already told you to start planning your career now. I will add one thing. Build something this year, even something small, and show it to someone.

So, back to that senior engineer. The lab matters. But the real test is always outside it. Every story here is about walking through that door.

Write to us. Argue with us. Send us what you are building. This is your newsletter too.

THE FUTURE OF NETWORK SECURITY: AI, THREATS & SOLUTIONS



Brian Chang
Senior Solutions Consultant, Fortinet Malaysia

The cybersecurity landscape is evolving rapidly as organisations accelerate digital transformation, adopt cloud technologies, and embrace artificial intelligence (AI). As cyber threats become increasingly sophisticated, cybersecurity is no longer just a technical concern; it is a strategic business imperative.

During the *Career Talk: Securing the Future with Fortinet* at UNIMY on 7 October 2026, I had the opportunity to share insights into emerging cybersecurity trends, industry challenges, and career opportunities for the next generation of professionals.



One key development is the convergence of networking and security. As cloud adoption, hybrid work, and interconnected digital environments expand, traditional network boundaries are becoming less clearly defined. Networking and security can no longer be viewed in isolation; their convergence is increasingly important to organisational resilience and digital trust.

At the heart of modern cybersecurity is the Zero Trust principle: "Never trust, always verify." No user, device, or application should be trusted automatically, regardless of location. Access requests should be evaluated based on identity, device security, context, and risk. Ongoing verification is essential in today's distributed and interconnected digital environments.

AI and quantum computing are also shaping the future of cybersecurity. AI can enhance threat detection, automate routine tasks, and accelerate incident response. It can also help address cybersecurity resource constraints and skills shortages by supporting existing teams and enabling professionals to focus on complex investigations and strategic decisions. However, AI can also empower cybercriminals to develop more sophisticated attacks, making responsible adoption and human oversight essential.

Quantum computing presents another emerging challenge. Future quantum computers with sufficient capabilities could compromise certain widely used public-key cryptographic methods. Organisations should begin assessing cryptographic risks and preparing for the transition to post-quantum cryptography, cryptographic methods designed to resist attacks from both conventional and quantum computers to protect sensitive information against future threats.

These developments highlight the growing need for cybersecurity professionals with multidisciplinary skills spanning networking, cloud security, AI, cryptography, and threat intelligence. Addressing the industry's resource and skills shortages requires continuous learning and stronger collaboration between industry and academia.

My advice to aspiring cybersecurity professionals is to build a strong technical foundation through hands-on labs, industry certifications, cybersecurity competitions, and continuous learning. Critical thinking, adaptability, communication, and the ability to use emerging technologies responsibly are equally important.

As Malaysia advances its digital transformation agenda, developing a skilled cybersecurity workforce is essential to protecting the nation's digital economy. I was encouraged by the enthusiasm and engagement of UNIMY students throughout the session. Initiatives like this help connect academic learning with industry expectations while inspiring the next generation of cybersecurity professionals.

The future of cybersecurity depends on the skills we build today, the trust we continuously verify, and how effectively we use AI and prepare for quantum-era threats.



FINDING YOUR PATH INTO CYBERSECURITY



Tiger Chong
Presale Network Security, Infoline

During UNIMY's *Career Talk: Securing the Future with Fortinet* on 7 October 2026, I shared a message with students: there are several ways to build a career in cybersecurity, and you can begin exploring them while you are still studying.

Some people enjoy investigating unusual activity. Others prefer configuring systems, troubleshooting problems or studying how threats work. Understanding these differences can help students choose projects and learning opportunities that suit their interests.

What happens behind the screens?

An organisation may have firewalls and antivirus software, but it still needs people to investigate suspicious activity. A warning alone does not establish what happened or determine the appropriate response.

A Security Operations Centre (SOC) team monitors alerts, gathers evidence and helps coordinate responses. Analysts document their findings and hand over unfinished investigations to colleagues. Much of this work depends on careful reasoning and clear communication.

Different tools support these tasks. Security Information and Event Management (SIEM) systems bring together logs from multiple sources to support monitoring and investigation. Endpoint Detection and Response (EDR) tools help teams investigate activity on devices such as computers and servers. Ticketing systems record cases and track follow-up actions.

For students, understanding the purpose of these tools provides a useful foundation before learning to operate them.

Three career paths to explore

SOC analyst: investigating the evidence

SOC analysis may appeal to those who enjoy piecing together information. An analyst examines an alert, checks the available evidence and considers possible explanations before deciding whether further action is needed.

Imagine an unfamiliar overseas sign-in at 2:10 a.m., followed by several file downloads. This deserves investigation, but it does not automatically prove that an account has been compromised. The



analyst needs to establish whether the activity was expected and what other records reveal.

A useful beginner exercise is to examine sample sign-in logs and prepare a short investigation note. State what the records show, what remains uncertain and what should be checked next.

Cybersecurity engineer: making protection work

Engineering may suit students who enjoy setting up systems and solving technical problems. Cybersecurity engineers deploy security solutions, connect systems and test whether controls work as intended.

