

SISTEM JAMINAN KUALITI TUNGGAL

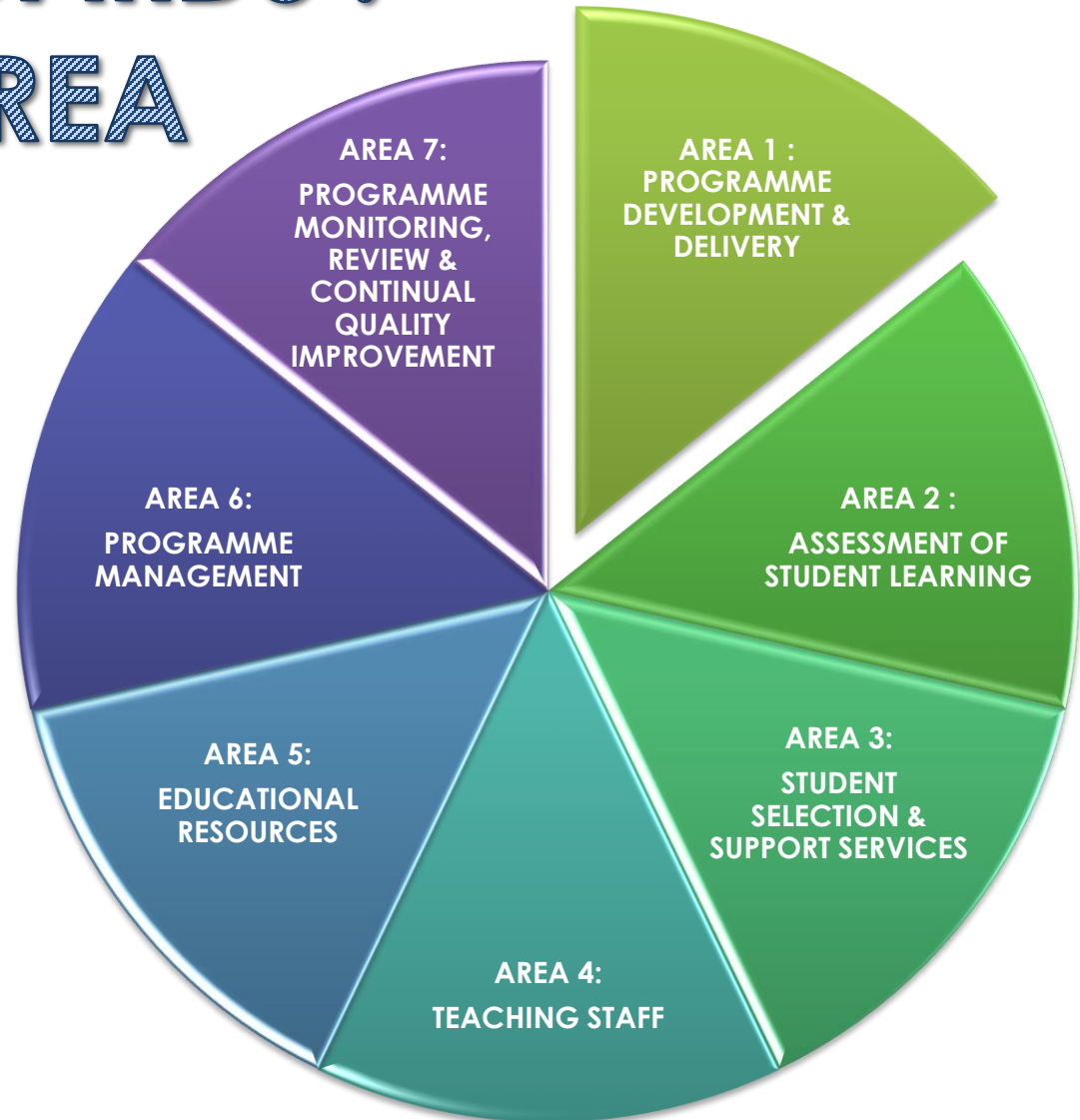


COPTPA TVET STANDARDS FOR PROGRAMME ACCREDITATION



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KEMENTERIAN SUMBER MANUSIA

TVET STANDARDS : 7 QA AREA



DEFINITION OF TVET

COP:TPA

TVET is education and training process that has **occupational direction** with major emphasis on **industry practices**. It aims to produce competent workforce in related fields for socio and economic objectives of the country.

