Malaysia Qualifications Framework [MQF]: Assuring Quality of Flexible Learning

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Malaysian Qualifications Agency
describe the expansion of quality provisions of the Malaysian Qualifications Framework over the past nine years in support of more flexible learning environment

highlight the architecture of the ‘Overarching’ Framework which has been devised to recognize various learning achievements - as a fundamental merit in opening up access and pathways - within the larger context of lifelong learning

As the Framework EVOLVES to become more NEUTRAL to learning contexts and processes, its standards and quality assurance, which underpinned the qualification system, have progressively diversified in response to growing demands of recognizing new learning
Flexible learning/Education is beyond MQF/NQF

MQF/NQF is designed to address/cover flexible learning/education
EVOLUTION OF NQF

- CASMIN Edu
  - Class
  - ISCED
  - Carnegie Class of HEI

- NVQ/SVQ
  - Single Sector ‘QF’
  - Standard Setting
  - Quality Assurance

1st NQF: NZ
- Connects Multi Sectors
- One Common Denominator

1st Gen NQF
- Scotland, England, Wales + N.Ireland, South Africa

MQF as 2nd Gen

Regional QF

EQF
PQF
AQRF

NQF Descriptors continue to evolve to become neutral to process and context of competencies acquired

Standards and quality assurance in operationalizing the QF continue to expand and diversify to cover/address new form of learnings – especially the informal + non-formal learning

153 NQF/ NQF-to-be
MQF continues to evolve

- internally responding to new forms of learning
- externally responding to changes in the qualifications framework [national or regional]
MALAYSIAN QUALIFICATIONS FRAMEWORK, MQF

<table>
<thead>
<tr>
<th>MQF Level</th>
<th>Credits</th>
<th>Sectors</th>
<th>Lifelong Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Skills</td>
<td>Academic</td>
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<tr>
<td></td>
<td></td>
<td>Vocational &amp; Technical</td>
<td></td>
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<tr>
<td>8</td>
<td>-</td>
<td></td>
<td>Doctoral</td>
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<tr>
<td>7</td>
<td>40 30 20</td>
<td></td>
<td>Masters Postgraduate Cert &amp; Dip</td>
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<tr>
<td>6</td>
<td>120 66 36</td>
<td>Advanced Diploma</td>
<td>Bachelor Graduate Dip Graduate Cert</td>
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<tr>
<td>5</td>
<td>40</td>
<td>Advanced Diploma</td>
<td>Advanced Diploma</td>
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<tr>
<td>4</td>
<td>90</td>
<td>Diploma</td>
<td>Diploma</td>
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<td>3</td>
<td>60</td>
<td>Skills Cert 3</td>
<td>Certificate</td>
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<tr>
<td>2</td>
<td>60</td>
<td>Skills Cert 2</td>
<td>Certificate</td>
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<tr>
<td>1</td>
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<td>Skills Cert 1</td>
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</tbody>
</table>

- **an instrument** that develops and classifies qualifications based on a set of criteria that are **approved nationally** and **benchmark**ed against **international best practices**

- **integrates with and links** all national qualifications

MQF, 2007
MQF: LEARNING PATHWAY

- provides educational pathways through which it links qualifications systematically.

- enable the individual to progress through prior learning achievement acquired from formal, non-formal and informal learning, regardless of the time and place, in the context of lifelong learning.
MQF: Quality Assurance & Qualifications Framework

**Quality Aspects**
- National Policies
- International Practices
- Stakeholders Engagements
- Standard Setting
- External Audit
- Referencing
- Expert Review
- Internal Quality Mechanism

**Benchmarks**
- MQF
- Visibility/Compatibility
- Confidence

**EQA**
- Expert Review

**IQA**
- Institutional System

PUBLIC
GENERIC NINE [9] QA AREAS

External Stakeholders/MQF/Discipline Standards

1. INPUT
   - Vision, Mission & Educational Goals
   - Student Selection
   - Academic Staff

2. PROCESS
   - Program Design / Learning Outcomes
   - Assessment of Students
   - Program Delivery
   - Student Support
   - Program Monitoring & Review