Start with a small, authorised lab. Configure a security control, test its behaviour and document the results. Record how to reverse the change if it causes problems. This develops technical skills alongside the discipline needed when working with business systems.

Cybersecurity researcher: asking deeper questions

Research may appeal to those who want to understand why a threat behaves in a particular way or how a weakness could be addressed.

A beginner project could use safe sample data to investigate a suspicious pattern. Explain the question, the method used and the findings, including any limitations. Keep testing within authorised labs and suitable training environments.

Turning interest into practical experience

Networking, Windows, Linux and programming provide useful foundations across these roles. Learning how accounts, permissions and event logs work will also make later investigations easier to understand.

Technical knowledge needs to be supported by communication. Practise explaining a finding in plain language: what happened, what evidence supports the explanation and what still needs checking.

AI tools can help explain unfamiliar terms or prepare an initial summary, but their answers require verification. Compare suggestions against the evidence and follow workplace rules when handling organisational information.

When applying for internships, prepare a clear CV and a small portfolio that highlights your contributions. Be ready to explain one project in three minutes: the problem, the steps taken and what you learnt. Ask prospective employers about supervision and the responsibilities an intern would handle.

My encouragement to students is to begin with one manageable project and complete it carefully. Notice which tasks hold your interest, ask questions when you encounter difficulties and use what you learn to guide your next step. A career direction can develop through these small, practical experiences.

BUILDING THE NEXT GENERATION OF CYBERSECURITY PROFESSIONALS: SKILLS, TRENDS AND CAREER OPPORTUNITIES



Ts. Dr. Aneshkumar Thangaveloo
Senior Lecturer, UNIMY

Preparing students for cybersecurity careers means connecting academic knowledge with practical skills and ethical judgement. This was the focus of my contribution to UNIMY's *Career Talk: Securing the Future with Fortinet* on 7 October 2026. From an academic perspective, understanding developments in the field helps students make informed choices about what to learn and how to apply it.

The Rise of AI in Cybersecurity

Artificial intelligence (AI) is helping organisations detect threats, identify unusual network activity and respond to cyberattacks more quickly. AI-powered security tools can analyse large volumes of data, recognise suspicious patterns and help security teams identify potential vulnerabilities.

However, cybercriminals can also use AI to develop convincing phishing emails, create deepfake scams and automate attacks. Students therefore need to understand both AI-driven threats and defensive security technologies.

Learning the fundamentals of cybersecurity, networking, programming and AI provides a foundation for exploring these developments. Technical expertise needs to be supported by critical thinking and ethical decision-making, including the ability to question a tool's findings rather than accept them automatically.

Cloud Security and Career Preparation

As organisations adopt cloud platforms such as Amazon Web Services (AWS), Microsoft Azure and Google Cloud, protecting cloud infrastructure becomes part of their security responsibilities. Businesses need professionals who can secure cloud applications, manage access permissions, protect sensitive data and monitor cloud environments for suspicious activity.

Common cloud security challenges include misconfigured storage, compromised accounts, insecure application programming interfaces (APIs) and inadequate identity management. Organisations must also understand the shared responsibility model, in which cloud providers and customers have different security obligations.

Students can prepare by gaining hands-on experience with cloud platforms, identity and access management, encryption, network security and monitoring tools. Practical projects can help them understand how configuration decisions affect security.

Ransomware, Phishing and Cybersecurity Awareness

Phishing, ransomware and social engineering affect businesses, government agencies, educational institutions and healthcare organisations. Attackers exploit human behaviour by impersonating trusted individuals, creating urgent requests or encouraging people to click malicious links and disclose confidential information.

Cyber defence requires more than antivirus software or firewalls. Organisations need to combine technical controls with employee awareness, multi-factor authentication, regular software updates, secure backups and incident response procedures.

For students, understanding how attacks happen is as important as learning how to prevent them. Practising phishing analysis in a controlled lab, studying malware behaviour safely and learning incident response techniques can connect classroom concepts with practical decision-making.

Zero Trust and Identity-Centred Security



Traditional security models often place greater trust in users and devices inside an organisation's network. Cloud adoption and remote work have challenged this approach. Zero Trust follows the principle of "never trust, always verify", with access requests evaluated based on identity, device health, context, and authorisation policies.

Zero Trust is not a single product. It is a security strategy involving identity management, least-privilege access, ongoing verification, network segmentation and monitoring. Least-privilege access means giving users only the permissions needed for their tasks.

Students should develop an understanding of authentication, authorisation, access control, network architecture and identity security. These concepts are relevant to security engineering, cloud security and enterprise IT security.

Developing Skills for Cybersecurity Careers

Cybersecurity offers pathways in security operations, penetration testing, digital forensics, cloud security, governance and compliance, and incident response. These roles require people who can investigate incidents, communicate risks and implement appropriate security controls.

Students should avoid relying entirely on theoretical knowledge. Practical experience with Linux, networking, Windows administration, security monitoring, scripting and virtual machines helps connect academic learning with industry requirements.

Relevant certifications can support this learning, alongside a portfolio of documented lab exercises, defensive security projects and incident analysis reports. Any penetration testing demonstrations should take place in authorised environments.