The scope of TVET should:

1. be based on **recognised occupational/industry standards**;
2. contain **60% - 70% practical component**;
3. emphasise on **psychomotor skills**;
4. include **industrial exposure** (Level 1–2, MQF);
5. include **industrial training component** (Level 3–5, MQF); and
6. include **TVET project(s)**.

OCCUPATIONAL STANDARDS

Standard 1.3.1:

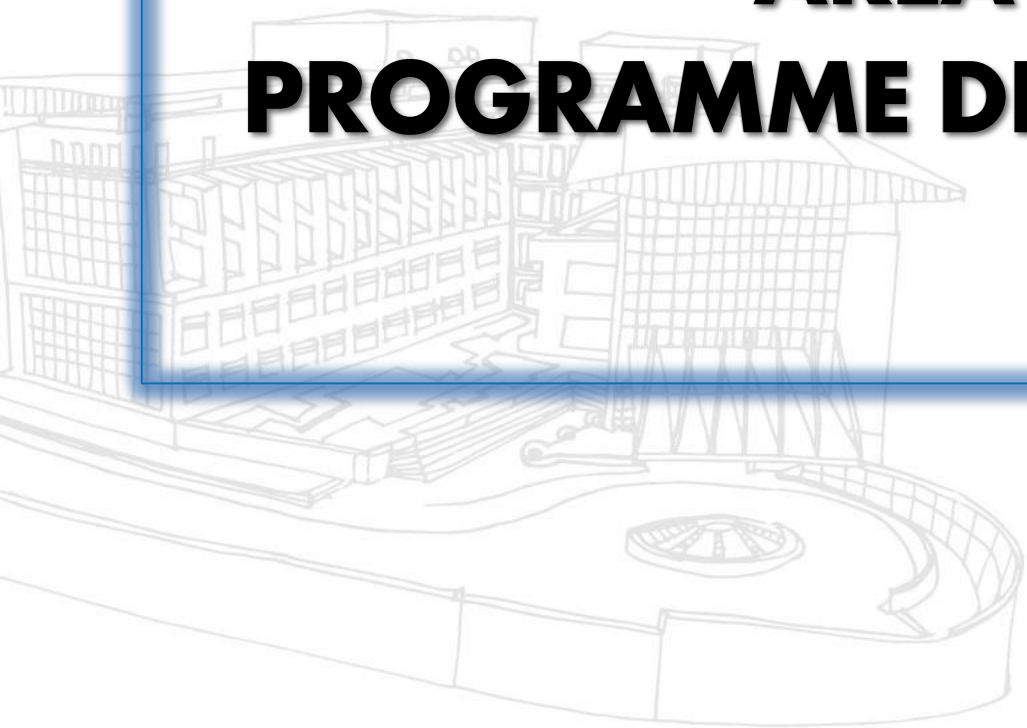
The TVET programme must be considered only if occupational/ industry standards, is used as a basis of curriculum development.

Definition of Occupational Standards:

Standards which are certified, recognised and endorsed by MQA and DSD to be used as a benchmark in determining individual's performance in a specific field/discipline. The Standards underlined the expectation of achievement and the amount of knowledge and skills required to perform effectively as described by the industry. National Occupational Skills Standards (NOSS) is one of the recognised Occupational Standards.