3. OUTPUTS
   - Grades/Graduates
   - Monitoring Feedback & Report of Program Review

Continuous Quality Improvement
TACTICAL ADJUSTMENT OF QA STANDARDS, BENCHMARKS AND PROCESSES

Generic/Overarching

Tactical approaches in benchmark setting and process design

Limited application
prescriptive
advisory
explicit
indigenous

Generic/Overarching
descriptive
compliance
implicit
international

Limited application
prescriptive
advisory
explicit
indigenous
Guidelines to Good Practices:

- Law & Syariah
- Accounting
- Hospitality and Tourism
- Traditional and Complementary Medicine
- Muamalat and Islamic Finance
- Performing Arts
- Creative Multimedia
- Building Surveying

Program Standards

Codes of Practices

Circulare of Ministry
Circulare of MQA

Circulare of other accreditations agencies

MQF: Standards & Benchmarks

Standard for Master and Doctoral Degree

Standard for Graduate Certificate and Diploma

Standard for Executive Diploma

Guidelines to Good Practices

Guidelines to Good Practices: Curriculum Design & Delivery

Guidelines to Good Practices: Prior Experiential Learning

Guidelines to Good Practices: Student Assessment

Guidelines to Good Practices: Malaysian Qualification Statements

Guidelines to Good Practices: Work Based Learning
MQF: EXPANSION OF QUALITY PROVISIONS 2007-2016
in support of quality flexible - lifelong learning

**Input: Access**
- Inter-level pathway
- Inter-sector pathway

**Formal**
- MQF 2007
- Vertical Articulation/ Credit Transfer
  - Revised 2007-2015
- Horizontal Articulation/ Credit Transfer
  - Revised 2007-2015

**Non-formal**
- APEL
  - 2016

**Informal**
- WBL
  - 2015
- MOOC
  - Revised 2011

**Process: Deliveries**
- Conventional
  - Standards 2007-2016
  - PhD Industry PhD Publication
  - 2012
- Blended
  - Executive Program
  - 2010
- Graduate Cert/ Diploma
  - Revised 2010

**Open Education Resources**
- Short Courses
  - 2016
- CPD
  - Revised 2010

**Life Experience**
- World of Work

**Output: Awards**
- Joint Degree
  - 2012
- Double Degree
  - 2012
- Dual Degree
  - 2012
- Nano Qualifications
  - 201X?
- Skills Certification
  - 2015
- RPL for skills

**Mathematical Learning Objectives**
- Math 101
- Math 201
- Math 301
- Math 401

**Language Learning Objectives**
- English 101
- English 201
- English 301
- English 401
MQF: EXPANSION OF QUALITY PROVISIONS 2007-2016
in support of quality flexible - lifelong learning

Input: Access
- Access Without Credit Transfer
- Access With Credit Transfer

Process: Deliveries
- Conventional
- Blended
- Work-Based

Massive Open Online Courses
- OPEN & DISTANCE LEARNING

Output: Awards
- Skills Certification
- RPL for skills

Formal
Structured: QA to cover input, process & output
Face-to-face vs At-a-distance

Non-formal
Unstructured: QA to cover process verifying output

Informal
APEL

Life Experience
World of Work

Conventional Work-Based Access With Credit Transfer
Access Without Credit Transfer

Face-to-face vs At-a-distance
Malaysian HE Transformative Climate

Summary of focus areas
Eleventh Malaysia Plan, 2016-2020

Chapter 5: Accelerating human capital development for an advanced nation

Improving labour market efficiency to accelerate economic growth

Transforming TVET to meet industry demand

Improving the quality of education for better student outcomes and institutional excellence

Strengthening lifelong learning for skills enhancement
REDESIGNING HIGHER EDUCATION

- APEL
- Modular & Stackable
- iCGPA
- CEO@Faculty Program
- MOOCs
- 2u2i
Accreditation of Prior Experiential Learning (APEL): An Alternative Entry Route to Higher Education

APEL is a process that involves the identification, documentation and assessment of prior experiential learning to determine the extent to which an individual has achieved the desired learning outcomes.

