NATIONAL QUALIFICATIONS FRAMEWORK: WHAT IT IS AND HOW IT WORKS

MUHAMMAD MG OMAR
MALAYSIAN QUALIFICATIONS AGENCY
NQF – WHAT IT IS

• An instrument that classifies qualifications according to:
  - a set of criteria for specified levels of learning achieved;
  - provides a systematic description of the full range of qualifications within a given education system; and
  - provides ways in which learners can navigate between them
NQF – WHAT IT IS

- NQF defines qualifications by:
  - learning outcomes;
  - credit based on learners efforts; and
  - level and profile that demonstrate the achievement of specified knowledge, skills and competencies.
NQF – WHAT IT IS

• Provide important information about qualifications which:
  - helps to establish national standards;
  - promotes quality of education and training provisions;
  - relates qualifications to one another and allow communication between qualifications; and
  - promotes access to learning, transfer of learning and progression in learning.
Developing and Implementing the MQF

1997-2006
EQA for private higher education.
Development of MQF in 2002-approved in 2005

2007-2012
MQA Act –the Agency and Functions: QA and MQF
Launching of NHESP 2007-2020

2012- 2015
Review and Maintenance Audit Project

2014-2016 MQF Review

• MQF – idea mooted in 1999
• Implemented in 2008
• MQF ambitions:
  - to be a reference point for national qualifications
  - to improve and promote understanding of qualifications
  - to improve the transparency of individual qualifications through learning outcomes
  - to reform delivery of education by shifting the focus to learners rather than input
  - to improve quality as part of quality assurance systems
  - to improve the communication between qualifications
• MQF ambitions:
  - to solve credit accumulation and transfer issue
  - to realise life long learning and the recognition of prior learning
  - to support open access to higher education system
  - to build strong relationship with the employment market
  - to improve parity of esteem for vocational and skills qualifications
  - to facilitate international recognition and labour mobility
# Key Principles of Malaysian Qualifications Framework

## 8 Levels of Qualifications

<table>
<thead>
<tr>
<th>Level</th>
<th>Credits</th>
<th>Skills</th>
<th>Vocational and Technical</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>40</td>
<td></td>
<td></td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td></td>
<td></td>
<td>Master’s Degree</td>
</tr>
<tr>
<td>6</td>
<td>80</td>
<td></td>
<td></td>
<td>Bachelor’s Degree</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td></td>
<td></td>
<td>Diploma</td>
</tr>
<tr>
<td>4</td>
<td>120</td>
<td></td>
<td>Advanced Diploma</td>
<td>Advanced Diploma</td>
</tr>
<tr>
<td>3</td>
<td>140</td>
<td>Skills Certificate 3</td>
<td>Vocational and Technical</td>
<td>Certificate</td>
</tr>
<tr>
<td>2</td>
<td>160</td>
<td>Skills Certificate 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>180</td>
<td>Skills Certificate 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 8 Generic Learning Outcomes

## Credit System and Academic Load

## Qualifications Profile

## Interlinked with Awarding Sectors

## Recognition for Qualifications

## Educational Pathways

## LLL - APEL

## Accreditation of Prior Experiential Learning
Ensuring MQF Compliance: Quality Assurance Framework

1. MQF
2. Quality Assurance Standards (Codes, Programme Standards & GGPs)
3. EQA Programme Accreditation /Audits

International Practices & Collaborations
Stakeholders Consultations
Partnership with Professional Bodies
Expert for Standards and Peer Review

Internal Quality System of Higher Education Providers (HEP) - Self Assessment
HEP regulated by laws

General Public
Supports Approvals of programme
<table>
<thead>
<tr>
<th>Vision, Mission, Educational Goals and Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Design and Delivery</td>
</tr>
<tr>
<td>Assessment of Students</td>
</tr>
<tr>
<td>Student Selection and Support Services</td>
</tr>
<tr>
<td>Academic Staff</td>
</tr>
<tr>
<td>Educational Resources</td>
</tr>
<tr>
<td>Programme Monitoring and Review</td>
</tr>
<tr>
<td>Governance Programme Leadership and Administration</td>
</tr>
<tr>
<td>Continual Quality Improvement</td>
</tr>
</tbody>
</table>


The Nine (9) Malaysian QA Aspects designed to ensure MQF is in programmes design and delivery systems. Programmes accreditation (quality) is the premise for confidence and recognition.
CONCLUSION

Subscribing to general purposes of qualifications frameworks:

- NQF must serve the national agenda and community at large;
- To make national qualification systems easier to understand for learners, employers and providers;
- To show clarity and to build confidence through QA and accreditation (in compliance with the QF);
- To provide standards for qualification types;
- To support mobility, parity of qualifications and comparability of qualifications;
- To support the recognition of knowledge and skills, all types of learning and LLL.
REFERENCES:


TERIMA KASIH
THANK YOU