Highlights™

AREA 1 : PROGRAMME DEVELOPMENT



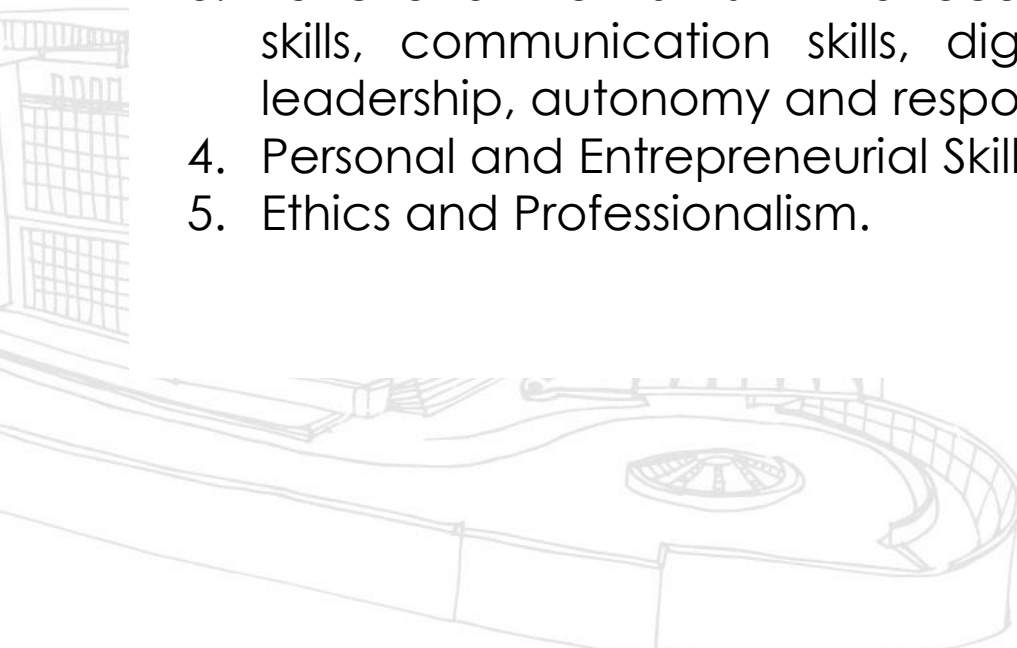
TVET PROGRAMME OBJECTIVES

| Level | Objectives |
|-------|---|
| 1 | To provide learners with simple basic knowledge and understanding, and basic skills to carry out simple, highly routine and repetitive tasks for work and/or study. (Basic 3Rs and literacy) |
| 2 | To provide learners with introductory knowledge, basic skills and competencies to progress in their studies and/or work. |
| 3 | To provide learners with fundamental, theoretical and/or technical/operational knowledge, skills and attitudes as well as entrepreneurial skills for further study and/or work. |
| 4 | To provide learners with broad knowledge, technical and/or non-technical skills relevant to an area of study and/or work with moderate autonomy and responsibilities, with some level of creativity and management skills subject to broad guidance and direction. |
| 5 | To provide learners with advanced knowledge as well as cognitive, practical, technical and/or professional skills, with greater autonomy and higher responsibilities in managing one or more specialised area of study or work. |

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 LEVEL

| Qualification / Level | Student Learning Time (Hour) (max 8 hours per day – 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 | 6 months |
| Certificate / Level 2 | 1200 | 30* | 12 months |
| Certificate / Level 3 | 2400 | 60** | 24 months (2 years) |
| Diploma / Level 4 | 3600 | 90*** | 3 years |
| Advanced Diploma / Level 5 | 1600 | 40 | 1 year |

- * 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; and
- *** 60 credits may be completed during Certificate Level 1, 2 and 3 in the same field.

CURRICULUM STRUCTURE

| Qualification / Level | Curriculum Structure | Credits | Percentage (%) |
|-----------------------|---|-----------|----------------|
| Certificate / Level 1 | 1. Compulsory Modules (Core Abilities/ Social Skills and Values + TVET Provider's modules) | 1-2 | 7-13 |
| | 2. Discipline Core Modules (70% of which must be practical oriented including Industrial Exposure) | 13-14 | 87-93 |
| | | 15 | 100 |
| Certificate / Level 2 | 1. Compulsory Modules (Core Abilities/ Social Skills and Values + TVET Provider's modules) | 2-4 | 7-13 |
| | 2. Discipline Core Modules (70% of which must be practical oriented including Industrial Exposure) | 26-28 | 87-93 |
| | | 30 | 100 |

