ASEM Expert on Regional Quality Assurance
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" National Qualifications Framework The Case of Malaysia"

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Outline

A. Key Facts

B. Maturing system in Higher Education & National Higher Education Strategies

C. Qualifications Framework

D. Quality Assurance

E. Key questions

Key Facts

- **Population : 27.6**
- **Federal system – 14 states**
- **Independent Day 31/08/1957**
- **Education and Training providers**
  - **Primary and Secondary Education schools (Ministry of Education (Teachers Training Institutions)**
  - Higher Education (Ministry of Higher Education)
    - 61 Universities (public/private/foreign branch campuses)
    - 500+ Private H E Colleges
    - Polytechnics, Community Colleges
    - Wide variety of programmes-local and foreign programmes
    - Enrolment – 1,326,346 (2010)
    - Cohorts 17-23 youth in higher education- 40% (2010)
  - Skills Training (Ministry of Human Resource) & MARA- training organisations
- **Main Recognition parties –Public Service Dept, Skills Board and Professional bodies**

A Quote

- "The most important resource of any nation must be the talents, skills, creativity and the will of its people. Our people are our ultimate resource. ... Without a doubt , in the 1990s and beyond, Malaysia must give the fullest emphasis possible to the development of this ultimate resource."

  (Quoted "Malaysia: The way forward" Tun Dr. Mahathir Mohamad, then Prime Minister, 28 February 1991)

"Enhancing Quality " of Higher Education

- 6 major legislation in 1996 (major amendments 2009)

- 2004 Ministry of Higher Education

- Phase 1 National Higher Education Strategies Plans 2007-2010 set policies, amendments of the Acts, directives and initiatives
  - Access and Equity
  - Quality of Teaching and Learning -MQF
  - Research and Innovation
  - Strengthening of Higher Education Institutions (HEIs)
  - Internationalisation
  - Life-Long Learning- MQF
  - MoHE Delivery System
  - Autonomy & accountibility
  - Phase 2 NHESP 2011-2015 –continued focus on quality of Higher Education

- QA practices and the MQF plays key ro initiatives

"Forging Transformation of Higher Education"

Malaysian Qualifications Agency (2007)

- **MQA a Council- the Agency**
- **Key functions**
  - guardian of the Malaysian Qualifications Framework
  - Set and implements Quality assurance standards and processes for all HEPs

  - provides equivalency assessments
  - maintains the Malaysian Qualifications Register (MQR)
  - Training and liaison

