

*'Inspiring Quality'*



Agensi Kelayakan Malaysia  
Malaysian Qualifications Agency

## SISTEM JAMINAN KUALITI TUNGGAL TVET



# STANDARD TVET COPTPA 2.0 & TEMPOH TRANSISI PEMATUHAN STANDARD TVET

STANDARDS DIVISION, MQA



JABATAN PEMBANGUNAN KEMAHIRAN  
KEMENTERIAN SUMBER MANUSIA

# SESI Q&A



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**zoom WEBINAR**

**SISTEM JAMINAN KUALITI TUNGGAL TVET :  
Standard TVET COPTPA 2.0 &  
Tempoh Transisi Pematuhan  
Standard TVET**

**10 Mei 2021 (Isnin) 10:00 pagi - 12:00 tengah hari**

**PEMBENTANG:**

- En. Kamarul Bakri Bin Abd Aziz  
Pegawai Bahagian Standard, MQA
- En. Zamrin Bin Salim  
Ketua Penolong Pengarah Kanan  
Bahagian Standard, MQA

**MODERATOR:**

Pn. Ainil Nilam Binti Mohd Mahtar @  
Mahd Mokhtar  
Pegawai Bahagian Dasar dan Perancangan  
Strategik, MQA

**Sebarang pertanyaan sila hubungi :**

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**Imbas Kod QR untuk  
sertai webinar**

Dibawakan oleh : Unit Hal Ehwal Awam & Antarabangsa MQA dan JTC Jaminan Kualiti TVET (JK Kualiti Nelayan)

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Agensi Kelayakan Malaysia  
Malaysian Qualifications Agency

**SINGLE QUALITY ASSURANCE SYSTEM**



**CODE OF PRACTICE FOR TVET  
PROGRAMME ACCREDITATION, COPTPA  
(Second Edition)**

**STANDARDS DIVISION, MQA**

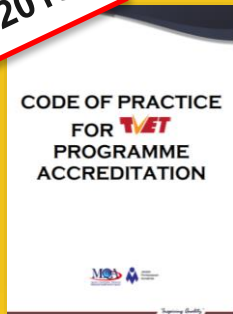


JABATAN PEMBANGUNAN KEMAHIRAN  
KEMENTERIAN SUMBER MANUSIA

# Background

## PEKELILING MQA BIL. 6/2020: PEMAKAIAN CODE OF PRACTICE FOR TVET PROGRAMME ACCREDITATION (COPTPA) EDISI KEDUA

2019



2020



**COPTPA EDISI PERTAMA**  
Tahap 1 – Tahap 5 MQF

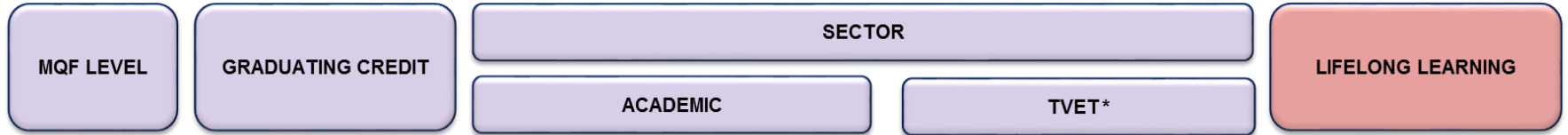
**COPTPA EDISI KEDUA**  
Tahap 1 – Tahap 6 MQF

Berkuat kuasa 1 Januari 2021 bagi semua permohonan Akreditasi Sementara, Akreditasi Penuh dan Conversion.

Permohonan bagi Tahap 1-5 MQF masih boleh merujuk COPTPA Edisi Pertama sehingga 31 Disember 2021.



# Updated Malaysian Qualifications Framework, 2nd Edition



MQF LEVEL	GRADUATING CREDIT	SECTOR		LIFELONG LEARNING
		ACADEMIC	TVET*	
8	No credit rating	PhD by Research		Accreditation of Prior Experiential Learning (APEL)
	80	Doctoral Degree by Coursework & Mixed Mode		
7	No credit rating	Master's Degree by Research		
	40	Master's Degree by Coursework & Mixed Mode		
	30	Postgraduate Diploma		
	20	Postgraduate Certificate		
6	120	Bachelor's Degree	Bachelor's Degree	
	64 **	Graduate Diploma	Graduate Diploma	
	34 **	Graduate Certificate	Graduate Certificate	
5	40	Advanced Diploma	Advanced Diploma	
4	90	Diploma	Diploma	
3	60	Certificate	Certificate	
2	30	Certificate	Certificate	
1	15	Certificate	Certificate	

\* Technical and Vocational Education and Training

\*\* Inclusive of 4 credits for U1 courses from general studies

# Objectives of Review

- ❑ To develop and introduce TVET standards for **Level 6 MQF (Graduate Certificate/Diploma & Bachelor's Degree)**.
- ❑ To improve existing TVET standards for **Level 1 to 5 MQF (Certificate to Advanced Diploma)**.

The review primarily focused on **Section 2: TVET Standards: Technical And Vocational Education and Training (TVET) Criteria and Standards for Programme Accreditation.**