As an educator, I encourage students to explain their reasoning as carefully as they demonstrate their technical work. A useful project shows what was attempted, what the evidence revealed and what could be improved. Curiosity, analytical thinking and communication develop through this process.

Cybersecurity in Malaysia

Malaysia's use of digital services creates security responsibilities across banking, telecommunications, healthcare, education, government and other sectors. Organisations need to protect personal information, business systems and critical infrastructure.

Cybersecurity professionals can contribute through technical operations, risk management, digital forensics, penetration testing, cloud security and compliance. An awareness of applicable Malaysian data protection and cybersecurity requirements also helps students understand the responsibilities that accompany technical work.

Projects and internships offer opportunities to apply these skills and learn how security decisions are made in practice. For universities, connecting this experience with academic learning is part of preparing graduates for professional responsibilities.

"Cybersecurity is not just about defending computers; it is about protecting people, organisations, and the digital economy. Students who build strong technical foundations, gain practical experience, develop ethical judgement, and commit to continuous learning will be better prepared for the opportunities and challenges ahead".



EMPOWERING THE NEXT GENERATION OF INNOVATORS FROM SMJK KATHOLIK



Ts. Dr. Syahril Anuar Idris
Head, Center of Artificial Intelligence, Robotics & Automation (CAIRA)
Head of Programme, Postgraduate Engineering Programmes



On 10 October 2026, the Center of Artificial Intelligence, Robotics & Automation (CAIRA) at University Malaysia of Computer Science & Engineering (UNIMY) hosted a two-hour robotics workshop for students from SMJK Katholik (Catholic High School). Held at the UNIMY Menara BAC campus from 10.00 a.m. to noon, the event aimed to develop computational thinking and encourage students' interest in automation and artificial intelligence, connecting school-based knowledge with practical engineering applications.

The workshop provided an introduction to robotics, guiding students through foundational concepts. During the session, students explored the following core topics:

- **Robot Anatomy:** The students were introduced to the history of the field, the Three Laws of Robotics, and fundamental robot components, including central processing units, sensors, locomotion systems, and end-effectors.
- **Basic Electronics:** The module covered essential electrical theory, such as voltage, current, and watts, alongside practical knowledge regarding actuators, cylinders, and the mechanics of DC, stepper, and servo motors.
- **Microcontrollers & Programming:** Participants learned how to interface with an Arduino Nano, covering basic C++ syntax, variable definitions, and core program struvctures like the setup and main loop. They were also guided through the Arduino Compiler platform to successfully write and execute their very first "Hello World Blink" program to control an LED.

Students engaged with the presentation in the UNIMY computer lab. Beyond hardware and coding, the session featured a guided discussion on robotics competitions in Malaysia, introducing opportunities to continue learning beyond the workshop.

A highlight of the question-and-answer session came when a student asked how and when to begin developing expertise in robotics. Ts. Dr Syahril responded with an inspiring call to action, emphasising that the path to expertise begins simply by "**building**." Students were encouraged to use available resources and follow existing projects online as a starting point. Through practical experimentation, adjusting their designs and exploring new concepts, they could gradually develop their understanding. Ts. Dr. Syahril explained that this process could help them move beyond tutorials towards creating projects of their own.

Throughout the workshop, UNIMY and CAIRA supported students' exploration of robotics and offered practical guidance for taking their first steps in the field.

BRIDGING THE DIGITAL DIVIDE: UNIMY SHOWCASES ORANG ASLI COMPUTING LITERACY RESEARCH AT IEEE ICOCO 2026



Ir. Syaiful Anas bin Suhaimi
Senior Lecturer, School of Engineering and Frontier Technology, UNIMY

Representing the University Malaysia of Computer Science & Engineering (UNIMY), I presented our research at the IEEE International Conference on Computing (ICOCO) 2026, held from 12 to 14 October 2026 at The Westin Langkawi Resort & Spa, Langkawi, Malaysia.

I led the research team, working alongside co-researchers **Prof. Dr. Habibollah Haron, Muhammad Faizol Ahmad Ibrahim, Noor Fadzillah Azman and Muhammad Haqeem bin Mohd Nasir**. Our paper, *"Developing Emerging Computing Literacy Through Experiential Learning: A Case Study of the UNIMY Young Tech Camp,"* explored how practical learning activities could introduce Orang Asli school leavers to emerging computing technologies.

Learning Through Practical Exploration

The research was motivated by the importance of artificial intelligence (AI) and cybersecurity literacy, particularly among communities with limited opportunities to explore these technologies.

We conducted the study as part of the UNIMY Young Tech Camp 2026, a two-week residential programme involving 16 Orang Asli school leavers. Supported by the Ministry of Higher Education (MoHE), Malaysia, the initiative introduced participants to emerging computing technologies through experiential learning.

Activities covered generative AI, conversational systems using Dialogflow, physical computing and essential cybersecurity practices. The programme combined hands-on exploration with guided instruction to make unfamiliar concepts accessible to novice learners.