Values Local Collaboration and International Engagement
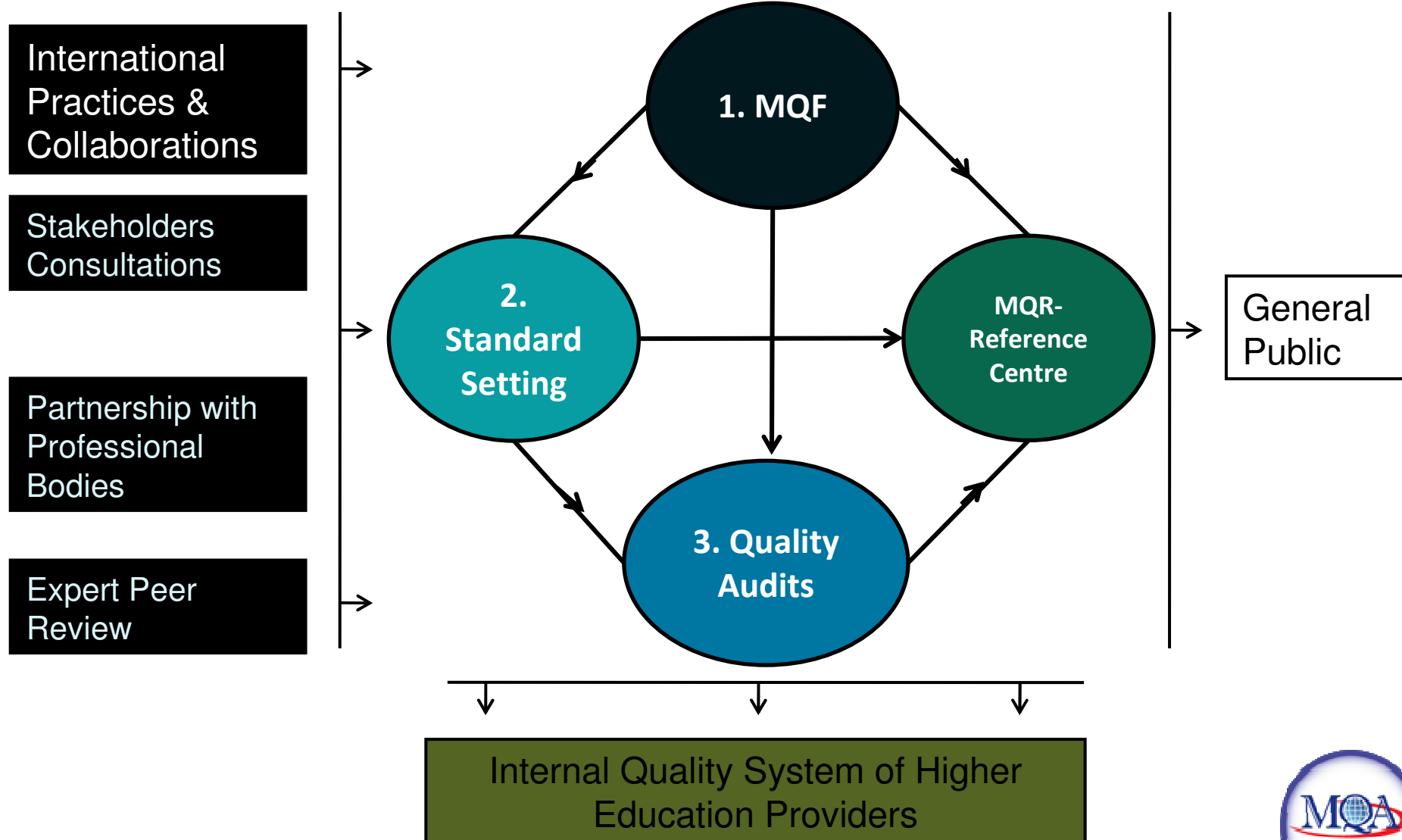
Commitment to collaborations with

- local key external stakeholders (employers, agencies & professional bodies)

- bilateral understanding – capacity building, sharing and towards mutual arrangement for recognition (MOC/MOUs)

- Sub regional Networks-ASEAN Quality Assurance Network (AQAN) & QA Islamic (OIC)

- INQAAHE & APQN

B. Higher Education Quality Assurance System
QA +QF+MQR

(CURRENT) QUALITY ASSURANCE FRAMEWORK

International Practices & Collaborations

Stakeholders Consultations

Partnership with Professional Bodies

Expert Peer Review

1. MQF

2. Standard Setting

MQR-Reference Centre

3. Quality Audits

General Public

Internal Quality System of Higher Education Providers

MQA ..We Nurture Confidence

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MQA
Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

1. Malaysian Qualifications Framework (MQF) S. 35 MQA Act 2007

"Work in Progress"

Establishing a Common Qualifications Framework (2002-2005)

- **Why?**- Internal factors & pressures – dual QA practices, diverse norms in qualifications, higher education revolution" to meet national needs

- **How?** Exploratory work 2002 & consultations and national seminar 2003, final approval 2005

- **Who?** Involved variety of key stakeholders - 21 major consultations

- **Referred to key frameworks-** e.g. Bologna Process, NZQF, UK and Scottish

Malaysian Qualifications Framework
A summary of objectives S. 35 MQA Act

- Constitution of Malaysian HE qualifications (umbrella framework)

- **Clarifies qualifications –levels, sectors (Skills, TVET & Academic), learning outcomes, credit systems (recognition and mobility)**

- Defines Core & Generic skills

- Learner centric

- Integrate and link all qualifications, supporting credit transfers, flexible pathways, includes accreditation of prior learning : Supports lifelong learning