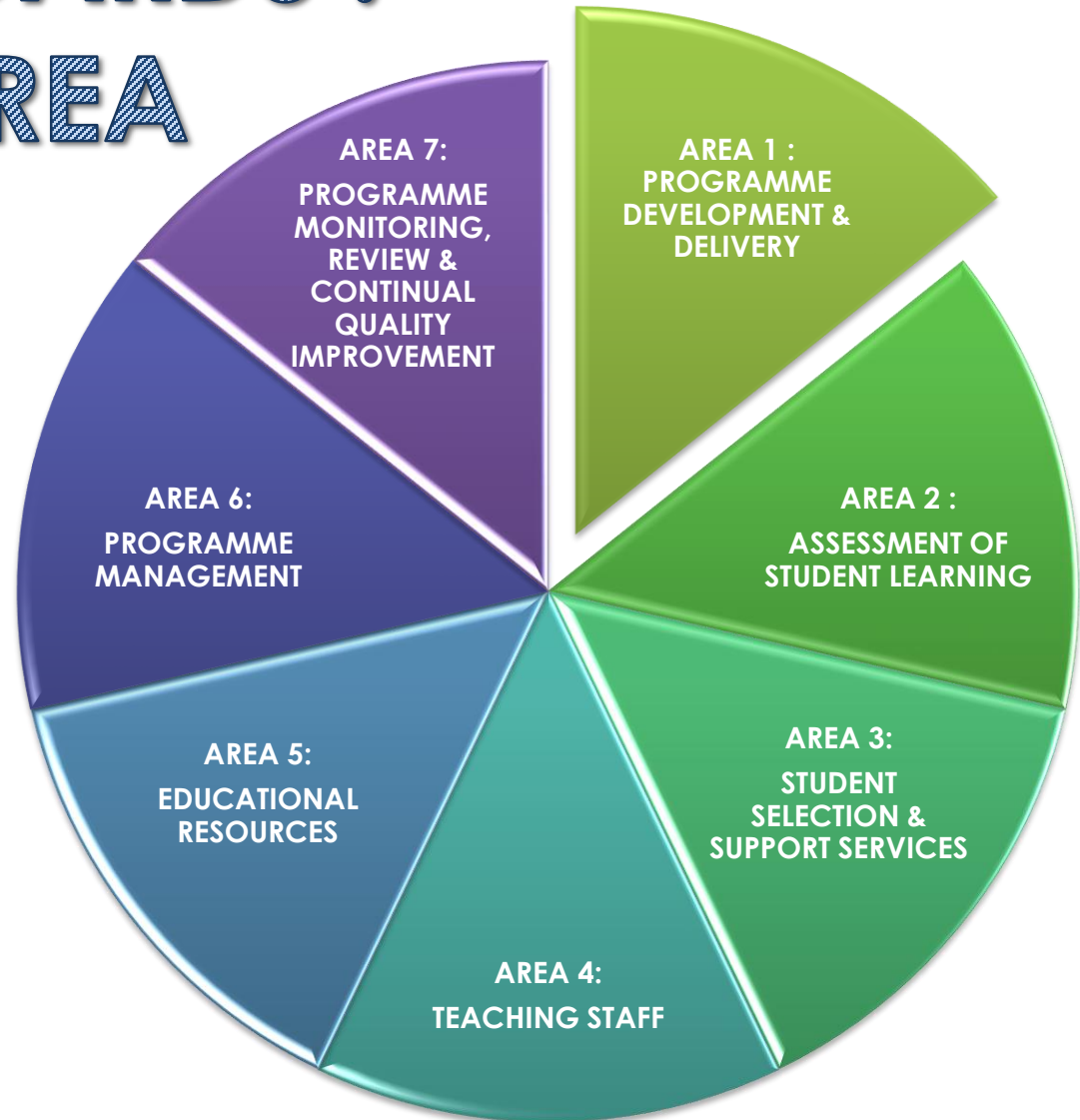
## **TVET STANDARDS FOR LEVEL 6 MQF (GRADUATE CERTIFICATE/DIPLOMA & BACHELOR'S DEGREE)**

- ❑ Addition of specific requirements for TVET Level 6 standards.
- ❑ Existing TVET standards are also extended to TVET Level 6.

## **IMPROVEMENTS FOR TVET STANDARD LEVEL 1 TO 5 MQF (CERTIFICATE TO ADVANCED DIPLOMA)**

- ❑ Rephrasing or "fine-tuning" of selected TVET Standards for Level 1-5 MQF.

# TVET STANDARDS : 7 QA AREA





# COPTPA 2<sup>nd</sup> Ed: SCOPE OF TVET PROGRAMME

COPTPA LEVEL 1-5 (2019)	COPTPA LEVEL 1-6 (2020)
be based on recognised occupational/industry standards	
contain 60% - 70% practical component	contain <b>50%</b> - 70% practical component <b>subject to level of programme</b>
emphasise on psychomotor skills	emphasise on psychomotor <b>and work</b> skills
include industrial exposure (Level 1-2, MQF)	
include industrial training component (Level 3-5, MQF)	include industrial training component (Level 3- <b>6</b> , MQF)
<b>include TVET</b> project(s)	include <b>work-based or/and industry-related</b> project(s)

# OCCUPATIONAL / INDUSTRY STANDARDS AND PRACTICES

## Standard 2.3.1:

The curriculum must fulfil the requirements of particular occupational / industry standards and practices and where applicable, professional and industry requirements as well as good practices in the new, emerging field of technology.

## Definition of Occupational/industry standards and practices:

Standards which are certified, recognised and endorsed by **MQA and DSD** to be used as a benchmark in determining an individual's performance in a specific field/discipline. The Standards underline the expectation of achievement and the amount of knowledge and skills required to perform effectively as described by the industry. The National Occupational Skills Standards (NOSS) is one of the recognised Occupational/Industry Standards and Practices. Performance that a person is expected to achieve in his/her work and the knowledge and skills they need to perform effectively as described by the industry.

# PEMAKLUMAN BERKAITAN DAFTAR OISP



**KETUA PEGAWAI EKSEKUTIF**  
(Chief Executive Officer)  
**AGENS KELAYAKAN MALAYSIA**  
(Malaysian Qualifications Agency)  
Meru MQA  
No. 3339, Jalan Teknikrak 7, Cyber 5  
63000 Cyberjaya  
Selangor Darul Ehsan

Tel: +603 8988 3611 | Faks: +603 8988 3600

Ruj. Kami : MQA.100-1/7/2 Jld. 3 (12)

Tarikh : 10 Ogos 2020

**KEPADA SEMUA PEMBERI PENDIDIKAN TINGGI (PPTY) PENYEDIA  
TECHNICAL & VOCATIONAL EDUCATION AND TRAINING (TVET)**

Tuan/Puan,

**SURAT MAKLUMAN MQA BIL. 7/2020**

**PELAKSANAAN SISTEM JAMINAN KUALITI TUNGGAL TVET:  
PERMOHONAN, PENDAFTARAN DAN PEMAKAIAN OCCUPATIONAL/  
INDUSTRY STANDARDS AND PRACTICES (OISP)**