What We Observed

Our exploratory mixed-methods study combined pre- and post-learning assessments with classroom observations. The reported assessment results showed improvements in both subject areas:

- **Artificial intelligence:** Average scores increased from 72.92% to 86.25%, a gain of 13.33 percentage points.
- **Cybersecurity:** Average scores increased from 53.75% to 74.38%, a gain of 20.63 percentage points.



Alongside these results, we observed increasing confidence, engagement and willingness to explore unfamiliar technologies. These preliminary findings suggest that experiential learning has potential to support emerging computing literacy among underserved learners. However, the study involved a small sample size, and further research is needed to determine whether learning gains are sustained over time.

Sharing the Research

Presenting at ICOCO 2026 gave me an opportunity to share our team's approach and findings with an international academic audience. The presentation highlighted the connection between computing education and community engagement, focusing on how practical activities can introduce learners to technologies they may have had little opportunity to use.

For our team, the study provides a starting point for further work. Future research will focus on involving more participants, evaluating longer-term knowledge retention and developing experiential learning modules that can be adapted for wider community use.



Our aim is to build on this experience so that more learners have opportunities to explore computing technologies through practical, guided learning.

Acknowledgements

This research was supported by the Innovation and Social Research Fund of the Ministry of Higher Education (MoHE), Malaysia, under Grant Reference **KPT.BDP(S).600-2/4/3 JLD.2 (46)**. I would also like to acknowledge the contributions of the UNIMY research team, facilitators, participating students and UPLIFT BAC.

BAC LAUNCHES PEPP TO SUPPORT STUDENTS' CAREER DEVELOPMENT



Mathuraiveran A/L Marimuthu (Madhu)
Lead, Collaboration and Partnership

BAC Education Group launched its Preferred Employer Partnership Programme (PEPP) on **24 September 2026** at Horizon Banquet Hall, Menara BAC, Petaling Jaya. The initiative brought together **31 founding partners** to help students develop the skills, experience and professional connections needed as artificial intelligence (AI) transforms work.

Through internships, graduate employment opportunities, mentorship and industry engagement, PEPP aims to connect academic learning with workplace expectations. Employers are encouraged to contribute to students' preparation throughout their education, offering insights into the challenges and skills relevant to their industries.

BAC Education Group Co-Founder and Chief Future Officer Raja Singham described talent development as a shared responsibility between educators and employers.



"For me, this partnership is about opening doors. A young person's potential can go much further when someone gives them an opportunity, guidance and the confidence to grow. Through PEPP, we want employers to be part of that journey from the beginning," he said.

Connecting knowledge with practice

Raja said BAC's Career First Education and AI-Native approach reflected the need to combine strong academic foundations with practical skills, industry experience, and sound judgement. Students must learn to use emerging technologies responsibly while developing the ability to question information, solve problems and work across disciplines.

He also discussed the value of building expertise in one discipline while developing knowledge in complementary areas such as

technology, business, communication and governance. A law graduate, for example, could explore data protection or legal technology, while a media graduate could combine storytelling with data and digital tools.

These examples reflect the programme's broader aim of helping students understand how their qualifications and interests can connect with different career pathways.

Building partnerships for continued learning

The founding partners include Daythree Business Services, Merchantrade Asia, Volvo Car Malaysia, shopper360, Peoplelogy Bhd, Zul Rafique & Partners, Asustek Computer Malaysia Sdn Bhd, Supernewsroom.AI, Rosli Dahlan Saravanan n Partners, West Coast Expressway, The Malaysian Institute of Human Resource Management and the Chartered Governance Institute of Malaysia, among others.

PEPP also forms part of BAC's wider approach to lifelong learning, alongside HRDA Academy workforce development programmes, BAC Coursera Academy and postgraduate pathways across the group. This approach extends beyond students entering employment to people developing new capabilities during their careers.

"The future workforce includes the people already working with us today. Alongside giving graduates their first opportunity, we must help experienced employees develop new capabilities and continue contributing. Both deserve a place in the future we are building," Raja said.

BAC's longer-term ambition is to expand PEPP to 500 employers, creating further opportunities for collaboration and bringing industry perspectives into students' learning.

For programme information and partnership enquiries, email **pepp@bac.edu.my**.



INTRODUCING RISE: RECOGNISING STUDENT ENGAGEMENT AND SKILLS DEVELOPMENT



Mr. Vinod Ramanathan
Dean, School of CyberSecurity and Data Intelligence (So-CSI), UNIMY

A student's university experience includes more than grades. Attending classes, contributing feedback, leading a club and completing an additional course all reflect effort that may not appear in an academic transcript.

Launched on **21 September 2026, RISE (Recognition for Involvement and Skills Enhancement)** provides students of UNIMY's School of CyberSecurity and Data Intelligence (So-CSI) with a way to record these contributions. Developed for So-CSI students and staff.

Recording progress beyond grades

I developed RISE over nearly five months to help students see their participation and development over time. The platform provides a developmental record rather than an academic grade or a ranking against other students.



Points accumulate throughout a student's studies and do not reset at the end of each semester. Students can view their progress through a personal dashboard, bringing different aspects of their university experience into one record.

