

**GUIDELINES:
MALAYSIAN
QUALIFICATION
STATEMENT (MQS)**

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1. INTRODUCTION

The Malaysian Qualification Statement (MQS) is a document attached to a higher education qualification aimed at improving international transparency and facilitating the academic and professional recognition of the qualification. It is a document issued to all students by HEPs on the successful completion of any higher education qualification. It describes the qualification they have received in a standard format that is designed to be easily understood. It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the graduates. The reader should be able to make informed and accurate judgement about the qualification.

The development of Guidelines: MQS is initiated by the Malaysian Qualifications Agency (MQA) towards the implementation of MQS in Malaysia. This initiative started with an online survey on the implementation of the MQS in Malaysia. The survey took place from 2nd December 2013 until 15th January 2014. The purpose of this survey was to obtain stakeholders' views on the implementation of the MQS in terms of public acceptance, format, nomenclature, policy imposed towards HEPs on MQS and so on. In order to form the basis of these guidelines, the feedback from these submissions has been taken into account apart from considering the best practices abroad.

95 responses were received from various parties. Based on the feedback, the majority of the respondents agreed that the implementation of the MQS by HEPs is optional and will be beneficial to graduates in Malaysia. For a full analysis of the data please refer to the report on Survey on the Implementation of MQS in Malaysia.

This document is intended to provide guidance for HEPs to issue a MQS for their graduates. Besides providing a MQS format, it also provides descriptions for each item in the format for a better understanding.

2. BENEFITS OF THE MQS

2.1 Improve understanding on the qualifications and higher education system in Malaysia.

The MQS describes the qualifications of graduates in detail such as learning outcomes and levels of qualifications based on the qualification framework. This will improve the understanding of stakeholders (especially from abroad) about higher education system in Malaysia.

2.2 Improve transparency and international recognition

With improved understanding of the qualifications and higher education system, it would improve the transparency of the education system in Malaysia towards getting an international recognition. This is agreed by NZQA in which the use of MQS facilitates the recognition of qualifications in their agency.

2.3 Enable students' mobility across different countries

The recognition of qualifications internationally would increase the mobility of students / graduates across different countries. By using the MQS, a qualification is more readable and easily compared across different countries.

2.4 Improve the job prospects of Malaysian graduates locally and internationally

The use of MQS is also seen as a facilitator for Malaysian graduates to find a space in the local and international job market. There is a precise description of the graduates' academic career and the competencies acquired during their studies in the MQS. Therefore, it can assist employers to relate the abilities of graduates with the skills required for the job.

3. FORMAT OF THE MQS

Uniformity of information provided in a MQS is very important, particularly because individual provider will design the format of their MQS to suit their student management system. Malaysia MQS format follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES and was amended based on the national needs and feedbacks received from the stakeholders. The format below contains the essential components proposed to be included in the preparation of the MQS.

SECTION 1: INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Name(s)
- 1.2 Identification Number/Passport
- 1.3 Date of birth (day/month/year)
- 1.4 Student identification number or code (if available)

SECTION 2: INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of qualification and (if applicable) title conferred (in original language)
- 2.2 Qualification Status
- 2.3 Main field(s) of study for the qualification
- 2.4 Name and status of awarding institution (in original language)
- 2.5 Name and status of institution (*if different from 2.4*) administering studies (*in original language*)
- 2.6 Language(s) of instruction/ examination

SECTION 3: INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1 Level of qualification
- 3.2 Official length of programme
- 3.3 Entry requirement(s)

SECTION 4: INFORMATION ON THE CONTENTS AND RESULTS GAINED

- 4.1 Mode of study
- 4.2 Programme requirements
- 4.3 Programme details: (e.g. modules or units studied), and the individual grades/marks/credits obtained: (*if this information is available on an official transcript it should be used here*)

- 4.4 Grading scheme and, if available, grade distribution guidance
- 4.5 Overall classification of the qualification (*in original language*)

SECTION 5: INFORMATION ON THE FUNCTION OF THE QUALIFICATION

- 5.1 Access to further study
- 5.2 Professional status (*if applicable*)

SECTION 6: ADDITIONAL INFORMATION

- 6.1 Additional student activities
- 6.2 Additional information
- 6.3 Further information sources

SECTION 7: CERTIFICATION OF THE SUPPLEMENT

- 7.1 Date
- 7.2 Signature
- 7.3 Capacity
- 7.4 Official stamp or seal

SECTION 8 : INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

4. DESCRIPTION OF THE MQS FORMAT

Description of the MQS format is adapted from the description of UNESCO MQS format and report on Study on the MQS as Seen by Its User by European Network of Information Centres, National Academic Recognition Information Centres (ENIC-NARIC) in collaboration with the European Association for Quality Assurance in Higher Education (ENQA).