Dengan hormatnya saya menjemput kepada perkara di atas:



**KETUA PEGAWAI EKSEKUTIF**  
(Chief Executive Officer)  
**AGENS KELAYAKAN MALAYSIA**  
(Malaysian Qualifications Agency)  
Meru MQA  
No. 3339, Jalan Teknikrak 7, Cyber 5  
63000 Cyberjaya  
Selangor Darul Ehsan

Tel: +603 8988 3611 | Faks: +603 8988 3600

Ruj. Kami : MQA.600-1/4/26 Jld. 13 ( 11 )

Tarikh : 21 Oktober 2020

**SEPERTI SENARAI EDARAN**

Tuan/Puan,

**PELAKSANAAN SISTEM JAMINAN KUALITI TUNGGAL TVET:  
PENDAFTARAN OCCUPATIONAL/INDUSTRY STANDARDS AND PRACTICES (OISP)  
DALAM DAFTAR OISP**

Dengan hormatnya, saya menjujuk kepada perkara di atas.

2. Sukacita dimaklumkan bahawa Pelaksanaan Sistem Jaminan Kualiti Tunggal TVET yang dibangunkan secara bersama oleh Agensi Kelayakan Malaysia (Malaysian Qualifications Agency, MQA) dan Jabatan Pembangunan Kemahiran (JPK) telah mendapat kelulusan Mesyuarat Jemaah Menteri bertarikh 30 Januari 2019. Selaras dengan pelaksanaan ini, MQA telah mengeluarkan Pekeliling MQA Bil. 10/2019 bertarikh 30 Ogos 2019 berkaitan Pemakaian Kod Amalan Akreditasi Program TVET (Code of Practice for TVET Programme Accreditation, COPTPA) dalam proses jaminan kualiti program TVET di Malaysia.

3. Merujuk kepada Pekeliling MQA Bil. 10/2019, COPTPA merupakan sumber rujukan utama kepada semua Pemberi Pendidikan Tinggi (PPT)/Penyedia TVET dalam membangunkan dan menawarkan program TVET di Malaysia. Justeru, PPT/penyedia TVET perlu mematuhi ketetapan yang dinyatakan dalam COPTPA termasuk pemakaian OISP sebagai asas kepada pembangunan kurikulum program TVET. Senarai OISP yang telah mendapat pengesahan Jawatankuasa Teknikal Bersama (JTC) Jaminan Kualiti Tunggal TVET boleh dirujuk dalam **Daftar OISP** pada Portal TVET di laman sesawang MQA.

4. Daftar OISP merupakan sebahagian daripada komponen penting dalam Pelaksanaan Sistem Jaminan Kualiti Tunggal TVET yang dijangka dapat:  
i. membuka ruang yang lebih luas kepada penglibatan signifikan dan sistemik daripada pihak industri dalam melatih dan tenaga kerja berkemahiran dalam industri di Malaysia; dan  
ii. menyumbang kepada peningkatan produktivi dan kualiti produk dan perkhidmatan.

Surat Makluman MQA Bil. 7/2020 kepada Penyedia TVET: Pelaksanaan Sistem Jaminan Kualiti Tunggal TVET: Permohonan, Pendaftaran dan Pemakaian OISP.

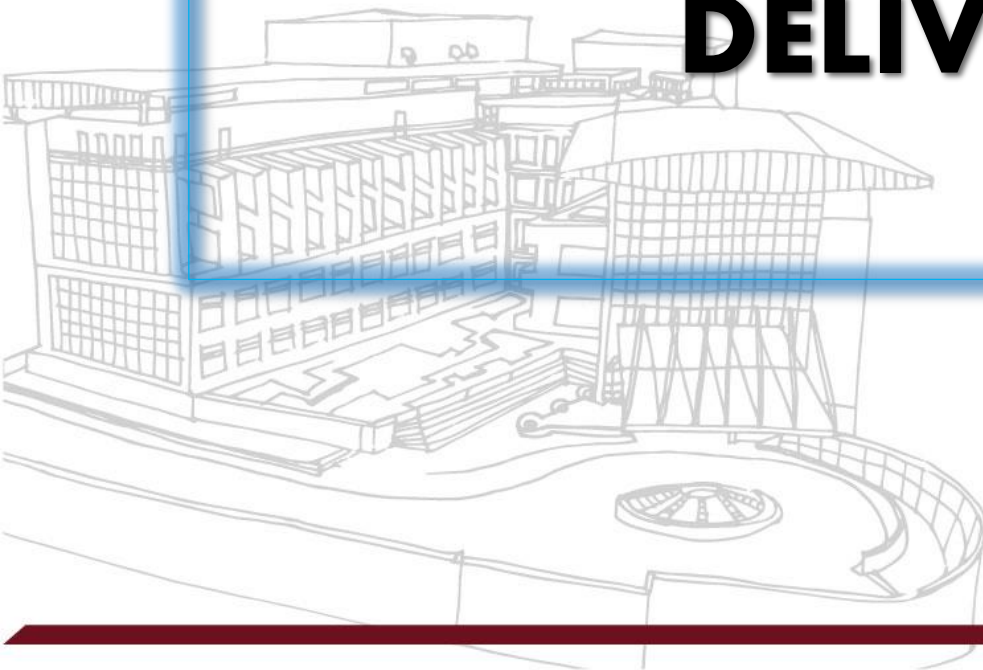
Surat kepada ILB bertarikh 21 Oktober 2020: Pelaksanaan Sistem Jaminan Kualiti Tunggal TVET: Pendaftaran OISP dalam Daftar OISP

**Senarai standard/amalan industri yang telah didaftarkan:**

- i. National Occupational Skills Standard (NOSS), JPK;**
- ii. Guideline to Good Practices: Work-Based Learning (GGP:WBL), MQA**