- Intends to be inclusive

Malaysian Qualifications Framework

Level	Minimum Credit load/ student leaning time	Sectors		
		Skills	**Vocational & Technical**	**Academic**
8	-			Doctoral
7	40 30 20			Masters ← Postgraduate Dip Postgraduate Cert
6	120 60 30			Bachelor ← Graduate Dip Graduate Cert
5	40	Advanced Diploma	Advanced Diploma	Advanced Diploma ←
4	90	Diploma	Diploma	Diploma
3	60	Certificate 3	Certificate ↑	Certificate ←
2	-	Certificate 2		
1	-	Certificate 1		

Accredited Prior Experiential Learning

Accredited Prior Experiential Learning

7 Principles of the MQF

Recognition for Qualifications

Recognition of Awarding Sectors
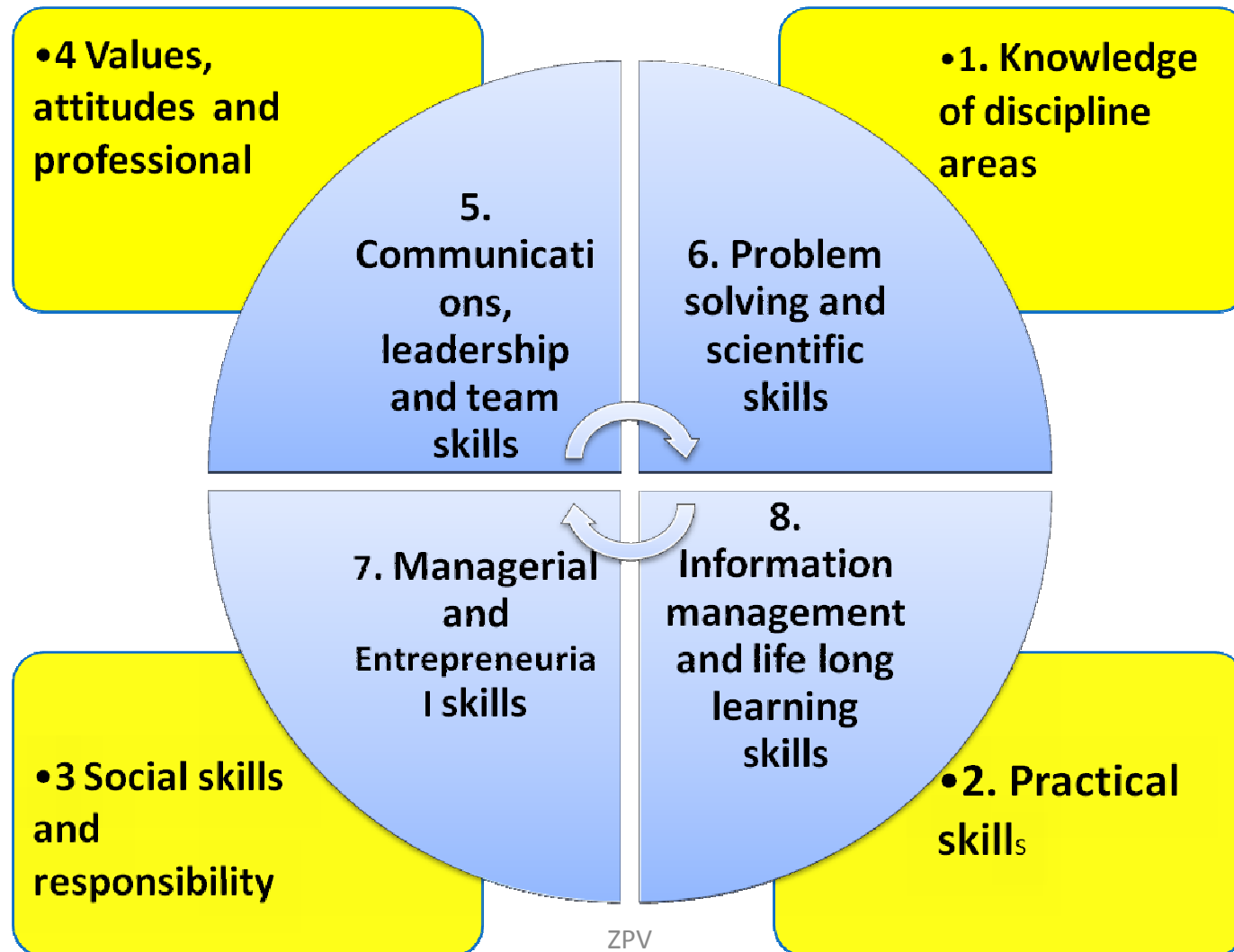
Levels of Qualifications

