THE MALAYSIAN QUALIFICATIONS FRAMEWORK

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5/5/09 HOTEL MANILA
OUTLINE

- Background systems in Malaysia-HE and QA principles -MQA
- Development of the MQF
- Principles of MQF
- Quality assurance system-COPPA and Programme standards
- Challenges
Chronology of MQF

- 1996 - Diversity of qualifications in private higher educational & qualifications criteria determined by LAN (National Accreditation Board)
- 2002 - exploratory workshop by LAN
- Existence of a dual system – Public and Private
- 2005 - Cabinet decision to establish Malaysian Qualifications Agency to implement the Malaysian Qualification Framework
- 1/11/2007 launching of the Malaysian Qualifications Agency
  - MQA - guardian MQF in return its functions being guided by MQF
MINISTER OF HIGHER EDUCATION

Malaysian Qualifications Agency Council, Accreditation Committees & The Agency

Implementation of MQF, Programme accreditation, Institutional Audit, Equivalency, Standards & Malaysian Qualifications Register

Higher education providers and other stakeholders

Inter-agency representation- Ministry of Human Resource and Professional Bodies
Justifications for Malaysian Qualifications Framework

- International developments - Cross border higher education and trade & services
- Need to link to outside world
- Single regulatory structure for all higher education qualifications
Objectives of Malaysian Qualifications Framework

- Single structure for all higher education qualifications
  - Secure standards and reinforce policies on quality assurance
  - Mechanisms for progression – life long learning
  - Supports collaboration between sectors
  - Parity of esteem of different qualifications
  - Credit systems-transferability and external linkage
  - Clarity of information – facilitates evaluation
  - Facilitate qualifications comparison

(MQA Act 2007)
Benchmarking of MQF to other NQFs

MQF is benchmarked

- Numerous consultations.

- NQFs - UK, Australia, New Zealand and European Framework

- Learning outcomes and credit system

- Reference International Standard Classification of Education (ISCED 1997) in dividing the levels of qualifications into eight within three sectors of education

- MQF - dynamic to priority & national changes
What is the Malaysian Qualifications Framework? 889

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

What are the key elements in the MQF? 8 elements

| 1. Levels of qualifications |
| 2. Associated nomenclatures of qualifications - certificates to doctoral |
| 3. Level learning outcomes |
| 4. Credit system-learning load - student learning time |

| 5. Learner centred |
| 6. Programme profile-programme standards |
| 7. Sectorial and interlinked (Skills, technical/ vocational and academic) |
| 8. Educational pathways for individual development (life long learning) |
MQF-8 Levels of Qualifications & Nomenclatures and Educational Pathways

Skills
- ADV DIPLOMA
- DIPLOMA
- CERT

Vocational and Technical
- ADV DIPLOMA
- DIPLOMA
- CERTIFICATE

Credit system Learner Centred

POSTGRAD CERT & DIPLOMA

GRADUATE CERT & DIPLOMA

Academic
- DOCTORAL
- MASTERS
- Bachelors

Higher School Cert/ Foundation/ Pre-U/ Matriculation

SCHOOL CERT

Learner Centred
8 Learning outcomes domain - Life long learning

1. Knowledge
2. Values, attitudes and professionalism
3. Problem solving and scientific skills
4. Managerial and entrepreneurial skills
5. Communications, leadership and team skills
6. Information management and lifelong learning skill
7. Social skills and responsibilities
8. Practical skills

Cognitive, effective and psychomotor skill must be in the programme.
Credits and Learning Outcomes

- Credits for academic load and student learning time
- Planning in curriculum-T &L activities
- Learner centered
- Generic level and program learning outcomes
- Credit transfer system – connecting to other Credit Transfer Systems
Programme Discipline Standards

- Programme profiles provided for generally certificate, diploma, bachelor, masters and doctoral level in various disciplines

- Guides institutions, assessors and MQA in developing and assessing programmes;

- Covers programme objectives, learning outcomes, curriculum design and delivery, admission criteria, assessments, academic staff, resources, management and requirement for continual improvements;

- Developed together with experts and key stakeholders
Flexibility and educational pathways

- Inter-sector links (Skills, vocational/technical, and academic)
- Articulations and bridging
- Accreditation of Prior Experiential Learning support life long learning
Ensuring Compliance MQF - Evaluation for approval, accreditation & recognition

- Ministry’s **approval** to conduct programmes (evaluated by MQA);
- **Accreditation** by MQA-provisional and full accreditation of programmes indicates having fulfilled all standards set by MQA
- **Recognition** by Department of Public Service for employment in civil service, professional bodies for professional registration and academic recognition by universities
Quality assurance (Code of Practice for Programme Accreditation, COPPA)

- Institution design programme
- What students will be able to do?

Programme Objectives and Learning Outcomes
- Programme Discipline Standards
- MQF
- Quality assurance standards-9 areas

Provisional Accreditation Programme evaluation by MQA
- Implementation of programme
- Self assessment report
- Peer evaluation and site visit

Registers on the Malaysian Qualifications Register
- The Agency that holds all together.
- Programme maintenance Audit
- Institutional audits

- MQA

Credits
### MQF Compliance by Internal Quality Assurance and External Evaluation System (9 AREAS)

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<td>Programme Monitoring and Review</td>
<td>Programme Leadership and Administration</td>
<td>Continual Quality Improvement</td>
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Impact of MQF and Quality Assurance Practices

✓ Moving from intra-sector to inter-sectors widening learning and training opportunities
✓ National to global -Framework and credits
✓ MQF affects all programmes, systems, and teaching and learning activities & QA activities of MQA
  ✓ Code of Practice for Programme Accreditation and Code of Practice for Institutional Audits
✓ Moving from external quality audit to enhance institutional internal quality systems
A developmental approach
Challenges

- Cross border higher education
- Continuous support and capacity building— all actors
- Student engagement
- Commitment of stakeholders
- Closer rapport with professional bodies and the Skills Authority
- Connectivity with Quality Assurance agencies and networks
THANK YOU

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