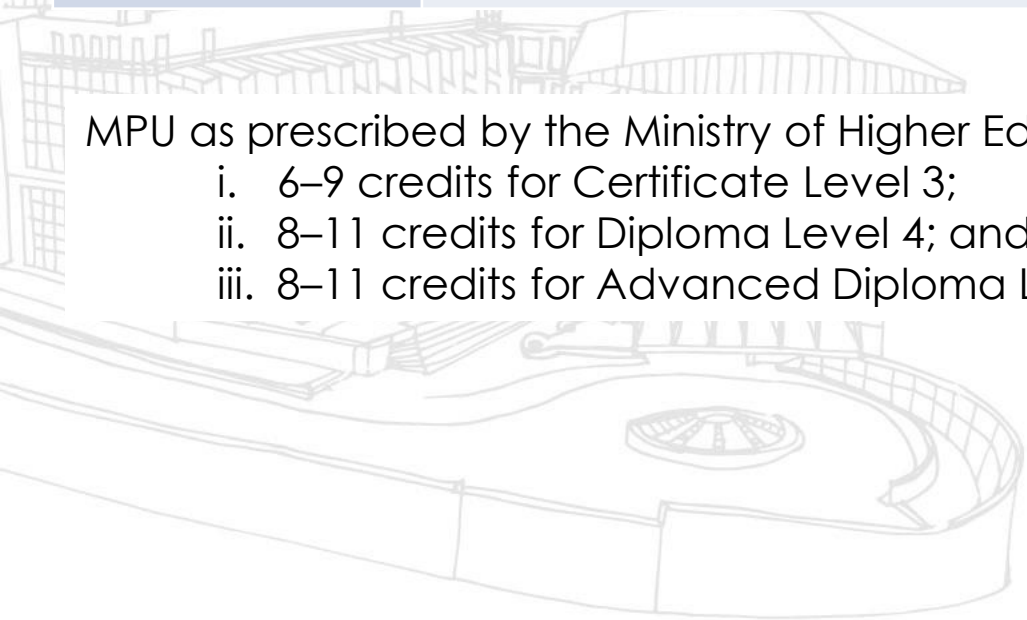


| Qualification / Level | Curriculum Structure | Credits | Percentage (%) |
|-----------------------|--|-----------|----------------|
| Certificate / Level 3 | 1. Compulsory Modules (General Studies [MPU]/ Core Abilities/ Social Skills and Values + TVET Provider's modules) | 6-9 | 10-15 |
| | 2. Discipline Core Modules (70% of which must be practical oriented) | 39-48 | 65-80 |
| | 3. Industrial Training (3-6 months) | 6-12 | 10-20 |
| | | 60 | 100 |
| Diploma / Level 4 | 1. Compulsory Modules (MPU/ Core Abilities/ Social Skills and Values + TVET Provider's modules) | 9-15 | 10-17 |
| | 2. Discipline Core Modules (60% of which must be practical oriented including final project) | 63-75 | 70-83 |
| | 3. Industrial Training (6 months) | 12 | 13 |
| | | 90 | 100 |

| Qualification / Level | Curriculum Structure | Credits | Percentage (%) |
|----------------------------|--|-----------|----------------|
| Advanced Diploma / Level 5 | 1. Compulsory Modules (General Studies [MPU]/ Core Abilities/ Social Skills and Values + TVET Provider's modules) | 8-11 | 20-28 |
| | 2. Discipline Core Modules (60% of which must be practical oriented including final project) | 17-26 | 43-65 |
| | 3. Industrial Training (6 months) | 12 | 30 |
| | | 40 | 100 |