Learning Outcomes

Credit and Academic Load- Student Learning Time

Flexibility of Movement

Educational Pathways for Individual Development (Lifelong Learning)

Learning Outcomes Domains / Descriptors Provided for Each Level

•4 Values, attitudes and professional

•1. Knowledge of discipline areas

5. Communications, leadership and team skills

6. Problem solving and scientific skills

7. Managerial and Entrepreneurial skills

8. Information management and life long learning skills

•3 Social skills and responsibility

•2. Practical skills

Further Defined/Supported by Programme (Discipline) Standards & Guides to Good Practices (GGPs)

Engi & Engi Tech

Medical & Health Scie

Computing

Optometry & Opticianry

Biotechnology

Law & Syariah

Traditional & Complementary Med

Program Standards EDUCATION

Malaysian Qualifications Framework

Code of Practice for Programme Accreditation

Code of Practice for Institutional Audit

Guideline for Criteria and Standards for Accreditation of Pharmacy Degrees

Criteria & For Accreditation of Medical Degrees

STANDARD PROGRAM SAINS PERPUSTAKAAN PROGRAMME STANDARDS FOR LIBRARY & INFO

Program Standards COUNSELLING

Guideline for Accreditation of Prior Experiential Learning

Guideline Criteria & Program Standards for Executive Diploma

GGP Curriculum Design & Delivery

Program Standards CREATIVE MULTIMEDIA & DESIGN

Engineering Accreditation Council Manual

..We Nurture Confidence

Intended Outcomes to HE sector

- National to global
- Focus on Internal institutional QA
- Quality control to quality enhancement
- Interlinked
- Student centered and Outcomes focus
- Encourages Collaboration
- Flexible pathways support recognition, mobility and portability
- Dynamic –amendable by national consensus
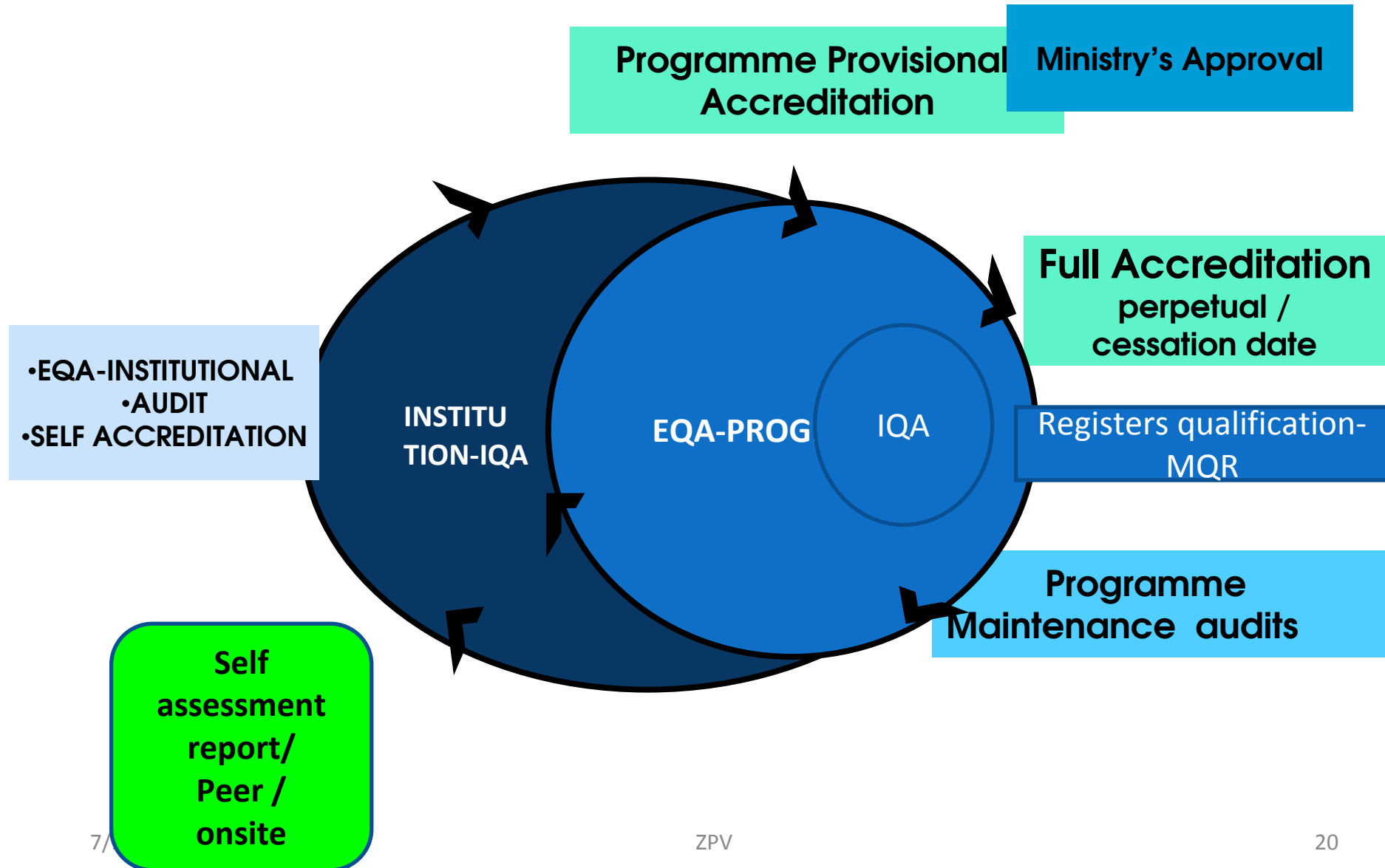
2. Quality Assurance of Qualifications
IQA & EQA
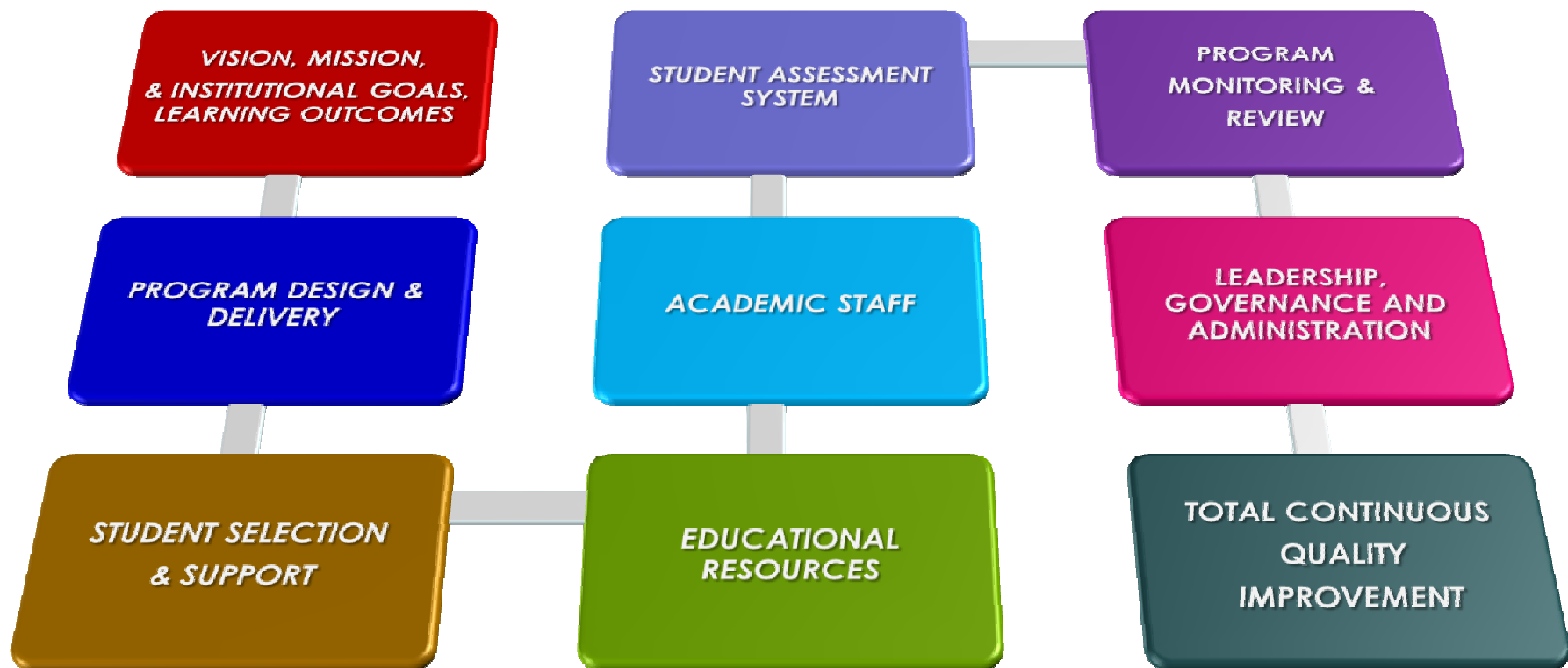**(Voluntary Compliance and Guided Autonomy)"**

