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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

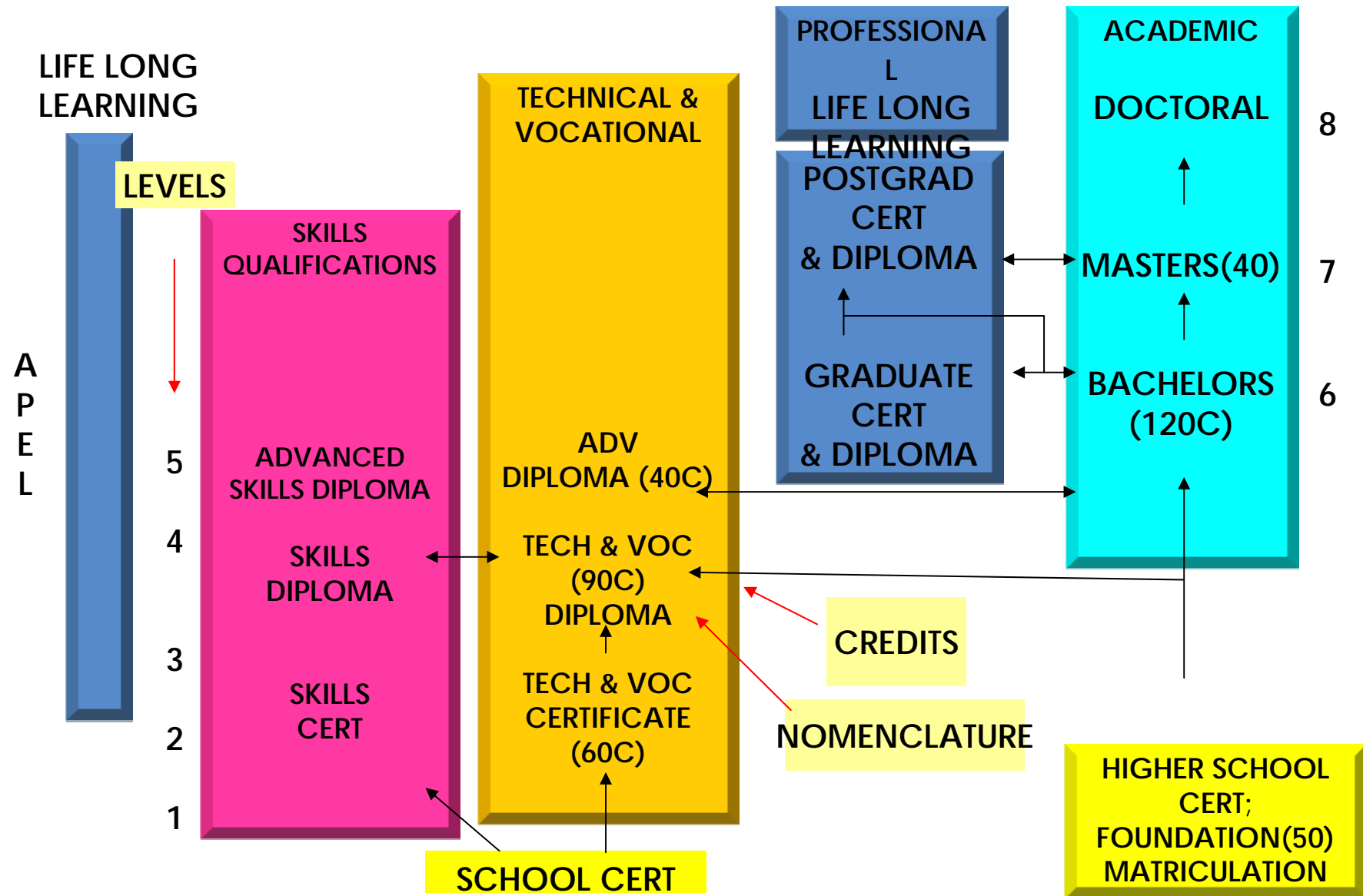
Development Phases of the NQFs - Malaysia's status in Asian Countries

Countries With Established NQFs	Countries With Developing NQFs	Countries Without NQFs
<ul style="list-style-type: none"> •Philippines •Thailand •Malaysia •Indonesia •Australia •Hong Kong •Singapore 	<ul style="list-style-type: none"> •China •South Korea •India •Cambodia •Vietnam •Laos •Burma (Myanmar) •Brunei 	<ul style="list-style-type: none"> •Taiwan •Japan

Source :APEC 2009 and ILO GENEVA 2010

MALAYSIAN QUALIFICATIONS FRAMEWORK-MQF:

Qualification Levels And Pathways



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 qualification 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.