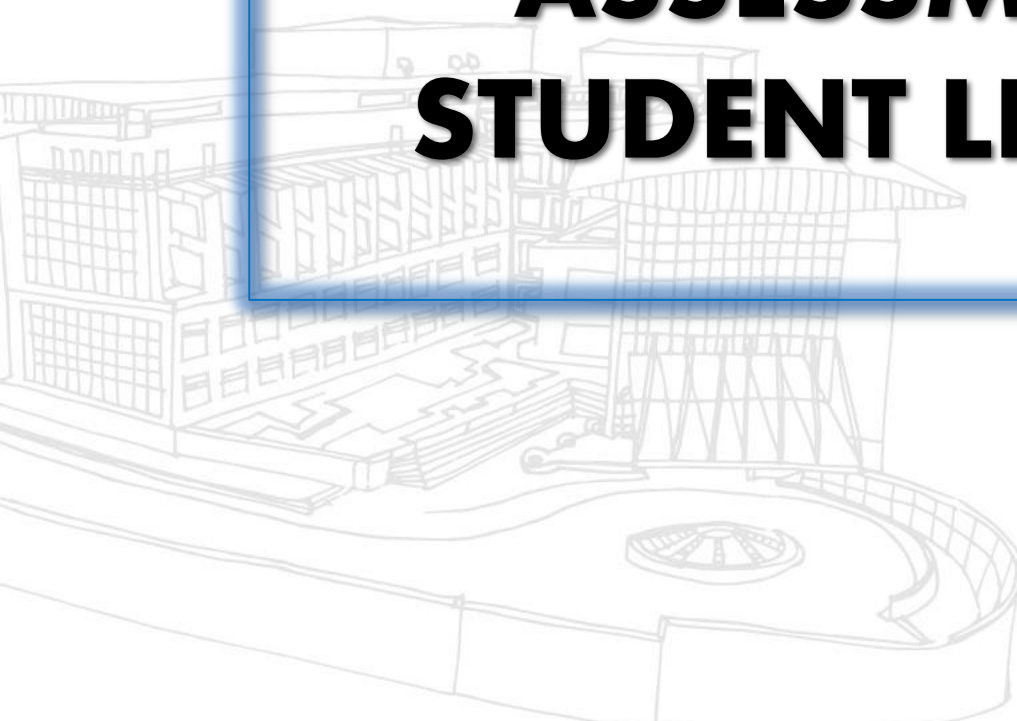
MPU as prescribed by the Ministry of Higher Education Malaysia (MOHE):

- i. 6-9 credits for Certificate Level 3;
- ii. 8-11 credits for Diploma Level 4; and
- iii. 8-11 credits for Advanced Diploma Level 5.





AREA 2 : ASSESSMENT OF STUDENT LEARNING



COMPETENCY-BASED ASSESSMENT

Characteristics of competency-based assessment are:

standards of job competency

include criteria on a good job





assessment is individual; no comparison among candidates







judgement on competency

real working situations

includes Recognition of Prior Learning (RPL)

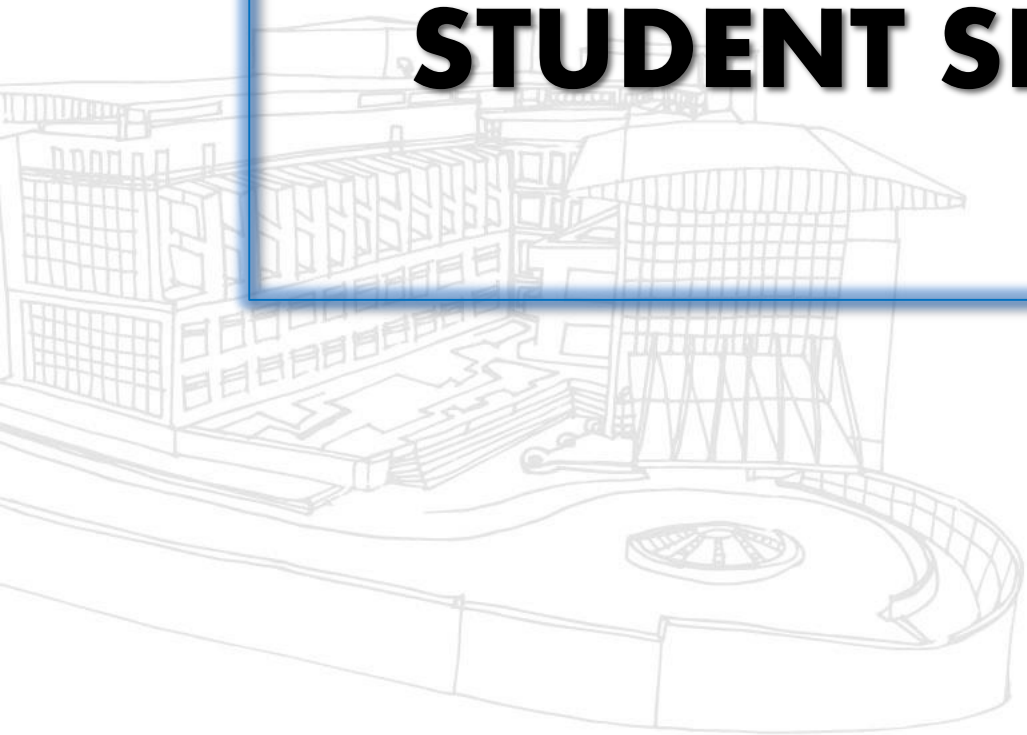
tool for orientation of subsequent learning