Evaluative Approach – A programme life cycle

- "No programme will be accredited unless it is in compliance with the MQF."

- **How?** Compliance with QA standards and criteria and the Malaysian Qualifications Framework through

  – Approval of programmes /

  – Provisional accreditation of programmes

  – Full accreditation of programmes

  – Programme maintenance audit

  – In addition -Licensing regulations and accreditations become mandatory by various authorities –licensing, recognition for employment, scholarships/loans/admissions/practice
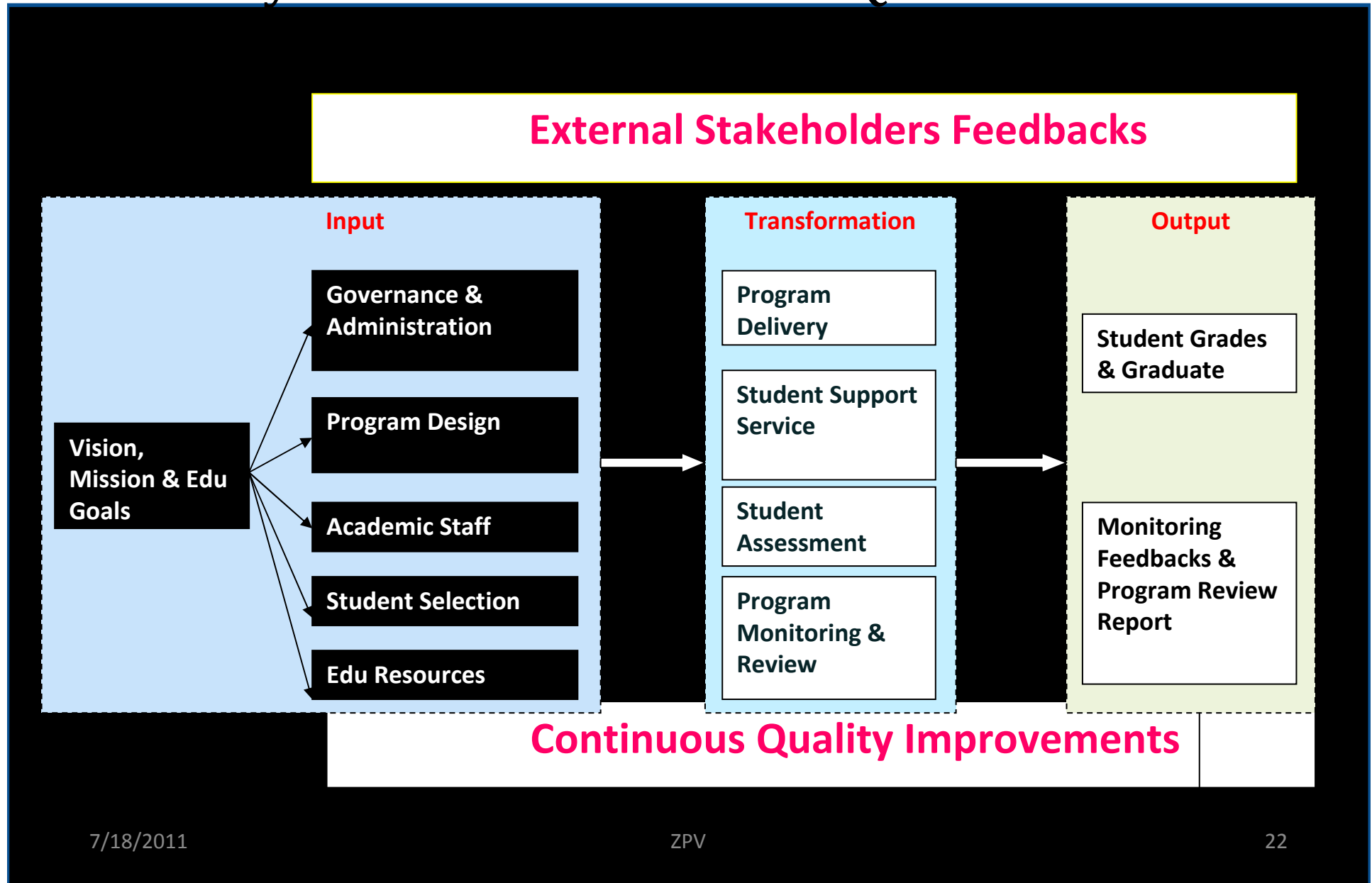
QUALITY AUDIT CYCLE