Ten areas of recognition

RISE recognises contributions across ten categories: Attendance, Evaluation, Quiz Battle, Bonus, Positions and Responsibilities, Streak, Workshops and Talks, Competitions, Coursera, and Award and Recognition.

These categories cover everyday academic participation, including attendance, weekly lecturer evaluations, formative quizzes and consistent engagement. They also recognise leadership responsibilities, participation in workshops and competitions, completion of Coursera courses, formal awards and exceptional contributions.

Each category has a points cap to limit how much it contributes to the record. Points already earned are retained when a cap is reached.



How contributions are recorded

Points for attendance, evaluations, quizzes and streaks are awarded automatically. Activities requiring supporting evidence, such as workshops, competitions, courses, leadership roles and awards, are reviewed and approved by the relevant lecturers, Heads of Programme or Dean. Bonus recognition requires approval from the Dean or a Head of Programme.

Students are encouraged to retain certificates and other supporting documents so that their contributions can be verified.

Supporting engagement and feedback

RISE aims to encourage regular participation and give students a clearer view of their development. Weekly lecturer evaluations provide a channel for feedback, while the wider recognition categories acknowledge activities beyond the classroom.

The intention is to help students identify areas they are already exploring and consider opportunities to develop further, whether through a leadership role, a workshop or an external course.

A foundation for further development

RISE is the first phase of UNIMY's planned QMS, which aims to support academic quality, engagement and transparency. Its initial implementation focuses on So-CSI.

For students in the school, a practical starting point is to review their dashboard, understand the recognition categories and keep evidence of eligible activities. As their records develop, RISE can help them reflect on how they have participated, contributed and learnt throughout their time at UNIMY.

UNIMY WELCOMES DIVERSE STUDENT COHORT FOR SEPTEMBER 2026 INTAKE



Dr Noor Azizah Atdenan
Registrar, UNIMY

University Malaysia of Computer Science & Engineering (UNIMY) welcomed local and international students during its September 2026 Orientation and Registration Programme, held on **23 and 24 September 2026 at Omnia Hall**.

The programme introduced new students to university life and provided opportunities to connect with peers, meet members of the UNIMY community and begin building relationships that will support them throughout their studies.

During orientation, students learnt about UNIMY's academic programmes, support services, facilities, academic expectations and essential administrative procedures. These briefings helped them understand their responsibilities and the support available as they settle into campus life.



The participation of students from different backgrounds and nationalities added to the programme's welcoming atmosphere. Meeting fellow students offered an early opportunity to exchange perspectives and make connections across the new cohort.

Beyond completing registration, the two-day programme helped students become familiar with their new learning environment. Understanding academic requirements and knowing where to seek assistance are practical first steps towards managing university studies with confidence.

The September intake marks the beginning of a new chapter for these students as they explore their interests, develop their capabilities and work towards their goals.



UNIMY extends a warm welcome to all students joining the September 2026 intake and wishes them every success in their studies. We look forward to their participation in campus life and the contributions they will bring to the university community.

Welcome to UNIMY — where your journey towards knowledge, innovation, and success begins!

TALENTCORP INTRODUCES CAREER PLANNING TO UNIMY'S NEW STUDENTS



Dr Noor Azizah Atdenan
Registrar, UNIMY





UNIMY welcomed **En. Azlan Nasrun, Central Region Engagement Lead & Government Liaison at TalentCorp**, for a career-sharing session on **24 September 2026 at Omnia Auditorium**, as part of its Orientation and Registration Programme.

In his session, *"Explore Your Career Personality and Land the Ideal Internship,"* En. Azlan shared perspectives on Malaysia's employment landscape, emerging career opportunities and the skills needed in an increasingly digital and AI-driven workplace.

He introduced students to TalentCorp's MyNext platform, highlighting how personality assessments and career exploration tools can help them recognise their strengths and identify career interests. He also discussed the role of structured internship opportunities in preparing students for professional life.

A central message was that career preparation should begin early in university. Students were encouraged to use their time at UNIMY to explore their interests, develop relevant skills and build connections that could support their future career choices.

The session added a career-planning perspective to orientation, encouraging new students to consider how their studies and university experiences could contribute to their professional development.

UNIMY thanks En. Azlan Nasrun and TalentCorp for sharing their insights and helping students take their first steps towards informed career planning.

INNOVERSE 4.0: CELEBRATING THE PEOPLE BEHIND THE PROJECTS



Ts. Raidah binti Yazid
Head of Research Management Centre (RMC)

This issue of **UNIMY Tech Byte** spotlights INNOVERSE 4.0 award winners across three categories: **AI & Software Engineering, Cybersecurity & Digital Defence, and Digital Business**.

Held on 27 August 2026 at Horizon Hall, Menara BAC, INNOVERSE 4.0 provided participants with a platform to present their projects, explain their approaches, and engage with industry judges. This issue continues that conversation through the winners' own accounts of their work.

development challenges, teamwork and the experience of communicating their ideas to an audience.