| LEVEL | TYPE OF ASSESSMENT (%) | | FOCUS OF ASSESSMENT (%) | | ASSESSMENT CRITERIA | SUGGESTED ASSESSMENT METHODS | SUGGESTED/ APPROPRIATE ASSESSORS |
|------------------------------|------------------------|-----------|-------------------------|--|---|--|---|
| | Continuous | Summative | Theory | Practical | | | |
| Certificate / Level 1 | 70-100 | 0-30 | 10-30 | 70-90  | <ul style="list-style-type: none"> • Knowledge • Practical Skills • Functional Skills • Personal and ethical skills | <ul style="list-style-type: none"> • Observations • Demonstrations • Presentation • Practical assessment • Written tests • Portfolio/log book • Laboratory reports • Interview/ Oral test • Project | <ul style="list-style-type: none"> • TVET Providers • Industry • External verifiers  appointed by programme owners/ accreditation bodies |
| Certificate / Level 2 | 70-100 | 0-30 | 10-30 | 70-90  | <ul style="list-style-type: none"> • Knowledge • Practical Skills • Functional Skills • Personal and ethical skills | <ul style="list-style-type: none"> • Observations • Demonstrations • Presentation • Practical assessment • Written tests • Portfolio/log book • Laboratory reports • Interview/ Oral test • Project | <ul style="list-style-type: none"> • TVET Providers • Industry • External verifiers  appointed by programme owners/ accreditation bodies |

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|-----------------------------------|------------------------|-----------|-------------------------|---|---|--|--|
| | Continuous | Summative | Theory | Practical | | | |
| Certificate / Level 3 | 70-100 | 0-30 | 20-30 | 70-80  | <ul style="list-style-type: none"> • Knowledge • Practical Skills • Functional Skills • Personal and ethical skills | <ul style="list-style-type: none"> • Observations • Demonstrations • Presentation • Practical assessment • Written tests • Portfolio/log book • Laboratory reports • Interview/ Oral test • Project | <ul style="list-style-type: none"> • TVET Providers • Industry  • External verifiers appointed by programme owners/ accreditation bodies |
| Diploma / Level 4 | 50-100 | 0-50 | 30-40 | 60-70  | <ul style="list-style-type: none"> • Knowledge • Practical Skills • Functional Skills • Personal and ethical skills | <ul style="list-style-type: none"> • Observations • Demonstrations • Presentation • Practical assessment • Written tests • Portfolio/log book • Laboratory reports • Interview/ Oral test • Project | <ul style="list-style-type: none"> • TVET Providers • Industry  • Professional bodies • External verifiers appointed by programme owners/ accreditation bodies |
| Advanced Diploma / Level 5 | 50-100 | 0-50 | 30-40 | 60-70  | <ul style="list-style-type: none"> • Knowledge • Practical Skills • Functional Skills • Personal and ethical skills | <ul style="list-style-type: none"> • Observations • Demonstrations • Presentation • Practical assessment • Written tests • Portfolio/log book • Laboratory reports • Interview/ Oral test • Project | <ul style="list-style-type: none"> • TVET Providers • Industry  • Professional bodies • External verifiers appointed by programme owners/ accreditation bodies |

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AREA 3: STUDENT SELECTION



PRINCIPLES OF TVET STUDENT ARTICULATION

- 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 Bachelor's Degree 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 is 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.

PRINCIPLES OF TVET STUDENT ARTICULATION

- 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 Masters subject to fulfilling the entry requirements as stated below:
 - i. possess an MQF Level 6 Bachelor's Degree; or
 - ii. 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.

PRINCIPLES OF TVET STUDENT ARTICULATION

- 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.