SECTION 1: INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Name(s)
 - 1.1.1 Provide the student given name with full family or surname (as per passport/IC).
- 1.2 Date of birth (day/month/year)
 - 1.2.1 Indicate day, month and year of birth.
- 1.3 Identification card/Passport number
 - 1.3.1 Provide the Identification card/Passport number.
- 1.4 Student identification number or code (if available)
 - 1.4.1 This should identify the individual as a student enrolled on the particular programme which is covered by the MQS.

SECTION 2: INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of qualification and (if applicable) title conferred (in original language)

- 2.1.1 Give the full name of the qualification in the original language as it is styled in the original qualification.
 - 2.1.2 Indicate if the award confers any nationally accepted title on the holder and what the title is e.g. Doctor, Ingénieur, etc. Indicate if the title is protected in law.
 - 2.1.3 Official abbreviations, if applicable, should be added in brackets, whilst using abbreviations only should be avoided. This is imperative as it must always be possible to identify the qualification from the national education system i.e. from national legislation with its original title. Moreover, an abbreviation alone does not provide sufficient information.
- 2.2 Qualification Status
- 2.2.1 If the qualification in question is a joint or a double degree, information on this should be stipulated in this section.
 - 2.2.2 Indicate if the award confers any accreditation or recognition by the relevant bodies.
- 2.3 Main field(s) of study for the qualification
- 2.3.1 Show only the major field(s) of study (disciplines) that define the main subject area(s) for the qualification e.g. Politics and History, Human Resource Management, Business Administration, Molecular Biology, etc.
 - 2.3.2 Sufficient information should be provided on the graduate's major subject or specialisation, degree programme, field of study, or minor subjects/options/electives.
 - 2.3.3 Concise and clear information should be provided, however leaving programme details to subsection 4.3 and/or to the transcript of records.
 - 2.3.4 The list of possible major subjects, however, should not appear here and actual details about the study programme if relevant should be included in subsection 4.3.
- 2.4 Name and status of awarding institution (in original language)
- 2.4.1 Indicate the name of the institution awarding the qualification. A translation into English must also be provided.
 - 2.4.2 This is often, but not always, the same as the institution administering the studies and delivering the programme (see 2.5 below). Qualifications may be delivered by a sub-contracted institution that has been given a 'franchise' by a senior competent authority. Sometimes the senior authority may be a foreign institution. If this is the case it should be indicated here.
 - 2.4.3 Subsection 2.4 should also include information whether the institution is officially recognised or not, can constitute vital information for the recognition decision. Furthermore, when the accreditation or quality assurance has an impact on, or is a prerequisite for recognition of the institution or programme, or their status, sufficient information should be given here. Otherwise, such information can be included in 6.1.
 - 2.4.4 Also indicate the status of the awarding institution: Public/Private, and if applicable who it is accredited by, etc. Finally, indicate the general national educational classification of the awarding institution e.g. University, Professional Body, Technical College, College, etc. If there is a difference

between the awarding institution and the institution delivering the qualification indicate the status of both.

- 2.4.5 When the degree is taken as a part of a joint or double degree programme the names of all the institutions granting the degree should be indicated here. When joint or double degrees are granted, additional information about the distribution of tasks between the institutions involved is useful to the reader, when available.

2.5 Name and status of institution (if different from 2.4) administering studies (in original language)

- 2.5.1 This subsection should be filled in only if the HEP organising the studies is different from the institution awarding the degree.

- 2.5.2 This refers to the institution which is responsible for the delivery of the programme. In some cases this can be different from the institution awarding the qualification (see 2.4 above). Also indicate the status of the institution delivering the studies: Private/Independent, Private and State recognised, State, and if applicable who it is accredited by, etc. Finally, indicate the general national educational classification of the administering institution e.g. College of Higher Education, Private Institute, etc.