# Highlights

## **PROGRAMME DEVELOPMENT & DELIVERY**



# Programme Educational Objectives (PEOs) & Programme Learning Outcomes (PLOs)

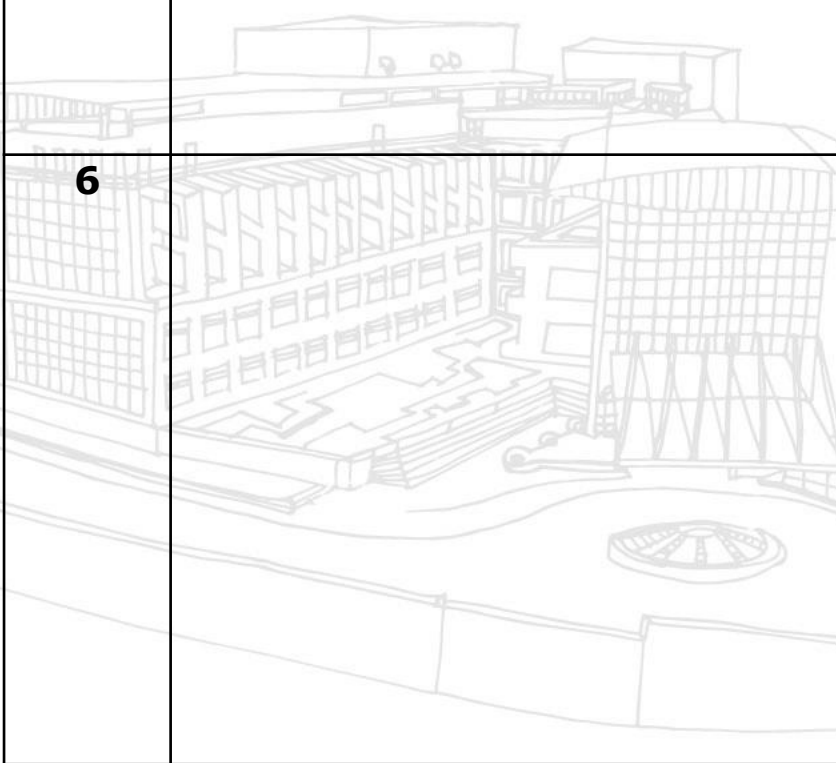
Rephrased PEOs & PLOs for Level 1 – 5 MQF  
&  
New PEOs & PLOs for Level 6 MQF

***Based on MQF 2<sup>nd</sup> Edition***

## PEOs for TVET Level 1-6 MQF

MQF Level	Programme Objectives (2019)	Programme Educational Objectives (2020)
1	To provide learners with <b>simple basic knowledge and understanding</b> , and basic skills to carry out <b>simple, highly routine and repetitive tasks</b> for work and/or study. (Basic 3Rs and literacy)	<ul style="list-style-type: none"> <li>• Provide <b>basic knowledge and skills</b> to carry out <b>highly routine task</b> under <b>direct supervision</b> in the job area for work and/or study.</li> <li>• Develop <b>teamwork</b> and <b>interpersonal communication skills</b> and be <b>socially</b> and <b>ethically responsible</b>.</li> <li>• Instil desire for <b>lifelong learning</b> and <b>career development</b>.</li> </ul>
2	To provide learners with <b>introductory knowledge, basic skills and competencies</b> to progress in their studies and/or work.	<ul style="list-style-type: none"> <li>• Provide <b>introductory knowledge and skills</b> to carry out <b>routine and non-routine task</b> under <b>close supervision</b> in the job area for work and/or study.</li> <li>• Develop <b>teamwork</b> and <b>interpersonal communication skills</b> and be <b>socially</b> and <b>ethically responsible</b>.</li> <li>• Instil desire for <b>lifelong learning</b> and <b>career development</b>.</li> </ul>

MQF Level	Programme Objectives (2019)	Programme Educational Objectives (2020)
3	To provide learners with <b>fundamental, theoretical and/or technical/operational</b> knowledge, skills and attitudes as well as <b>entrepreneurial skills</b> for further study and/or work.	<ul style="list-style-type: none"> <li>• Provide <b>specific range of technical knowledge and skill</b> to carry out varied <b>routine and non-routine task</b> under <b>moderate supervision</b> in the job area for work and/or study.</li> <li>• Develop <b>teamwork</b> and <b>interpersonal communication skills</b> and be <b>socially and ethically responsible</b>.</li> <li>• Instil desire for <b>lifelong learning</b> and <b>career development</b>.</li> </ul>
4	To provide learners with <b>broad knowledge, technical</b> and/or non- <b>technical skills</b> relevant to an area of study and/or work with moderate <b>autonomy and responsibilities</b> , with some level of creativity and management skills subject to <b>broad guidance and direction</b> .	<ul style="list-style-type: none"> <li>• Able to use <b>broad range of theoretical and technical knowledge and skills</b> to carry out varied complex <b>routine and non-routine task</b> with <b>minimum supervision</b> in the job area for work and/or study.</li> <li>• Develop <b>teamwork</b> and <b>interpersonal communication skills</b> and be <b>socially and ethically responsible</b>.</li> <li>• Inculcate desire for <b>lifelong learning</b> and <b>career development</b>.</li> </ul>

MQF Level	Programme Objectives (2019)	Programme Educational Objectives (2020)
5	<p>To provide learners with <b>advanced knowledge as well as cognitive, practical, technical and/or professional skills</b>, with <b>greater autonomy and higher responsibilities</b> in managing one or more specialised area of study or work.</p>	<ul style="list-style-type: none"> <li>• Provide <b>significant depth of theoretical and technical knowledge and skills</b> to carry out <b>varied and unpredictable complex task</b> with <b>moderate autonomy and responsibilities</b> in the job area for work and/or study.</li> <li>• Demonstrate <b>effective organisational communication skills</b> and be <b>socially and ethically responsible</b>.</li> <li>• Inculcate desire for <b>lifelong learning</b> and <b>career development</b>.</li> </ul>
6		<ul style="list-style-type: none"> <li>➤ Provide <b>advanced technical knowledge and skills</b> to carry out <b>highly complex and innovative task</b> with <b>higher degree of autonomy and full responsibilities</b> in the job area for work and/or study.</li> <li>➤ Demonstrate <b>effective organisational communication skills</b> and be <b>socially and ethically responsible</b>.</li> <li>➤ Inspire <b>lifelong learning</b> and encourage <b>innovation and creativity in career development</b>.</li> </ul>

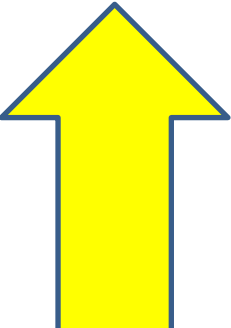
# LEARNING OUTCOMES

The learning outcomes domains of MQF 2.0 comprises five main areas:

1. Knowledge and Understanding;
2. Cognitive Skills;
3. Functional Work Skills with a focus on practical skills, interpersonal skills, communication skills, digital skills, numeracy skills, and leadership, autonomy and responsibility;
4. Personal and Entrepreneurial Skills; and
5. Ethics and Professionalism.