APEL provides an opportunity for individual with working experience but lack of formal academic qualifications to pursue their studies in Higher Education Institutions (HEIs).
FORMS OF APEL

1. Access to HE education
2. [Plus] Credit Transfer
3. Awarding Qualification

APEL (A)
APEL (C)
APEL (Q)
APEL(A) – for Access

Access to Level 3 MQF (Cert.)
- AGE REQUIREMENT: Min. 19 Years Old
- FORMAL EDUCATION: Not required
- With Work Experience in Related Field

Access to Level 4 MQF (Diploma)
- AGE REQUIREMENT: Min. 20 Years Old
- FORMAL EDUCATION: Not required
- With Work Experience in Related Field

Access to Level 6 MQF (Bachelor)
- AGE REQUIREMENT: Min. 21 Years Old
- FORMAL EDUCATION: Not required
- With Work Experience in Related Field

Access to Level 7 MQF (Master)
- AGE REQUIREMENT: Min. 30 Years Old
- FORMAL EDUCATION: Min. Senior Secondary
- With Work Experience in Related Field

Access to Level 8 MQF (Doctorate)
- AGE REQUIREMENT: Min. 35 Years Old
- FORMAL EDUCATION: Min. Bachelor or Equivalent
- With Min. 5 Years Work Experience in Related Field
APEL(A) – Assessment

Access to Level 3 MQF (Cert.)
- Aptitude Test
- Assessment on Portfolio

Access to Level 4 MQF (Diploma)
- Aptitude Test
- Assessment on Portfolio

Access to Level 6 MQF (Bachelor)
- Aptitude Test
- Assessment on Portfolio

Access to Level 7 MQF (Master)
- Aptitude Test
- Assessment on Portfolio
- Interview

Access to Level 8 MQF (Doctorate)
- Work in Progress
**AUTHORIZED APEL ASSESSMENT CENTER**

- Management
- Policies and procedures of assessment
- APEL Assessors
- Facilities
  - [track records of recruiting students with work experience]

- MQA
  - With APEL assessment partners

Two Authorized Assessment Centers
- and more are in the process/in preparation
SUCCESS STORY
APEL[C] – for Credit Award

For students pursuing HE through normal academic pathways or through APEL (A)

Assessment of APEL (C) is conducted by HE Providers

Assessment of student competencies against Course Learning Outcomes

Maximum credit transfer 30% of total graduating credits
INSTRUMENTS of APEL (C)

CHALLENGE

- Written test
- Oral Examination
- Presentation
- Product Assessment
- Demonstration

DEPENDS ON THE FIELD OF STUDIES
AUTHORIZATION OF CONDUCTING APEL (C)

VERIFICATIONS
- Design of APEL(C) procedures
- Conducting Pilot Test
- Presentation of Pilot Test

Four HEPs and more are in the process/in preparation

SUBMISSION

APPROVAL FOR 5 Yrs
To provide a clear mechanism that can be used by HEIs intending to award credit transfer for MOOC undertaken by prospective or registered students in higher education institutions.
249 MOOCs have been developed by the public universities under Malaysian MOOCs.

Malaysian MOOCs

A total of 170 countries has enrolled in Malaysian MOOCs.

216,785 total number of students enrolled in Malaysian MOOCs.
TOP 5 COUNTRIES THAT HAVE ENROLLED IN MALAYSIAN MOOCs
GUIDING PRINCIPLES OF CREDIT TRANSFER

1. Coverage/Sufficiency/Adequacy
2. Relevancy
3. Currency
4. Authenticity
5. Fairness and Equity

REQUIREMENTS ON CREDIT TRANSFER

1. awarded for courses in accredited programs
2. involves mapping, comparing and evaluating of content/Course Learning Outcomes
3. limit of credits 30% of total graduating credits
CRITERIA OF AWARDING CREDIT TRANSFER

A. Quality of MOOC, Adequacy of Course Content and Credit Equivalency
   • Is it part of an accredited programme?
   • Does it contain core elements (CLOs, activities, assessment, instructor etc)?
   • Is the content equivalency of 80%?
   • Is the total learning time indicated?