Across the three categories, we feature achievements in **Best Innovative Product, Best Poster and Best Presentation**, together with **Industry Award recognition**. Each article offers a closer look at the work behind the award and the lessons participants will take into their next project or the next stage of their research.





The articles introduce the ideas behind the recognised projects, from software applications and cybersecurity solutions to research on business and community needs. Alongside the technical concepts, the winners reflect on

We congratulate the winners and acknowledge the supervisors, teammates and mentors who supported them. In the pages that follow, the winners share their experiences in their own words.

WasteLess: A Smart Food Waste Management System

Mayar Mohammed Ebrahim Yousef, Naveed Khadija, Ayden Yoong Don Kit and Lee Shi Chin

Our project, WasteLess: A Smart Food Waste Management System, received the **Best Poster award in the AI & Software Engineering category at INNOVERSE 4.0**. This recognition marks an encouraging milestone for our team and our efforts to develop a technology-based solution to household food waste.

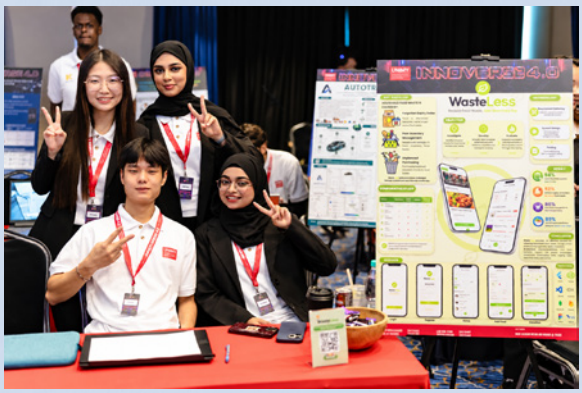
At home, forgotten expiry dates, unplanned purchases, and difficulty keeping track of food supplies can lead to unnecessary waste. We developed WasteLess as a mobile application to help users manage their food more effectively and encourage sustainable habits.

The application's design brings together food inventory management, expiry date tracking with notifications and reminders, recipe recommendations based on available ingredients, donation centre suggestions and AI-based purchasing quantity recommendations. These features aim to help users make better use of the food they have, avoid unnecessary purchases and make more informed decisions about food consumption.

We followed a prototyping approach, allowing the design to be refined as user requirements and feedback were considered. The project uses Flutter for mobile development, Node.js and Express.js for backend services, MongoDB for data storage and Firebase Authentication for user sign-in. Our focus was on bringing these components together to support everyday household food management.

Participating in INNOVERSE 4.0 was a valuable learning experience. Presenting our project and receiving feedback helped us understand how to explain technical concepts to different audiences. Preparing the poster also required us to clearly and concisely communicate the problem, our approach, and the proposed features.





As we prepare to undertake our Final Year Projects, this experience has given us useful practice in presenting our work, answering questions and responding to constructive feedback. It has also helped us approach future project challenges with greater confidence.

Receiving the Best Poster award motivates us to continue developing our ideas. We hope to further refine WasteLess, with the long-term aim of creating a practical tool that supports responsible household food management.

We are grateful for the opportunity to share our work at INNOVERSE 4.0 and for the feedback that will guide our next steps.

StryKO: Tracking Boxing Performance with AI

Terrell Devan Inigo





As a boxer myself, I noticed that many of us film our training, but getting useful feedback means reviewing footage by hand with an experienced eye. Coaching is not always affordable, and smart wearables can be expensive. I saw an opportunity to develop a tool that could help boxers review their training using smartphone video.

StryKO is an Android app that uses machine learning and pose estimation to generate visual feedback from boxing session recordings. It tracks punch volume, guard height and movement without requiring additional wearable sensors.

Development began with finding boxing videos and building a labelled dataset. I then trained a Random Forest classifier, a machine-learning method used here to identify punches and tested it on new videos. Pose estimation tracks body positions, while the classifier detects punches. The app presents the resulting measurements as graphs synchronised with a video showing a skeletal outline of the boxer's movements.

I prototyped StryKO in Python before adapting it for Android, where it runs entirely offline on the device. Bringing these components together took a year of work and gave me the opportunity to connect my interest in boxing with what I had learnt at UNIMY.

INNOVERSE 4.0 marked the final project milestone before my internship. Presenting on stage and running a live demonstration booth were rewarding experiences, particularly encouraging visitors from different backgrounds to try shadowboxing and test StryKO themselves.

Receiving the **Best Presenter award in the AI & Software Engineering category** was an encouraging recognition of that effort. I am grateful to my lecturers, project supervisor and friends for their support throughout the project.

For my boxing friends and me, StryKO remains a proof of concept with room to improve. I plan to continue developing it towards a public release, with the aim of making video-based training feedback more accessible to boxers.

InfoHub: Improving Communication in Apartment Communities

Dal Lem Thang, Elzahi Saaid and Shanti Tharmavelu



Our project, *InfoHub: Apartment Community Notice Board System*, received the **Best Product award in the Cybersecurity & Digital Defence category at INNOVERSE 4.0**. InfoHub aims to improve communication within residential communities through a centralised web-based platform.

