UNESCO Asia Pacific Bureau

“THE MALAYSIAN QUALIFICATIONS FRAMEWORK”

Zita Mohd Fahmi (QA-C)
Malaysian Qualifications Agency
Outline

I. Introduction
II. Core elements of qualifications framework
III. Needs, progress and challenges
IV. Conclusion and future outlook
1. Introduction

The National Quality Agenda

- Malaysia as a middle income country - 29 million people, needed then “an education revolution” to build knowledge workers and knowledge society

- 2005-a comprehensive review of higher education system – consolidate QA regime with a national qualifications framework


- That an effective and dynamic MQF and assurance system is a key enabler to address knowledge workers
MQF developments

1997 - National Accreditation Board - private higher education
2005 - QA Unit for Public

2002 - Initiate development of MQF Cabinet approval 2005

2007 - Malaysian Qualifications Agency Act – the Agency and functions: QA and MQF Covers all public and private Higher education Providers

2008-2010 Transition period Full compliance begun 2011 - interim review 2015-2016


A series of consultation with key stakeholders
Enablers and Structures for MQF Implementation

Legislative framework was already in place (5 Acts of Parliament)

Policies for MQF compliance

- MOE policies for mandatory accreditation of all licensed programmes
- Recognition policy for (public) employment and professional practices
- Student loan body policy
- Recruitment of foreign students policy
- Collaboration with professional bodies
- Collaboration with internal and external bodies
- National Lifelong Learning Blueprint

Quality assurance system

- Programme accreditation (provisional, full and maintenance audit)
- Quality assurance standards (7 areas) ensure MQF in design and delivery of programmes (COPPA)
- “No programme is accredited unless it is in compliance with MQF” Section 35 MQA Act 2007
- Contextualizing MQF to disciplines requirements (Programme Standards) and specific programme outcomes
- Malaysian Qualifications Register
- QA manuals and Guidelines
MQF is still work in progress

The stage of implementation

• Phase 1 - Full compliance to MQF enforced in 2011 through accreditation process
  • Compliance audit on all legacy qualifications
    • Postgraduate Programmes of public Universities
    • Review of undergraduate programme with MOE
    • Polytechnics
    • Community colleges
    • Other TVET training institutions
    • Private Higher Education Institutions pre MQF programmes
• Phase 2 - Interim review of MQF-taking stock and to strengthen MQF to address national development needs and regional development (2015-20160
II. Core elements of qualification framework – Principles

Principles

- Clear outcomes benefits for individuals, institutions and nation
- Inclusivity (all sectors)
- Transparency and clarity – acceptance & confidence
- Driver for Lifelong learning, career development and employment
- Parity of esteem - basis of “Recognition” locally and globally
- Respects autonomy of institutions through accountability and external references
- A dynamic structure to address national and regional developments
- Amendments must involves technical, social and political process
II. Core elements of qualification framework-definition and application

**MQF** is an instrument that develops and classifies qualifications based on a set of criteria, approved nationally and at par with international practices, clarifies the earned **academic levels, learning outcomes** of study areas and **credit system** based on student academic load.

- Underpinned by QA systems
- Programme & qualifications accreditation
- Quality as a premise for recognition
- Mobility of persons-access, articulation and Accreditation of prior experiential learning
- Comparability of qualifications (e.g. NZQF, HEEACT, SAQA and NIAD UE exercises in support of MRAs)
- Equivalency assessments
The MQF Coverage

All Malaysian Qualifications & foreign locally conducted programmes

• All Higher Education Qualification Sectors : Skills – Technical Vocational Education and Training - Academic - Professional

• A unified framework with common Level Learning Outcomes (Knowledge, skills and abilities)
# Core: Levels, Credits, Sectors and learning Outcomes

<table>
<thead>
<tr>
<th>Level</th>
<th>MGC</th>
<th>Skills (MOHR)</th>
<th>Vocational &amp; Technical (MOE)</th>
<th>Academic (MOE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>-</td>
<td>Doctoral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>40</td>
<td>Masters</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Postgraduate</td>
<td>Postgraduate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Dip</td>
<td>Dip</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>Bachelor</td>
<td>Bachelor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>Graduate Dip</td>
<td>Graduate Dip</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Graduate Cert</td>
<td>Graduate Cert</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>Advanced Diploma</td>
<td>Advanced Diploma</td>
<td>Advanced Diploma</td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>Diploma</td>
<td>Diploma</td>
<td>Diploma</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>Certificate 3</td>
<td>Certificate</td>
<td>Certificate</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>Certificate 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>-</td>
<td>Certificate 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Outcomes

- **Knowledge**
- **Practical skills**
- **Social skills and responsibilities**
- **Values, attitudes and professionalism**
- **Communication, leadership and team skills**
- **Problem solving and scientific skills**
- **Information management and lifelong learning skills**
- **Managerial and entrepreneurial skills**

*Accredited Prior Experiential Learning*

-MGC-minimum Graduating Credits-
II. Core elements of qualification framework - Level outcomes

Descriptors for all levels determined by

- depth, complexity and comprehension of knowledge
- application of cognitive and practical skills
- degree of autonomy and creativity in decision making
- communication skills
- breadth and sophistication of practices

All levels are provided with a description of qualification’s purpose and levels outcomes

- Applies to all sectors
- Discipline level outcomes requirements are contextualized in Programme Standards
- All programmes must provide clear, relevant, measurable and observable learning outcomes
III. Lesson Learnt (Needs, progress and challenges)

**Lesson learnt**

- Developmental and supportive environment
- Fit for purpose QA approach
- Mechanistic implementation by some
- Ensure assessors are understand the complexity of OBE approach
- LOs in Discipline Standards are valued
- Industry and employers to be partners
- Information center-MQR
- Better framework for recognition
  - The projects with NZQA, HEEACT and now with SAQA /NIAD-UE to assess for broad comparability relies on key features of QF and QA systems ---learning Outcomes
- Time
IV. Conclusion and future outlook

Future Outlook: MQF review to address:

- Update, ‘simplify’ and strengthened MQF
- Comparable to other NQFs, and aligned to regional frameworks
  - Holistic, entrepreneurial and balanced graduates, good cognitive skills
- High quality TVET graduates “needs a vibrant platform or structure for continuous dialogue and interaction between the stakeholders of the different education sectors and the world of work and between higher education and vocational education and training.”
- MQF and QA system to enhance international recognition of Malaysian Qualifications
- Ensure alignment to regional frameworks - the ASEAN Qualifications Reference Framework and other meta frameworks
Thank you

Zita Mohd Fahmi
zita@mqa.gov.my