Programme Learning Outcomes  
Level 1 to 6, MQF

**Standard 1.3.3 - Table 1: TVET Qualifications Profile**

Qualification / Level	Minimum Student Learning Time (Hours) (inclusive of face-to-face, non-face-to-face, self-learning and assessment)	Minimum Credits (1 credit = 40 notional hours)	Normal Duration
Certificate / Level 1	600	15	 <p><b>"normal duration" column is removed</b></p>
Certificate / Level 2	1200	30*	
Certificate / Level 3	2400	60**	
Diploma / Level 4	3600	90***	
Advanced Diploma / Level 5	1600	40	
Graduate Certificate / Level 6	1360	34	
Graduate Diploma / Level 6	2560	64	
<b>Bachelor's Degree / Level 6</b>	<b>4800</b>	<b>120</b>	

\* 15 credits may be completed during Certificate Level 1 in the same field;

\*\* 30 credits may be completed during Certificate Level 1 and 2 in the same field or NOSS-based Prog starting with Level 2; and

\*\*\* 60 credits may be completed during Certificate Level 1, 2 and 3 in the same field or NOSS-based Prog starting with Level 3 .

# Programme Design

## Standard 1.3.3 - Table 2: Curriculum Structure

Qualification / Level	Curriculum Structure	Minimum Credits
Certificate / Level 1	1. Compulsory Modules (Core Abilities/ Social Skills and Values + TVET Provider's modules)	1
	2. Discipline Core Modules (70% of which must be practical oriented including Industrial Exposure)	<b>12</b> (13)
	Subtotal Credit	13
	Minimum Total Graduating Credit*	15
Certificate / Level 2	1. Compulsory Modules (Core Abilities/ Social Skills and Values + TVET Provider's modules)	2
	2. Discipline Core Modules (70% of which must be practical oriented including Industrial Exposure)	26
	Subtotal Credit	28
	Minimum Total Graduating Credit*	30

▪ **Range of credits is amended to minimum credits for each component for all levels of MQF**

▪ **Minimum credit of Discipline Core for Level 1 is amended.**

❖ The original minimum credit is indicated in bracket

Qualification / Level	Curriculum Structure	Minimum Credits
Certificate / Level 3	1. Compulsory Modules (General course (MPU)/ Core Abilities/ Social Skills and Values + TVET Provider's modules)	<b>4</b> (6)
	2. Discipline Core Modules (70% of which must be practical oriented)	39
	3. Industrial Training (3 months)	6
	Subtotal Credit	49
	Minimum Total Graduating Credit*	60
Diploma / Level 4	1. Compulsory Modules (MPU/ Core Abilities/ Social Skills and Values + TVET Provider's modules)	<b>6</b> (9)
	2. Discipline Core Modules (60% of which must be practical oriented including Final project)	<b>65</b> (63)
	3. Industrial Training <b>(4 months)</b>	<b>8</b> (12)
	Subtotal Credit	79
	Minimum Total Graduating Credit*	90

Minimum credit of **compulsory modules** for Level 3 & 4 is **amended**

Minimum credit of **Discipline Core & Industrial Training** for Level 4 is **amended**

❖ The original minimum credit is indicated in bracket

Qualification / Level	Curriculum Structure	Minimum Credits
Advanced Diploma / Level 5	1. Compulsory Modules (MPU/ Core Abilities/ Social Skills and Values + TVET Provider's modules)	<b>6</b> (8)
	2. Discipline Core Modules (60% of which must be practical oriented including Final project)	17
	3. Industrial Training <b>(4 months)</b>	<b>8</b> (12)
	Subtotal Credit	31
	Minimum Total Graduating Credit*	40

▪ Minimum credit of **compulsory modules** for Level 5 is **amended**

▪ Minimum credit of **Industrial Training** for Level 5 is **amended**

**\*To complete the minimum graduating credit requirement, the remaining credits can be from any of the categories above.**

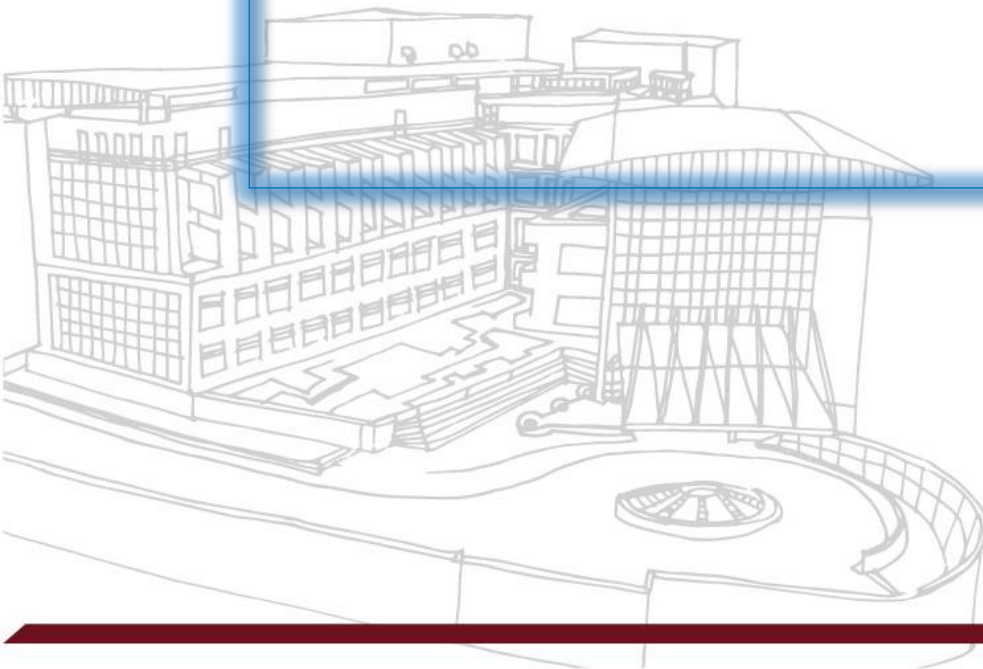
❖ The original minimum credit is indicated in bracket