B. Authentication of Applicant’s Identity
   • Onsite vs online verified course completion?

C. Verification of Learning Attainment
   • Oral / written assessment
   • Product assessment
   • Performance assessment

[MQA will verify this credit transfer arrangement during normal accreditation process]
ILLUSTRATION OF ACCESS, ACCELERATION AND DELIVERY FOR BACHELOR PROGRAM

NORMAL ACCESS → PRE UNIVERSITY
ALT. ACCESS → APEL ACCESS

DIPLOMA
ADV DIPLOMA
BACHELOR
DIPLOMA + MOOC
APEL ACCESS + APEL CREDIT
APEL ACCESS + MOOC CREDIT

YEAR 1 → YEAR 2 → YEAR 3

BLENDED LEARNING
MOOC
WBL + 1 YEAR = 2u2i
1/2 SEMESTER AT PARTNER CAMPUS
ODL
• The national system must be able to promote trust on comparability and equivalency of a qualification amidst varying pathways taken by the holders.
**Malaysian Qualification Statement**

Section 1: Information identifying the holder of the qualification

Section 2: Information identifying the qualification

Section 3: Information on the level of the qualification

Section 4: Information on the contents and results gained

Section 5: Information on the function of the qualification

Section 6: Additional Information

Section 7: Certification of the Supplement

Section 8: Information on the National Higher Education System
WHAT IS NEXT?

The Upcoming MQF V.2
- renewed coverage, pathway,

Referencing of MQF to the ASEAN Reference Qualifications Framework and Malaysian Quality Assurance with ASEAN Quality Assurance Framework
### CHALLENGES IN ADDRESSING QUALITY IN NEW LEARNING

[ADRESSING LEARNING CONTEXTS + UPHOLDING PRINCIPLES + RECOGNIZING PARITY OF ESTEEM AND COMPARABILITY]

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<th></th>
<th>Formal</th>
<th>Non-formal</th>
<th>Informal</th>
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<tbody>
<tr>
<td>Recognition of Learners’ Achievements</td>
<td></td>
<td></td>
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<tr>
<td>Intentional</td>
<td>Unintentional</td>
<td></td>
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<tr>
<td>Structured Big Chunk</td>
<td>Structured Small Chunk</td>
<td>Unstructured</td>
<td></td>
</tr>
<tr>
<td>QA coverage: the whole learning process and outcomes vs outcomes only</td>
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<tr>
<td>Distance = Authentication of learning/learners</td>
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<tr>
<td>Pedagogy vs Andragogy vs Heutagogy</td>
<td>Motivation of learners?</td>
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<tr>
<td>Experts + Instruments: Development and Implementation</td>
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<tr>
<td>Practices lead to standard + standards improvised to become other standards</td>
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SHOULD THIS HAPPEN, HOW WOULD THE SYSTEM HANDLE???

I want all it takes to do the job of professional ?????!!

Message is loud and clear! A bachelor of ???? Program, MQF level 6 will be uploaded to you in 30 second along with digital batch recognized by the authority.

Laboratories?

Clinical procedure?

Rigorous ICT ?
Anti-virus?

Roles of Instructor vs Programmer
#learning.is.beyond.NQF

#NQF.offers.better.package.of.recognizing.various.forms.of.[meaningful].learning

#Unlocking.the.recognition.opportunities.through.standard-setting+quality.assurance+qualification.referencing
TERIMA KASIH
THANK YOU

CAN'T stop

OPTIMIZE Meaningful

LEARNING

NEVER stop

Intentional or Unintentional

Any time, place, way, context