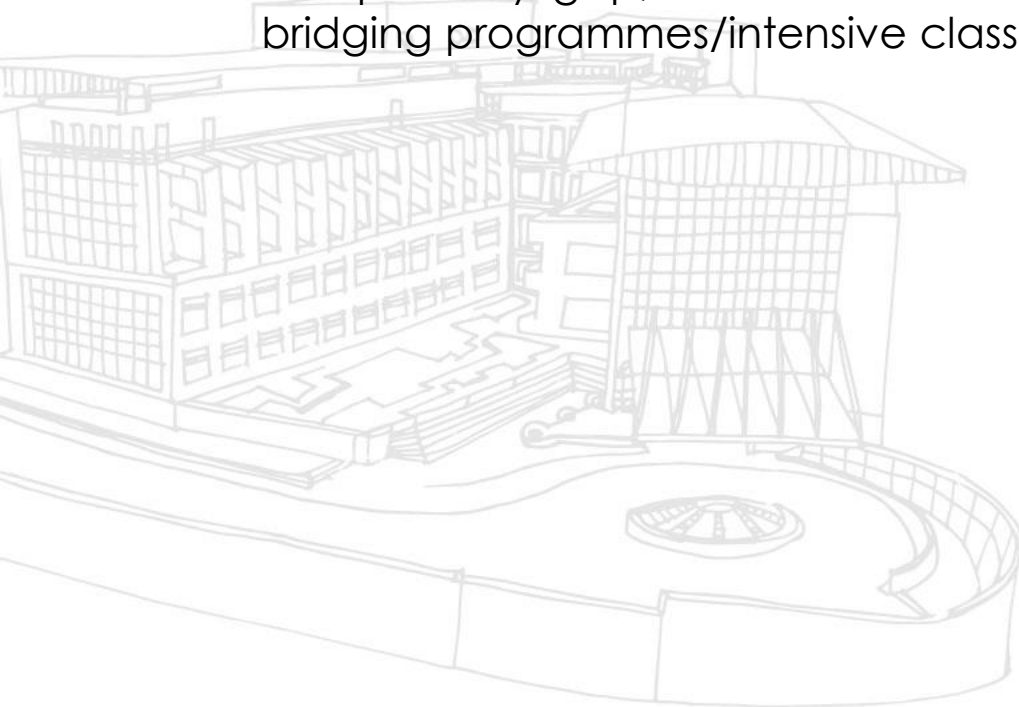
- 3.1.11 Student enrolment must comply with/be related to the capacity of the department/TVET Providers to effectively deliver the programme. (This standard must be read together with the standards in '4.0 Teaching Staff' and '5.0 Educational Resources'.)

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

PRINCIPLES OF TVET STUDENT ARTICULATION

- 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.