CURRICULUM COMPONENT	GRADUATE CERTIFICATE / LEVEL 6 (MIN)	GRADUATE DIPLOMA / LEVEL 6 (MIN)	BACHELOR'S DEGREE / LEVEL 6 (MIN)
1. Compulsory Modules (MPU/ Core Abilities/ Social Skills and Values + TVET Provider's modules)	4 credits	4 credits	8 credits
2. Discipline Core Modules (50% of which must be practical oriented including Final Project)	18 credits	48 credits	80 credits
3. Industrial Training	6 credits (3 months)	8 credits (4 months)	12 credits (6 months)
Sub Total Credit	28	60	100
Notes	<b>*To complete the minimum graduating credit requirement, the remaining credits can be from any of the categories above</b>		
GRADUATING CREDIT	34	64	120

**Standard 1.4.5:** TVET providers must encourage innovation in TVET delivery and assessment such as work-based learning, problem-based learning, blended learning, online learning, apprenticeship, project work, and others.

# Highlights

# ASSESSMENT OF STUDENT LEARNING



## AREA 2: ASSESSMENT OF STUDENT LEARNING

**Standard 2.1.3:** Assessment methods to measure the practical skills (psychomotor domain) need to be aligned with the competency level to ensure the achievement of prescribed skills.

**Standard 2.3.2:** Some of the characteristics of competency-based assessment are as follows:

standards of job competency

include criteria of good job

assessment is individual; no comparison among candidates

judgement on candidate competency

tool for orientation of subsequent learning

basis for the certification of job competency

includes Recognition of Prior Achievement (RPA)

**Standard 2.3.4 (v):** TVET Providers must involve industries in assessment process **of key components of the curriculum** to ensure assessment is aligned with industry requirements.

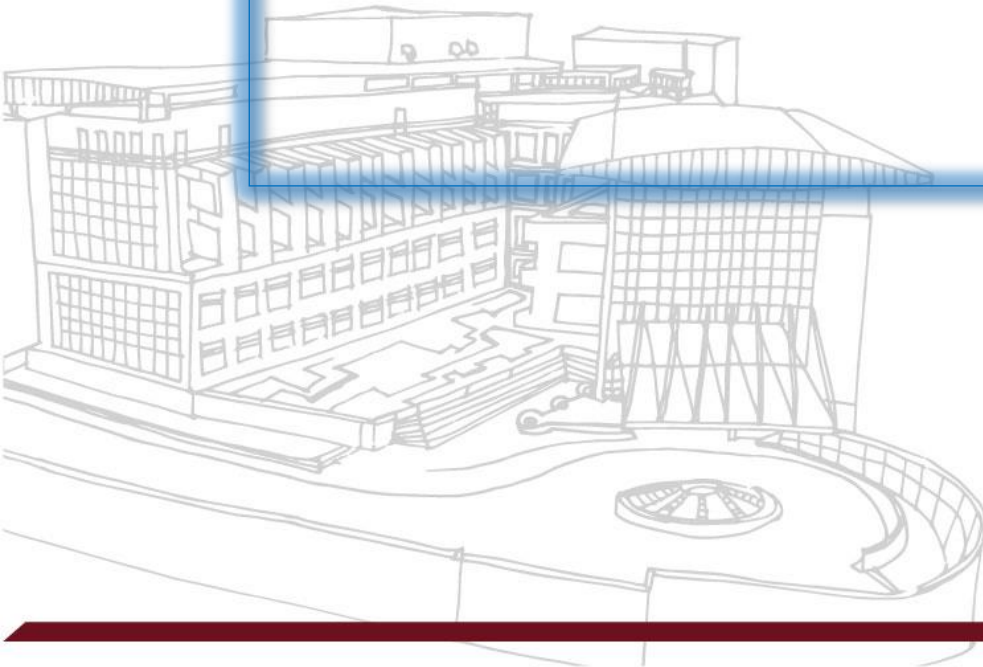
**Standard 2.3.5** - Table 3: Suggested Assessment Methods

Note: **Industry assessors** must fulfil a minimum of five (5) years of accumulated related industrial experience requirement.

MQF Level	Type of Summative Assessment (%)		Focus of Assessment (%)		Suggested Assessment Methods	Suggested/ Appropriate Assessors
	Continuous	Final	Theory	Practical		
Certificate / Level 1 & Level 2	70-100	0-30	10-30	70-90	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Presentation</li> <li>• Practical assessment</li> <li>• Written tests</li> <li>• Portfolio/ logbook</li> <li>• Laboratory reports</li> <li>• Interview/Oral test</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• TVET Providers</li> <li>• Industry</li> <li>• Professional bodies</li> <li>• External verifiers appointed by programme owners/ accreditation bodies</li> </ul>
Certificate / Level 3	70-100	0-30	20-30	70-80		
Diploma & Advanced Diploma / Level 4 & Level 5	50-100	0 - 50	30-40	60-70		
Graduate Certificate/ Graduate Diploma/Bachelor's Degree	50-100	0 - 50	30-50	50-70		

# Highlights

## **STUDENT SELECTION AND SUPPORT SERVICES**



## Principle of TVET Student Articulation

**Standard 3.1.1:** The eligibility to enter the MQF Level 6 TVET Bachelor's Degree programme is based on the suitability of the field of the TVET programme at MQF Level 4 or MQF Level 5.