We developed the project to address common problems faced by apartment residents, including missed announcements, delayed updates and information scattered across different messaging platforms. Managing who can publish information is another concern, particularly when misleading content can create confusion among residents.

A key feature of InfoHub is its AI-based content analysis, designed to identify potentially misleading information before publication. This feature aims to support more reliable information sharing, although improving its accuracy remains an area for further development.

The system also uses Role-Based Access Control (RBAC), with three user roles: Admin, Manager and Resident. Each role has specific permissions that determine which functions users can access. Other features include announcement management, emergency and maintenance updates, event information, search and filtering, bookmarks and comment management. Together, these functions are intended to help residents find relevant information while supporting controlled access to publishing and management tools.

Participating in INNOVERSE 4.0 gave us an opportunity to showcase our project and explain how it addresses an everyday community problem. Presenting our ideas helped us develop our teamwork, communication and problem-solving skills. We also gained confidence in explaining technical features to others and a greater appreciation of the effort involved in developing a working system.



Receiving the award was an encouraging recognition of our team's work. It motivates us to continue improving our skills and considering how technology can respond to practical needs.

Moving forward, we hope to improve the accuracy of InfoHub's AI-based content analysis, introduce real-time notifications and expand its capabilities to support more residential communities. Our aim is to develop InfoHub further into a practical tool that helps residents stay informed and makes community communication easier to manage.

Ready Before Certified: Understanding Smallholders' Readiness for MSPO

Zanurul Huzaima Zainudin
PhD Business Management candidate, UNIMY





A record book, a safety routine, and the way environmental impacts are managed are everyday aspects of implementing Malaysian Sustainable Palm Oil (MSPO) requirements. They also help explain what I mean by organisational readiness: having the support and capabilities to consistently implement those requirements.

My PhD research examines this readiness among independent oil palm smallholders. Drawing on responses from 408 certified and uncertified smallholders across six Malaysian zones, the study found that government support and perceived benefits had the strongest direct associations with readiness. Smallholders who perceived stronger support and greater value in certification reported higher readiness to implement its requirements. The study therefore considers readiness both before certification and in sustaining implementation afterwards.

For me, these findings raised a practical consideration. Understanding readiness could help identify where smallholders need assistance, making support more responsive to their circumstances.

I explored this possibility through an approach to assessing readiness and a prototype scorecard, which I presented alongside the research findings at INNOVERSE 4.0 on 27 August 2026. The presentation was titled "Ready Before Certified: What Makes Independent Oil Palm Smallholders Ready for MSPO?"

The scorecard considers seven implementation areas drawn from the MSPO standard, including management responsibilities, record-keeping, and safety and environmental practices. Its intended purpose is to connect gaps in readiness with appropriate assistance. Difficulties in maintaining records, for example, could indicate a need for documentation support, while gaps in safety practices could help guide training.

This remains a work in progress. The scorecard is a proposed research tool and requires further validation and feedback from smallholders and practitioners before its usefulness in practice can be established.

Sharing the research at INNOVERSE also gave me an opportunity to improve how I communicate it. Explaining the study through a poster encouraged me to focus on its practical significance and make the connection between the findings and their possible applications easier to follow.

I was grateful to receive the **Industry Award and Best Poster Award in the Digital Business category**. I regard both as encouragement to keep improving the research and its presentation. My sincere thanks go to the smallholders who contributed their time and responses, and to my supervisors for their guidance.

My next step is to refine the proposed approach with a clearer understanding of smallholders' daily operations. I hope the research can contribute to more targeted assistance as they implement and sustain MSPO requirements.

Beyond Training: Supporting Women's Next Step into Entrepreneurship

YB Wasanthee Sinnasamy
Hutan Melintang Assemblywoman | PhD Business Management candidate, UNIMY

Completing a skills course is a milestone. For a woman hoping to earn an income from those skills, however, the next steps may be less straightforward. Where can she find customers? How can she obtain funding? Who can offer advice when she encounters difficulties?



These questions sit at the heart of my PhD research, "***Beyond Training: Turning B40 Women's Skills into Entrepreneurial Action***". My study explores how access to finance, mentoring, markets, digital opportunities and institutional assistance can support women in applying what they have learnt.

As the Hutan Melintang assemblywoman, I regard women's economic participation as a concern that deserves attention beyond the classroom. Training can develop skills, but women also need the means and confidence to use them. Understanding the support available after a course is therefore central to my research.

This work considers the transition from learning to action. A woman may have the skills to produce something or provide a service, yet still need guidance on reaching customers or accessing business support. Examining these needs can help us understand how training connects with the practical demands of entrepreneurship.

I brought this research to UNIMY's INNOVERSE 4.0, held on 27 August 2026 at Horizon Hall, Menara BAC. Presenting it within a showcase of business and technology gave me an opportunity to explain why the conditions surrounding women's entrepreneurial efforts deserve consideration alongside their skills.

I was honoured to receive the **Best Presentation Award in the Digital Business category**. I take this recognition as encouragement to continue developing the study and communicating its purpose clearly. The research is still progressing, and I hope it will contribute to a better understanding of the support women need after training.

