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Working Session 2
Development Phases of The National Qualifications Frameworks in Perspective –MALAYSIA

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Outline

• National Higher Education Aspirations
• Development Phases of the NQFs - Malaysia’s status in Asian Countries
• The Malaysian Qualifications Framework (MQF)
• How do you define the necessary number of levels?
• Factors that led to establishment of the MQF
• Who drives for the development of the NQF in Malaysia?
• The five stages in the implementation on development of MQF-Learning Outcomes
• Phases of implementation of the MQF (2005-2012): Learning Outcomes
• Equation or Criteria Based?
• The eight academic learning domains in the MQF
• The Descriptors
• Criteria for Learning Outcomes
• Issues encountered in the development of implementation of Learning Outcomes
• The sectors in the MQF
• Is there a common language across sectors
• How to reference Qualifications on: Qualifications Types or Individual Qualifications?
• Who decides on Referencing?
• The Challenges
National Higher Education Aspirations

• To become a center of excellence
• To become a regional educational hub
  - ensure programmes offered are quality assured

In order to:

• create holistic individuals to meet societal demands - via a balanced and comprehensive curricula
• compliment the industry/employers man power needs - human capital with the right attributes or competencies to serve all sectors
## Development Phases of the NQFs - Malaysia’s status in Asian Countries

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<th>Countries With Developing NQFs</th>
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<td>Brunei</td>
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Source: APEC 2009 and ILO GENEVA 2010
MALAYSIAN QUALIFICATIONS FRAMEWORK-MQF: Qualification Levels And Pathways

- Life Long Learning
  - School Cert
  - Higher School Cert; Foundation (50)
  - Matriculation
  - Academic Bachelor (120C)
  - Professional Masters (40)
  - Doctoral

- Skills Qualifications
  - Advanced Skills Diploma (40C)
  - Diploma (90C)
  - Graduate Certificate & Diploma
  - Postgrad Certificate & Diploma

- Technical & Vocational
  - Skills Diploma
  - Skills Certificate
  - Graduate Diploma (60C)

- Levels
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8

- NOMENCLATURE

- CREDITS
How do you define the necessary number of levels?

- **Post Secondary** - starting from the Pre-Universities, Foundation or Matriculation courses

- **Certificate** - for skills sectors

- **Diploma** and **Advanced Diploma** for both technical & vocational and skills sectors

- **Graduate Qualifications** – Graduate Certificate and Graduate Diploma for working adults for CPD

- **Bachelors Degree** for career and pathway for post graduate study

- **Masters** - entry into doctoral research and for employment

- **Doctoral** for research and development and also for employment
Factors that led to establishment of the MQF

- The **differences** in public and private higher education (e.g.: **nomenclature, entry, credits, and duration**)
- The **diversity and variety of programmes** offerings (e.g.: home-grown, twinning/franchise, external examination / certification programmes)
- The need for **harmonisation** and a **common currency** for all qualifications
Who Drives The Development of NQFs?

In Malaysia NQF driven by:

• **The State (Regulator)**
  - Ministry of Higher Education and the Malaysian Qualifications Agency
  - Ministry of Human Resources (skills programmes)

• **Other stakeholders**
  - Professional bodies
  - Examination and Certification bodies
The Five Stages
In The Implementation On Development Of (MQF)- Learning Outcomes

Understanding the big picture – workshops for HEPs, MQA officers and Assessors
• Preparation and submission of documentation
• Delivery – Teaching and Learning activities
• Assessment of learning outcomes via variety of assessment methods
• Programme review (inner and outer loop) – CQI
Phases of implementation of the MQF: Learning Outcomes (2005-2012)

- **Phase 1**: **Awareness** of learning outcomes via seminars for **MQA officers** and **Higher Education Providers (HEPs)** - year 2005

- **Phase 2**: **Identifying and application** of learning outcomes via workshops for **MQA officers and HEPs** – year 2006 to 2007

- **Phase 3**: **Training for institutional audit** for **assessors** (Academic Performance Audit) – year 2009

- **Phase 4**: **Training for assessors** on OBE (identification and evaluation of learning outcomes) – year 2010 to 2011
  : Training for **HEPs** on preparation of learning outcomes for submission of application documents – year 2010 to 2011

- **Phase 5**: **Implementation of OBE** through programme submission for provisional and full accreditation – from January 2011

- **Phase 6**: **Compliance and Monitoring Audit**- 2012 onwards
Equation or Criteria Based?

- Based on **criteria**: MQF descriptors mapped against **best practice and comparable standards**
- **Descriptors**: levels, **learning outcomes** and credits
- **Learning outcomes** based on **eight learning domains** - knowledge, skills and attitude
The Eight Academic Learning Domains In The MQF

- Knowledge of discipline areas
- Practical skills
- Social skills and responsibilities
- Values, attitudes and professionalism
- Communication, leadership and team skills
- Problem Solving and scientific skills
- Managerial and entrepreneurial skills
- Information management and life long learning skills
The Descriptors

The **learning outcomes** for each qualifications in the MQF are:

- indicated via **descriptors** in terms of its complexities
- **similar in character** but **different in terms of levels**
Criteria For Learning Outcomes & Its Complexities - The Use Of Taxonomies

Generic taxonomies has been widely used for purposes of the identification of the descriptors in terms of the learning outcomes and its complexities ranging from:

- **Knowledge** (thinking) - understanding, comprehension, application, analysis, synthesis and evaluation
- **Skills** (doing) – perception, set, guided response, mechanism, complete overt response, adaption and organisation
- **Attitude** (affective) – receiving, responding, valuing, organisation and internalising
Issues Encountered In The Development & Implementation Of Learning Outcomes (LO)

- Changing mindset – resistance to conform
- Awareness and interest
- Resources – manpower, finance and facilities
- Training - for documentation and implementation
- Commitment to LO - internalisation
- Leadership support
- Determination of learning outcomes CGPA vs. Competency?
The Sectors in the MQF

• Three Sectors

- **Academic**: Diploma to Doctoral

- **Technical and Vocational**: Certificates, Diplomas and Advanced Diploma

- **Skills**: Certificates to Diplomas /Advanced Diploma
Is there a Common Language Across Sectors?

• **Common Language** – A Framework that certifies all qualifications on a single platform:
  - Nomenclature
  - Levels
  - **Credits** for graduation/certification
  - Learning Outcomes based on generic taxonomies

**Other requirements**:

i. **composition** – major, minor and specialisation
ii. **entry requirements** (conventional vs. open entry)
iii. **duration/semesters**
How to reference qualifications?

• Qualification Type:
  Common descriptors - various qualification types as well as developments in the NQFs across regions

• Individual Type:
  International registers such as UK NARIC, CEP Australia or UNESCO Diploma Supplement

• Peer evaluation to determine the equivalency of an external qualification against the NQF (MQF)
Who decides on referencing?

The State - federal government agencies through

- **the quality assurance bodies (MQA).** - entrusted to develop and implement the framework

- **Industry or professional bodies**
  - for purposes of registration for professional practice

- **Ministry of Higher Education (MOHE) and Public Service Department**
  - for purposes of **mutual recognition** and for **employment or study abroad or in Malaysia**

**Stakeholders** (students and parents and sponsors) must have **confidence** and know there is **no substantial difference** in **qualifications awarded**
The Challenges

• Consultation and harmonisation of qualifications in terms of the framework (MQF) between public and private institutions

• Creating a common language/currency for accreditation/recognition across sectors

• Developing a meta / regional Qualification Framework for ASEAN

• Review of the MQF
QUESTIONS AND ANSWERS

THANK YOU.