**3.1.2:** Students are advised to remain at the TVET route up to MQF Level 4 or MQF Level 5 before pursuing their studies in the MQF Level 6 programme.

**3.1.3:** In principles, SPM or equivalent qualifications is not a requirement for student who follow TVET route which is designed without going through SPM or equivalent.

**3.1.4:** TVET Providers/HEPs are required to set the entry requirements and conduct appropriate screening and guidance programmes based on students' achievements, areas and programme designs to assist students in completing their studies. The TVET providers is encouraged to design an academic or TVET programme that provides a seamless path for TVET graduates.

**3.1.5:** Credit transfer and bridging programmes may be implemented by TVET Providers based on suitability.

**3.1.6:** TVET graduates may progress to suitable MQF Level 7 subject to fulfilling the entry requirements as stated below:

- possess an MQF Level 6 Bachelor's Degree; or
- possess the MQA Level 7 Accreditation of Prior Experiential Learning (APEL) certification.

**3.1.7:** TVET graduates with an MQF Level 7 Masters qualification may further their studies to the relevant MQF Level 8 Doctorate programme.

**3.1.8:** Students may proceed to any relevant TVET programme at any level of qualification using the prior learning/achievement recognition implemented by MQA and DSD.

**3.1.9:** The TVET Quality Assurance Joint Technical Committee (JTC) will continuously monitor and revise the effectiveness of TVET articulation implementation and ensure its relevancy and currency.

The JTC is responsible for ensuring the articulation principles are in line with the current development of higher education within and outside the country to stay relevant.

**3.1.10:**The criteria and processes of student selection must be transparent and objective.

**3.1.11:** Student enrolment must comply with/be related to the capacity of the department/TVET Providers to effectively deliver the programme. (This standard must be read together with the standards in '4.0 Teaching Staff' and '5.0 Educational Resources'.)

**3.1.12:**There must be a clear policy and appropriate mechanisms for appeal on student selection.

**3.1.13:**The department/TVET Providers must offer appropriate developmental or remedial support to assist students who are in need.

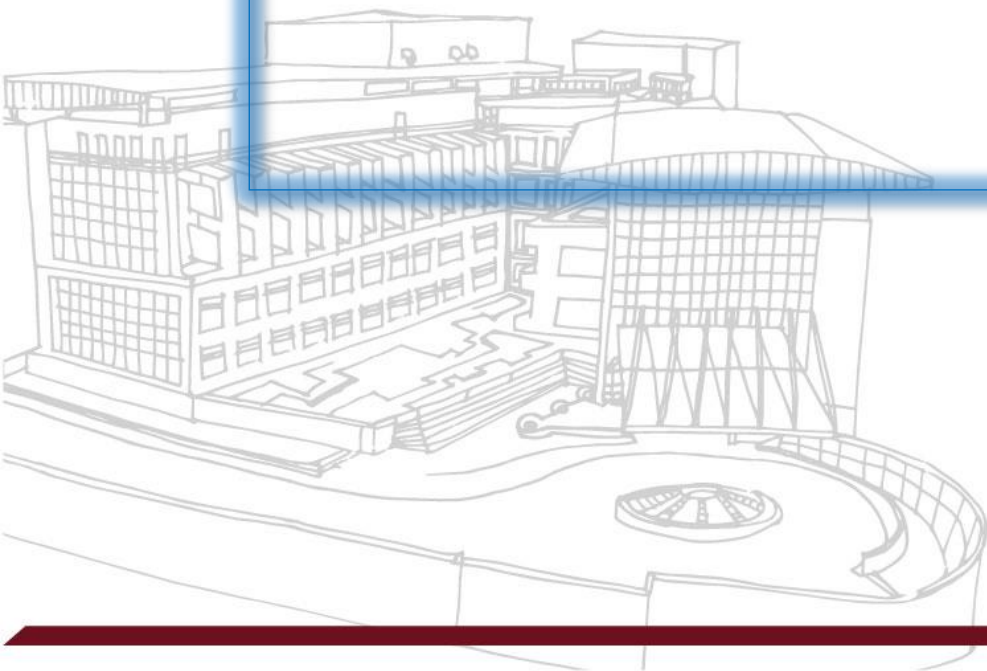
**3.1.14:**The TVET Providers must ensure that the incoming transfer students have the capacity to follow the programme successfully. To address the competency gap, the TVET Providers may conduct entry assessment or bridging programmes/intensive classes.

## Related Circular/Notification

- ✓ **Pekeliling MQA Bil. 9/2019** – Pelaksanaan Sistem Jaminan Kualiti Tunggal TVET: Penambahbaikan Laluan Pendidikan Graduan TVET
- ✓ **Surat JPT (20 Nov 2019)** - Pindaan Syarat Kelayakan Minimum DKM, DLKM dan DVM Sebagai Syarat Kelayakan Masuk ke Program Ijazah Sarjana Muda di UA
- ✓ **Surat JPT (21 Apr 2020)** - Kemasukan Pelajar Lulusan Diploma Kemahiran Malaysia (DKM), Diploma Lanjutan Kemahiran Malaysia (DLKM) dan Diploma Vokasional Malaysia (DVM) ke Peringkat Sarjana Muda (Tahap 6 MQF) atau yang Setara dengannya di Institusi Pendidikan Tinggi Swasta
- ✓ **Surat JPT (8 Jan 2021)** - Kemasukan Pelajar Lulusan SKM (Tahap 3, MQF) ke Peringkat Diploma (Tahap 4, MQF) atau yang Setara dengannya di IPTS

# Highlights

## TEACHING STAFF



## Standard 4.1.3 - Table 4: Qualification Requirements

Qualification /MQF Level	COPTPA (2019)	COPTPA (2020)
Certificate/ TVET L1	MQF Level 3 TVET Certificate in the relevant field; OR MQF Level 3 Certificate in the relevant field; OR MQF Level 4 TVET Diploma in the relevant field; OR	MQF Level 3 TVET Certificate in the relevant field; OR MQF Level 3 Certificate in the relevant field <b>with 1 year of related industrial experience*</b> ; OR MQF Level 4 TVET Diploma in the relevant field; OR MQF Level 4 Diploma in the relevant field <b>with 1 year of related industrial experience.</b> AND TVET teaching competency.
Certificate/ TVET L2	MQF Level 4 Diploma in the relevant field.  AND certification of teaching competency.	<b><i>* If the MQF Level 3 Certificate (academic) has an equally extensive hands-on approach as that of a TVET programme, the 1 year related industrial experience can be exempted.</i></b>
Certificate/ TVET L3	MQF Level 4 TVET Diploma in the relevant field; OR MQF Level 4 Diploma in the relevant field.  AND certification of teaching competency.	MQF Level 4 TVET Diploma in the relevant field; OR MQF Level 4 Diploma in the relevant field <b>with 1 year of related industrial experience.</b>  AND TVET teaching competency.