I am grateful to my supervisor, **Assoc. Prof. Dr Norizah Mohamad**, for her guidance, and to UNIMY and everyone who has supported this work.

My aim is to contribute research that can inform practical assistance, whether through access to a mentor, suitable financing or opportunities to reach customers. For women seeking to earn a living from their skills, such support could help make the next step more achievable.



Building a Better Connection Between Students and the SRC

Laveniyia Laksmmi
Bachelor of Business Administration (Management Information Systems) (Honours), UNIMY

Finding a Student Representative Council (SRC) announcement can mean scrolling through WhatsApp messages, checking Outlook Mail or searching Instagram. This challenge became the starting point for my **Final Year Project: A centralised SRC Web Platform for UNIMY**. The project received the **Best Innovative Product award at INNOVERSE 4.0**, held on 27 August 2026 at Horizon Hall, Menara BAC.

I wanted to explore how a dedicated portal could make SRC information easier to find. Although existing communication channels are convenient, announcements can become buried under newer messages. Bringing updates together in one place could help students retrieve information when they need it.

Before developing the platform, I examined students' willingness to use it. My survey of 80 UNIMY students, guided by the Theory of Planned Behaviour, found that positive attitudes towards the platform and social influence were significant predictors of their intention to use it.

These findings highlighted the importance of understanding students' perceptions alongside the development of the website's functions. Students need to see value in using a platform. Since the research measured intended use, further evaluation would be needed to understand actual adoption.



The resulting portal allows students to register, log in and access SRC announcements, upcoming events, committee member profiles and frequently asked questions. I included a search function to make information easier to find, while Live Support chat provides a channel to contact SRC representatives.

Accessibility was another consideration. The platform uses a responsive, mobile-first design so students can access it through smartphones, tablets and laptops. For SRC administrators, it provides tools to update content, manage user accounts and respond to enquiries. Audit logs support monitoring of system activities.

Developing the portal using HTML, CSS, and JavaScript gave me the opportunity to connect research with practical application. The project brought together the business and information systems aspects of my programme, linking a communication need with the design of a digital service.

Receiving the award at INNOVERSE 4.0 was a milestone in this work. My aim remains straightforward: to help students spend less time searching across channels and find the SRC information they need in one accessible place.

UPCOMING EVENT: GPEBT 2026—GLOBAL PERSPECTIVES ON EDUCATION, BUSINESS AND TECHNOLOGY



Assoc. Prof. Dr Norizah Mohamad
Conference Co-Chair, UNIMY



Ready to share your research with a multidisciplinary audience? **GPEBT 2026**, jointly hosted by UNIMY and Veritas University College, invites postgraduate students, researchers and practitioners to submit their work across **Business, Education and Technology**. The **submission deadline has been extended to 31 October 2026**.

Taking place on **28 November 2026, from 9.00 a.m. to 5.00 p.m. at Omnia Auditorium, Level G, Menara BAC**, the conference offers opportunities to present research, exchange ideas and connect with the academic and professional community.

Keynote speakers **Professor Emeritus Tan Sri Anuwar Ali, Datuk Prof. Dr Mohd Faiz Abdullah and Tengku Mohd Azzman Shariffadeen** bring experience spanning higher education, economics, strategic policy and technology development.

Submissions may include completed research, short papers, conceptual papers, review papers and case studies. For postgraduate researchers, presenting offers valuable practice in explaining their contribution and responding to questions beyond their own specialisation.

Accepted papers presented at the conference are eligible for publication in selected MyCite-indexed journals and conference proceedings, subject to review and publication requirements.

Presenter fees are **RM350 for BAC Education presenters** and **RM450 (USD130) for other presenters**. Attendance without presenting is **RM50**.

Submit your paper by 31 October 2026. Visit gpebt.bac.edu.my for submission guidelines, the paper template and registration details.

LEVEL UP: CONNECTING GAME DEVELOPMENT WITH CAREER PREPARATION



Ts. Raidah binti Yazid
Game Lecturer and Head of the Research Management Centre (RMC), UNIMY



As a game lecturer, I want students to understand the work behind the games they play and how their classroom projects can help them prepare for industry.

This was the focus of *LEVEL UP: Navigating the Modern Game Development Industry*, held on 28 October 2026 at Omnia Auditorium, Menara BAC, Petaling Jaya. Organised by UNIMY's School of Computing, Games and Immersive Technology (SOCGIT), the programme connected industry and academic perspectives on game development.

The programme featured Arif Abdullah of Streamline Studios on game quality assurance, Mohammad Alwi Yahaya of Malayan Tech Labs on mobile game development using Unity, and Dr Nazreen bin Abdullasim of Universiti Teknikal Malaysia Melaka (UTeM) on developing student projects into portfolios.

These topics offer students a practical connection between learning and career preparation. Programming, testing, teamwork and problem-solving are relevant to both game development and broader software careers.

In next month's issue of Tech Byte, I will share a fuller account of the event, including the speakers' insights and key points for students exploring these career pathways.