- 2.5.3 When one institution awards the degree on the basis of studies administered by several institutions, the names of all the participating institutions should be indicated here.

2.6 Language(s) of instruction/ examination

- 2.6.1 Indicate the language(s) by which the qualification was delivered and examined.

SECTION 3: INFORMATION ON THE LEVEL OF THE QUALIFICATION

In this section, the reader should obtain all the necessary information on the level of the degree awarded. For quality assurance professionals this section is the most important.

3.1 Level of qualification

- 3.1.1 Give the precise level of qualification and its place in the Framework (explained and cross-referenced to the information in section eight). More detailed information on the higher education system, as well as frameworks can be introduced in section 8. However, HEPs should avoid only national abbreviations, as they can be confusing or even misleading.

3.2 Official length of programme

This information would provide further assistance for recognition experts when they are comparing the qualification with their respective national qualifications. Information about the workload would make study programmes more easily comparable, especially full-time and part-time programmes.

- 3.2.1 Duration should be stated both in weeks and years.

- 3.2.2 It explains the official duration of the programme in weeks or years. Preferably, the workload should be expressed in terms of total student learning time encompasses taught classes, assessment and independent study, etc.

3.2.3 This can be expressed as x weeks per year for x years, or just by using the normal local description of the length e.g. one year full-time study.

3.3 Access/ Entry requirement(s)

3.3.1 List or explain the nature and length of access qualification(s) or periods of study required for access to the programme described by this MQS e.g. Bachelor Degree, Baccalaureate, etc. This is particularly important when intermediate studies are a prerequisite to the named qualification and also helps in comparing the level of the qualification and should therefore refer foremost to the level of qualification that is required for admission.

SECTION 4: INFORMATION ON THE CONTENTS AND RESULTS GAINED

This section, in particular 4.2 on programme requirements, provides the most valuable information for employers. For the purposes of professional recognition concerning such regulated professions where the information on the programme content is essential in determining the eligibility for a given profession, subsection 4.2 is also important.

4.1 Mode of study

4.1.1 The mode of study refers to how the programme was undertaken e.g. Full-time, Part-time, Open and Distance learning.

4.2 Programme requirements

4.2.1 Description of the programme requirements and learning outcomes. HEPs to provide details of the learning outcomes, skills, competencies and stated aims and objectives associated with the qualification. When describing learning outcomes the HEPs should take into account general, field-specific and programme-specific requirements.

4.3 Programme details: (e.g. modules or units studied), and the individual grades/marks/credits obtained (if this information is available on an official transcript this should be used here)

4.3.1 Refer to the student transcript.

4.3.2 Give details of each of the individual elements or parts of the qualification and their weighting.

4.3.3 List the actual marks and/or grades obtained in each major component of the qualification. Entries should be as complete as possible and in accordance with what is normally recorded at the institution concerned.

4.3.4 When relevant, it should also be stated as to whether the courses are compulsory or optional. Academic projects, assignments, internships and such should be mentioned and described here as well. Moreover, when available or plausible, information about methods of teaching and examinations, for example the importance of oral and written work and of teamwork, can be provided.

4.3.5 Cover all examinations and assessed components and/or fields of study offered in examination, including any dissertation or thesis. Indicate if the latter were defended or not. All this information is often available in the form of a

transcript. If information on the credit allocation between course components and units is available it should be included.

Note: It is a delicate balance of how much information should be included here and how much should solely be provided in the transcript. A transcript of records with full details should accompany the MQS. When relevant or necessary the reader should be referred to the transcript of records for further information.

4.4 Grading scheme and, if available, grade distribution guidance

- 4.4.1 Provide information on the grading scheme and pass marks relating to the qualification e.g. marks are out of a possible 100% and the minimum pass mark is 40%.

Note: If the transcript of records has detailed information on the grading scheme, it is not necessary to repeat the information here, as the MQS does not normally include the grades given to the graduate.

4.5 Overall classification of the qualification (in original language)

- 4.5.1 Brief explanation of the classification system in terms of percentages or overall achievement should be provided here so that it can be understood internationally.
- 4.5.2 If appropriate, indicate the overall classification for the final qualification i.e. First Class Honours Degree, Distinction, etc.

SECTION 5: INFORMATION ON THE FUNCTION OF THE QUALIFICATION

This section gives information on the function of the qualification i.e. what further studies the graduate may pursue and what professional rights, if any, are conferred to the graduate.