Programme Provisional Accreditation

Ministry's Approval

Full Accreditation
perpetual / cessation date

•EQA-INSTITUTIONAL
•AUDIT
•SELF ACCREDITATION

INSTITU TION-IQA

EQA-PROG

IQA

Registers qualification- MQR

Programme Maintenance audits

Self assessment report/ Peer / onsite

THE QUALITY ASSURANCE SYSTEM- COPPA (2008)

Quality Assurance Codes of Practice: Nine Standards and Criteria

VISION, MISSION, & INSTITUTIONAL GOALS, LEARNING OUTCOMES

STUDENT ASSESSMENT SYSTEM

PROGRAM MONITORING & REVIEW

PROGRAM DESIGN & DELIVERY

ACADEMIC STAFF

LEADERSHIP, GOVERNANCE AND ADMINISTRATION

STUDENT SELECTION & SUPPORT

EDUCATIONAL RESOURCES

TOTAL CONTINUOUS QUALITY IMPROVEMENT

2. Systemic focus- 9 areas QA Standards

External Stakeholders Feedbacks

Input

Governance & Administration

Program Design

Vision, Mission & Edu Goals

Academic Staff

Student Selection

Edu Resources

Transformation

Program Delivery

Student Support Service

Student Assessment

Program Monitoring & Review

Output

Student Grades & Graduate

Monitoring Feedbacks & Program Review Report

Continuous Quality Improvements

(Finally) The Malaysian Qualifications Register (MQR) of accredited programme and qualifications (NIC)

http://www.mqa.gov.my

ONLINE REFERENCE SERVICES

Last but not least

Our Issues

•Phase 1 - capacity building- all parties

•Phase 2 –2011 Verification – Compliance

•Educational performance and educational gains?

•Increasing cross sector / border mobility

•Increasing demand, complexity and rapidity of changes in higher education & national needs.

Key questions

- the similarities and differences of NQF within the ASEAN and compared to Europe? Can comparable trend be observed in ASEAN and Europe?

- quality assurance mechanisms to assure transparency

- Inter regional cooperation between ASEAN and Europe benefit from adjusted regional frameworks?

Response

- **ASEAN –a region great diversity- commit to liberalisation & students and other personnel mobility cross border is on going**

- **All members of ASEAN -different stages**

- **Whose got a NQF? M, T, I, P, /V, C, L, B/TI**

- **It is about confidence, not being identical- but seeking the "common steely core which matters" in each QA & QF structures to relate to another**

  – **Serving national interests**

  – **QF- credit systems, pathways, learning outcomes and specifics need by field of study**

  – **QA- IQA & EQA standards to assure confidence & enhancement**

  – **Other inter-regional initiatives**

Thank you : Terima kasih

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