### Definition of Teaching Competency:

A recognition of one's ability in performing/demonstrating required teaching skills for a subject matter.

Examples are Vocational Training Operation (VTO), Kursus Pegawai Latihan Vokasional, Sijil Latihan Mengajar TM 001, IPG, Ikhtisas and Sijil Perguruan KPLI.

Qualification /MQF Level	COPTPA (2019)	COPTPA (2020)
Diploma/ TVET L4	<p>MQF Level 5 TVET Advanced Diploma in the relevant field; OR MQF Level 5 Advanced Diploma in the relevant field; OR</p> <p>Bachelor's Degree in the relevant field with 1 year of related industrial experience. AND certification of teaching competency.</p>	<p>MQF Level 5 TVET Advanced Diploma in the relevant field; OR MQF Level 5 Advanced Diploma in the relevant field <b>with 2 years of related industrial experience</b>; OR <b>MQF Level 6 TVET Bachelor's Degree in the relevant field</b>; OR MQF Level 6 Bachelor's Degree in the relevant field with 1 year of related industrial experience. AND TVET teaching competency.</p>
Advanced Diploma/ TVET L5	<p>MQF Level 5 TVET Advanced Diploma in the relevant field; OR MQF Level 5 Advanced Diploma in the relevant field; OR</p> <p>Bachelor's Degree in the relevant field with 2 years of related industrial experience. AND certification of teaching competency.</p>	<p>MQF Level 5 TVET Advanced Diploma in the relevant field <b>with 1 years of related industrial experience</b>; OR MQF Level 5 Advanced Diploma in the relevant field <b>with 2 years of related industrial experience</b>; OR <b>MQF Level 6 TVET Bachelor's Degree in the relevant field</b>; OR MQF Level 6 Bachelor's Degree in the relevant field with 2 years of related industrial experience. AND TVET teaching competency.</p>

Qualification/ MQF Level	Qualifications of Teaching Staff
Graduate Certificate / Graduate Diploma / Bachelor's Degree / TVET L6	<p><b><i>For theoretical component:</i></b> MQF Level 7 Master's Degree in the relevant field; AND</p> <p><b><i>For practical component:</i></b> MQF Level 6 TVET in the relevant field with 1 year of related industrial experience; OR</p> <p>MQF Level 6 in the relevant field with 2 years of related industrial experience;</p> <p>AND TVET teaching competency.</p> <p><i>In fields where industrial competencies are required, the academic staff should also have the relevant competencies.</i></p>

**4.1.5:** Teaching staff/industry experts must have **TVET teaching competency** verified by authority and recognised by MQA or DSD.

**4.1.6:** Teaching staff/industry experts who do not fulfil the minimum/specified qualification but **possess more than five (5) years of accumulated related industrial experience may be considered**. However, TVET teaching competency is still a compulsory requirement. TVET Providers may acknowledge and recognise the candidate's related experience, knowledge from previously enrolled courses, peer review and others.

**4.1.8:** The maximum staff-student ratio for the TVET programme is 1:25. **The appropriate staff-student ratio shall be applied for particular learning activities and facilities; for instance, workshop, studio work, laboratory, clinical. (To be read together with relevant standards/guidelines.)**

**4.2.6:** TVET Providers must require all the in-service teaching staff to participate in **staff industrial attachment for a cumulative period of one month in** every two years for them to keep abreast with the industrial standard and work competency.

## AREA 5: EDUCATIONAL RESOURCES

**5.1.1:** TVET Providers must provide sufficient, relevant and appropriate physical facilities and training resources **at the commencement of the programme** to ensure its effective delivery including facilities for practical-based programmes and for those with special needs

**5.1.2:** TVET Providers may contract up to 40% of the equipment and facilities required **in-house** for the delivery and assessment of the programme with suitable partners (**This excludes facilities made available by the industry partner to the students through WBL/ apprenticeship/ industrial mode**).



## **AREA 6: PROGRAMME MANAGEMENT**

## **AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT**

Standards of these areas remain the same with some minor editorial.

# SURAT MAKLUMAN MQA BIL. 1/2021: TEMPOH TRANSISI PEMATUHAN STANDARD TVET

## Area 4 TENAGA PENGAJAR

- PPT dan Penyedia TVET perlu membuat pengambilan tenaga pengajar selaras dengan ketetapan minimum yang dinyatakan dari aspek **kelayakan akademik, pengalaman industri dan kompetensi mengajar.**
- PPT dan Penyedia TVET perlu mewajibkan semua tenaga pengajar dalam perkhidmatan untuk mengambil bahagian dalam **latihan sangkutan perindustrian** untuk tempoh kumulatif satu bulan dalam setiap dua tahun.

PPT dan Penyedia TVET mesti menyediakan kemudahan fizikal dan sumber latihan yang mencukupi, relevan dan sesuai **pada permulaan program** untuk memastikan penyampaian yang efektif termasuk kemudahan untuk program berasaskan praktikal dan bagi mereka yang mempunyai keperluan khas.

- Pelaksanaan secara berperingkat dalam tempoh **5 tahun.**

- Pematuhan sepenuhnya ke atas Standard TVET berkuat kuasa pada **2026.**



Maklumat lanjut boleh layari ke website MQA:

[www.mqa.gov.my](http://www.mqa.gov.my)

Klik: Portal Rasmi TVET



Portal Rasmi TVET

**TERIMA KASIH**