5.1 Access to further study

- 5.1.1 Indicate access to further study clearly and precisely.
- 5.1.2 Indicate if the qualification normally provides access to further academic and/or professional study, especially leading to any specific qualifications, or levels of study. If this is the case, specify the grades or standards that have to be obtained to allow progression.

5.2 Professional status (if applicable)

This section is reserved for professional status, and gives valuable information for the purposes of professional recognition. If the degree holder is eligible for a regulated profession, it is important to state it here accurately, when relevant, referring to the legislation.

- 5.2.1 Give details of any rights to practice, or professional status accorded to the holders of the qualification. What specific access, if any, does the qualification give in terms of employment or professional practice and indicate which competent authority allows this. Indicate if the qualification gives access to a 'regulated profession'. If the degree confers the right to practise a regulated profession, this should be clearly stated, preferably referring to relevant legislation.

- 5.2.2 This could be in terms of possible career domains suited to the graduate, or an indication of their rights in practicing a regulated or non-regulated profession, or an outline of the steps needed to be taken for professional registration and exercise.
- 5.2.3 Information on the typical fields of employment should be provided.

SECTION 6: ADDITIONAL INFORMATION

This section should be used to add any further information that is relevant for the purposes of assessing and recognising the degree. The section, gives a possibility to add interesting and useful information about the qualification.

6.1 Additional student activities

- 6.1.1 The section can be used to state and describe the individual course of study as well as the extracurricular activities, including study periods abroad, additional classes in different subjects, internships, work as a student assistant, or a role in university boards. It may also include volunteering, representative roles or training courses provided or recognised within the institutional context which do not attract credit; for example representation at national level in sport, or participation in activities encouraged within formal learning but demonstrated through individual study effort outwith formally accredited activities.
- 6.1.2 This information is very important for employers in assessing the individual graduate profile as it distinguishes the individual from other candidates.

6.2 Additional information

- 6.2.1 Add any additional information that has not been provided elsewhere in the MQS or in the transcript, but relevant to the purposes of assessing the nature, level and usage of the qualification e.g. the qualification involved a period of study/training in another institution/ company/country and/or, include further relevant details about the HEP where the qualification was taken.
- 6.2.2 When a significant part of studies has been completed elsewhere and is recognised as contributing towards the qualification, it is important to include this in the MQS, for example prior learning or experience.

6.3 Further information sources

- 6.3.1 Indicate any further useful information sources and references where more details on the qualification could be sought e.g. the HEP web site; the department in the issuing institution; a national information centre; the Malaysian Qualification Framework (MQF).
- 6.3.2 Information on study abroad, recognition of prior learning and extracurricular activities, should be clearly outlined, when applicable, for the purpose of giving important and relevant additional information on the graduate.
- 6.3.3 Additional relevant information on the qualification or higher education institution, when not provided elsewhere. The contact details of the issuing university should always be stated here where they can be easily found, in the case where they have not been previously cited.

- 6.3.4 Website addresses, or other sources of further information, if included here, should be clearly cited and referenced.
- 6.3.5 All the relevant contact information of the higher education institution.
- 6.3.6 Information on the internal and external quality assurance mechanisms and institution should be noted here at the level of the institution and of the programme.

SECTION 7: CERTIFICATION OF THE SUPPLEMENT

The HEP should take the same measures of certification of the MQS as of the qualification. This section carries the certification required in all documents, and no major problems could be identified here. It may be useful to include the official seals and stamps of the relevant faculty or institution(s) to confirm authenticity of the document.

7.1 Date

- 7.1.1 The date the MQS was issued. This would not necessarily be the same date the qualification was awarded.

7.2 Signature

- 7.2.1 The name and signature of the official certifying the MQS.

7.3 Capacity

- 7.3.1 The official post of the certifying individual.

7.4 Official stamp or seal

- 7.4.1 The official stamp or seal of the institution that provides authentication of the MQS.

SECTION 8 : INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

This section gives information on the higher educational system: its general access requirements; types of institution and the qualifications structure. This description should provide a context for the qualification and refer to it. The description in this section should support the content of the MQS and add to its readability.

- 8.1 Information on the national higher education system is important in determining the level and rights of the qualification in the higher education system of the country. It would be reassuring for readers looking at various MQSs from one country to have a unique and officially approved description of the higher education system.
- 8.2 HEPs will use information given by MQA which is available at the MQA website. HEPs are encouraged to refer to the website for the latest update.
- 8.3 The sources and/or author of this information are clearly identified.

5. SAMPLE OF THE MQS



SECTION 1: INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Name(s)

Ali Mohamed

1.2 Identification Number/Passport

800921 05 5519

1.3 Date of birth (day/month/ year)

21/09/1980

1.4 Student identification number or code (if available)

93020012

SECTION 2: INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and (if applicable) title conferred (in original language)

Bachelor of Computer Science (Information Technology) in Collaboration with University of Malaysia. [Ijazah Sarjana Muda Sains Komputer (Teknologi Maklumat) dengan kerjasama Universiti Malaysia].

2.2 Qualification Status

This programme has gained full accreditation status since 2005 with reference no A6543.

2.3 Main field(s) of study for the qualification

Information Technology

2.4 Name and status of awarding institution (in original language)

University of Malaysia [Universiti Malaysia]. The University of Malaysia is a research university established by an Act of the Malaysia Parliament on 1 August 1975. For more information about University of Malaysia visit www.uma.edu.my

2.5 Name and status of institution (if different from 2.3) administering studies (in original language)

Bangi University College [Kolej Universiti Bangi]. Bangi University College is a private college established in 1999 under Private Higher Education Institution Act. For additional information, refer the college's webpage www.buc.edu.my.

2.6 Language(s) of instruction/ examination

English

SECTION 3: INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of qualification

Level 6 of Malaysian Qualifications Framework (MQF) – see section 8

3.2 Official length of programme

Minimum of 3 years with 120 graduating credits

Total student learning time is 4800 hours where 1 credit is equivalent to 40 notional hours.

Student Learning Time (SLT) encompasses taught classes, assessment and independent study.

3.3 Entry requirement(s)

- Recognised Matriculation or Foundation with minimum CGPA 2.0 AND credit in Mathematics at SPM Level;

OR

- Pass Sijil Pelajaran Malaysia (SPM) or equivalent with credit in Mathematics AND Pass Sijil Tinggi Pelajaran Malaysia (STPM) with TWO (2) full passes or equivalent with minimum CGPA of 2.0;

OR

- A Diploma in Information Technology or equivalent with a minimum CGPA of 2.5. Candidates with CGPA below 2.5 but above 2.0 may be admitted subject to a rigorous internal assessment process;

OR

- Any other Diploma with a minimum CGPA of 2.5, AND credit in Mathematics at SPM level.

SECTION 4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study

Full-Time Mode

4.2 Programme requirements

In Year 3 of the Bachelor of Computer Science (Information Technology), opportunity is provided for a period of full-time supervised workplace training. Students completing this programme must be able to:

- i. apply skills and principles of lifelong learning in academic and career development;
- ii. communicate effectively with peers, clients, superiors and society at large;
- iii. demonstrate teamwork, leadership, interpersonal and social skills;
- iv. utilise relevant techniques and demonstrate analytical and critical thinking skills in problem solving;

- v. demonstrate professionalism and social and ethical considerations in accordance with ethical and legal principles;
- vi. apply broad business and real world perspectives daily and demonstrate entrepreneurial skills
- vii. demonstrate knowledge and understanding of essential facts, concepts, principles, and theories relating to Information Technology;
- viii. apply theoretical principles of Information Technology in relevant areas;
- ix. design, implement and manage Information Technology solutions and resources, and recognise the impact of technology on individuals, organisation and society; and
- x. integrate various technology solutions.

The body of knowledge of the programme are as follows:

- Information Technology Fundamentals
- Human Computer Interaction
- Information Assurance and Security
- Integrative Programming and Technologies
- System Administration and Maintenance
- System Integration and Architecture
- Social and Professional Issues
- Web Systems and Technologies

4.3 Programme details: (e.g. modules or units studied), and the individual grades/marks/credits obtained:(if this information is available on an official transcript this should be used here)

Please refer to the student's transcript.

4.4 Grading scheme and, if available, grade distribution guidance

Grade	Marks	GPA
A+	85-100	4.00
A	80-84	4.00
A-	75-79	3.67
B+	70-74	3.33
B	65-69	3.00
B-	60-64	2.67
C+	55-59	2.33
C	50-54	2.00
C-	45-49	1.67
D+	40-44	1.33
D	45-40	1.00

E	39-30	0.67
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Marks are out of a possible 100% and the minimum pass mark is 40%.

4.5 Overall classification of the qualification (*in original language*)

CGPA 3.67 (Grade A-)

SECTION 5: INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

Graduates with bachelor's degree have access to Master's Degree (level 7, MQF).

5.2 Professional status (if applicable)

Not Applicable

SECTION 6: ADDITIONAL INFORMATION

6.1 Additional information

- Top Scholars Award 2010
- Vice President of Student Representative Council 1999
- From January 2010 to March 2010 completed period of full-time supervised workplace training at Multimedia Development Corporation (MDeC) Malaysia.

6.2 Further information sources

www.uma.edu.my

www.mqa.gov.my

www.buc.edu.my

SECTION 7: CERTIFICATION OF THE SUPPLEMENT

7.1 Date

28 August 2011

7.2 Signature

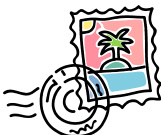
Ahmad

Ahmad Albab

7.3 Capacity

Registrar

7.4 Official stamp or seal



SECTION 8 : INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

The Education Act of 1996 stipulates that the National Education System shall comprise five levels: pre-school education; primary education; secondary education; post-secondary education; and higher education. The six years of primary education are compulsory education. There are three main streams in the upper secondary education: academic (science/arts); technical and vocational; and religious. Students going on to a university or university college are required to complete a 1–2 year pre-university programme (Form 6 or Matriculation). A student will therefore typically receive 12-13 years of education in order to be accepted into a university (Table 1).

Institutions of higher education in Malaysia provide courses for awarding certificate, diploma, bachelor, masters, and doctoral qualifications within the Malaysian Qualifications Framework (MQF) (see III (1) Table 2 below).

Table 1: Types of educational courses and standard learning years

Type	Entry Requirement (for higher education)	Minimum duration of study (year)	Typical education provider
Pre-school education	-	1–2	Kindergarten
Primary education [compulsory education]	-	6	Primary school
Secondary education			
Lower secondary	-	3	Secondary school
Upper secondary		2	
Post-secondary education			
E.g.: Form 6 Matriculation Foundation	-	1–2 (Depends on course)	Secondary School College, Vocational institution, University, etc.
Higher education			
Certificate	SPM with 1 credit or equivalent	1½	College
Diploma Advanced Diploma	SPM with 3 credits or equivalent	2 1	College, University College, University College, University College, University
Bachelor	STPM, A-levels, Diploma or equivalent	3	University, University college
Master's Degree (Coursework / Mixed Mode)	Bachelor's degree or equivalent	1	University, University college
Master's Degree (Research)	Bachelor's degree or equivalent	2	University, University college

Type	Entry Requirement (for higher education)	Minimum duration of study (year)	Typical education provider
Doctoral Degree (Coursework / Mixed Mode / Research)	Master's degree or equivalent	3	University, University college
Other		Depends on course	Vocational institution

Higher education in the academic and professional fields is provided by:

- Public-funded higher educational institutions which are funded by the Government and are governed as self-managed institutions. These include public universities, polytechnics, community colleges and public colleges; and
- Private-funded higher educational institutions which are established under Private Higher Educational Institutions Act 1996 and include private universities, private colleges and foreign university branch campuses.

Public universities, which are government-funded, are categorised into three groups: research universities, comprehensive universities, and focused universities.

- a. Research universities are public universities recognised by the national government in 2006 to become leading research and educational institutions. They receive a higher subsidy for research. As of November 2013, there are five research universities: University of Malaya, University of Science, Malaysia, National University of Malaysia, Putra University, Malaysia, and University of Technology, Malaysia.
- b. Comprehensive universities are public universities that offer a wide range of education in pre-undergraduate, undergraduate, and postgraduate programmes.
- c. Focused universities are public universities that offer education focused on specific fields such as engineering/technical, education, management, and defence.

Private universities and university colleges are degree granting institutions. Private universities and university colleges are able to confer degrees at the undergraduate and postgraduate levels as well as diploma programmes only.

Malaysian Qualifications Framework

The Malaysian Qualifications Framework (MQF) is a national framework that classifies all qualifications and academic levels in post-secondary education hierarchically based on a set of criteria that are approved nationally and benchmarked against international best practices. MQF includes not only qualifications of academic education but also qualifications of skills education and vocational education and supports diverse pathways for learners. All qualifications conferred in post-secondary education must conform to the MQF.

The MQF divides qualifications in Malaysia into eight levels (Table 2) and specifies the levels of learning outcomes and minimum credit required (Table 3) as well as the number of

notional learning hours per credit. All qualifications conform to the MQF with the intention of enabling comparison to other qualifications, facilitating recognition, and promoting student mobility. Regarding learning outcomes in particular, the MQF clearly specifies the levels required for each qualification in the eight domains listed below.

Eight domains of learning outcomes:

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

Learning outcomes in each qualification are referenced whenever looking at educational quality and level and are used in curriculum design, establishment of credit hours, and the evaluation of student achievement. Additionally, learning outcomes can be achieved through various channels besides formal learning, and a feature of the Malaysian system is that learning outcomes achieved through experiential learning, including non-formal learning and learning outside of school, can be assessed and recognised in the system of Accreditation of Prior Experiential Learning (APEL).

Table 2: Malaysian Qualifications Framework (MQF): Sectors and levels of qualifications

Level	Sectors			Lifelong Learning		
	Skills	Vocational & Technical	Academic			
8				Accreditation of prior experiential learning (APEL)		
7					Doctorate	
6					Masters Postgraduate Diploma Postgraduate Certificate	
5	Advanced Diploma	Advanced Diploma	Advanced Diploma			
4	Diploma	Diploma	Diploma			
3	Certificate 3	Certificate	Certificate			
2	Certificate 2					
1	Certificate 1					

Table 3: Malaysian Qualifications Framework (MQF): Minimum credit
 [Adapted from] Malaysian Qualifications Framework, p. 14

MQF Level	Qualification	Minimum credit
8	Doctoral	No given credit value
7	Research Masters	No given credit value
	Fully or Partly Taught Masters	40
	Postgraduate Diploma	30
	Postgraduate Certificate	20
6	Bachelor' s Degree	120
	Graduate Diploma*	60
	Graduate Certificate*	30
5	Advanced Diploma	40
4	Diploma	90
1 –3	Certificate	60
	Skills Certificate	According to skills and levels

*Additional of 6 credits must be added to fulfil the General Module (Mata Pelajaran Umum, MPU) requirement.

Quality Assurance System in Malaysia:

The quality assurance system and MQF are equally applied to all public and private higher education providers. It is a shared responsibility between the MQA as a quality assurance body and the higher education providers in order to effectively enhance quality of higher education through good quality assurance practices.

External evaluations in Malaysia consist of Provisional Accreditation and Full Accreditation. Provisional Accreditation indicates that the programme has fulfilled the minimum requirement for it to be offered for consumption by learners. It is also a condition for a programme to be approved by the Ministry of Education. Full Accreditation following a programme audit by an external MQA panel of auditors, stating that the programme has met the relevant programme's standards, in compliance with the requirements of the MQF observing all aspects of Good Practice as advocated through MQA's Code of Practice for Programme Accreditation (COPPA). Another type of external evaluation is the Institutional Audit. The Institutional Audit could be comprehensive or thematic. It could take the form of periodic academic performance audit on the higher education provider or to establish the continuation or maintenance of programme accreditation status. These evaluations are on voluntary basis. Nevertheless, obtaining accreditation can be mandatory by the government policy, eligibility for student loan and to get recognition by the government. Table 4 illustrates the summary of the external evaluation carried out by MQA.

Table 4: Types of external evaluations by MQA

	(a) Provisional Accreditation	(b) Full Accreditation	(c) Institutional Audit	
			Maintenance Audit	Academic Performance Audit
Purpose	An evaluation to determine whether the programme proposals from the higher education provider met the minimum standards, before the programme is being offered.	An evaluation to determine that the delivery of programme has met all the criteria and standards set for the purpose of Full Accreditation.	Periodic audit conducted after gaining the Full Accreditation status.	An audit for the purpose of verifying data, public policy input or for rating of institutions and programmes.
Evaluation timing	Before programme is being offered.	First cohort of students reaches their final year.	At least once in five years after programme accreditation status is granted.	As and when necessary.
Type	Programme-based	Programme-based	Institution-based (by faculty or across faculties)	
Evaluator	MQA	MQA	MQA	MQA