3.2 Student Support Services

3.3 Student Representation and Participation

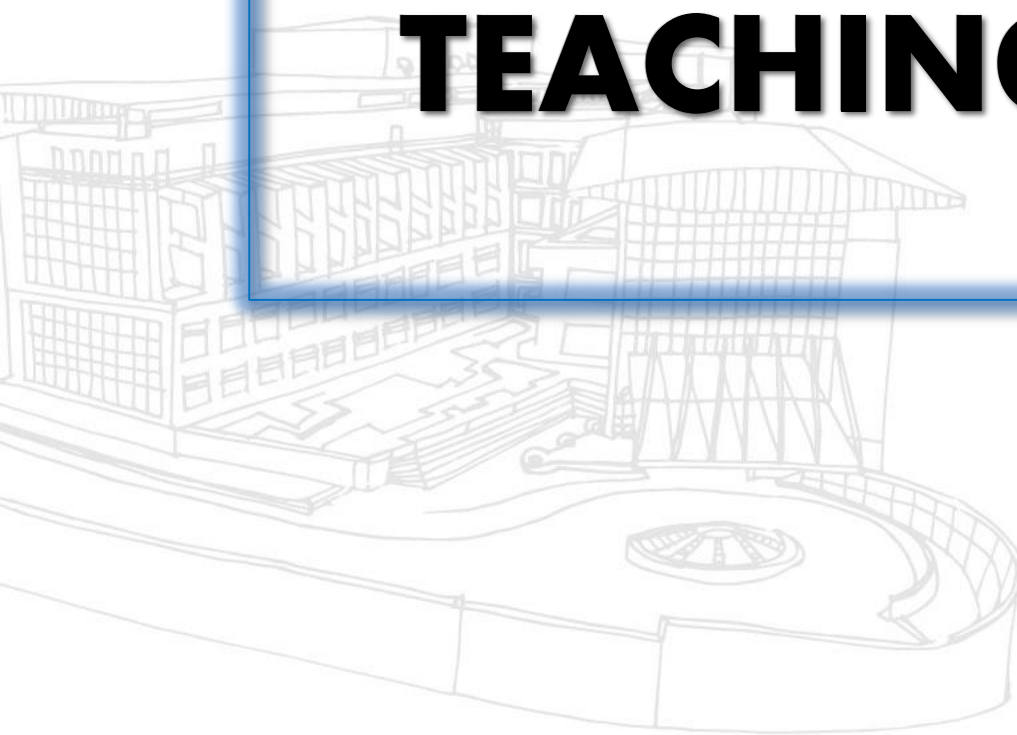


3.4 Alumni



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AREA 4: TEACHING STAFF



QUALIFICATION REQUIREMENTS

| Qualification/MQF Level | Qualifications of Teaching Staff |
|-------------------------|---|
| 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 4 Diploma in the relevant field. |
| Certificate/ TVET L2 | AND certification of teaching competency. |
| 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. |

Definition of Teaching Competency:

A recognition of one's ability in portraying 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 | Qualifications of Teaching Staff |
|---------------------------|---|
| Diploma/ TVET L4 | <p>MQF Level 5 TVET Advanced Diploma in the relevant field; OR</p> <p>MQF Level 5 Advanced Diploma in the relevant field with 1 year of related industrial experience; OR</p> <p>Bachelor's Degree in the relevant field with 1 year of related industrial experience.</p> <p>AND certification of teaching competency.</p> |
| Advanced Diploma/ TVET L5 | <p>MQF Level 5 TVET Advanced Diploma in the relevant field; OR</p> <p>MQF Level 5 Advanced Diploma in the relevant field with 2 years of related industrial experience.; OR</p> <p>Bachelor's Degree in the relevant field with 2 years of related industrial experience.</p> <p>AND certification of teaching competency.</p> |

- 4.1.4 The **industrial experience** must be significant to the Discipline Core Modules (functional) of the taught programme.
- 4.1.5 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, certification of 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.
- 4.1.7 The maximum **staff-student ratio** for the TVET programme is 1:25.

- 4.1.9 TVET Providers **must have adequate full-time teaching staff** responsible for implementing the programme. The full-time teaching staff should form at least 60% of the total staff.
- 4.1.13 TVET Providers **must have collaboration with industry and/or stakeholders** to provide for the involvement of professionals and practitioners in order to enhance the teaching and learning of the programme.
- 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.

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AREA 5: EDUCATIONAL RESOURCES





5.1 Physical Facilities

- 5.1.2 TVET Providers may contract up to 40% of the equipment and facilities required for the delivery of the programme with suitable partners.



5.2 Expertise in Education



5.3 Financial Resources



AREA 6: PROGRAMME MANAGEMENT





6.1 Governance



6.2 Programme Leadership



6.3 Administrative Staff



6.4 Records Administration



PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT



MECHANISMS

- 7.1.1 TVET Providers must have clear policies and appropriate mechanisms for regular monitoring and review of the programme.
- 7.1.2 TVET Providers must have a dedicated unit or personnel responsible for internal quality assurance (QA).
- 7.1.3 TVET Providers must have a mechanism for continuous monitoring and reviewing of the programme to ensure its currency and relevancy.
- 7.1.4 TVET Providers' review system must constructively engage the stakeholders including the alumni and employers as well as the external expertise, whose views are taken into consideration.
- 7.1.5 TVET Providers must make the programme review report accessible to stakeholders in order to seek their views.

- 7.1.6 Various aspects of student performance, progression and attrition must be analysed for the purpose of continual quality improvement by TVET Providers.
- 7.1.7 TVET Providers must have a monitoring and review committee with representatives from the industries/academia related to the programme.
- 7.1.8 The findings of a programme review must be presented to the top management of TVET Providers for its attention and further action.
- 7.1.9 There must be a link between the quality assurance processes and the achievement of the institutional purpose.
- 7.1.10 TVET providers must establish assessment instruments/tools/equipment with the involvement of the industry to assess their graduate students.
- 7.1.11 There must be an indicator to measure the industry's satisfaction with the quality of TVET graduates for the purpose of employability.

CONCLUSIONS : IMPORTANT POINTS

TVET LEARNING OUTCOMES

MQF five clusters of learning outcomes:

- i. Knowledge and Understanding;
- ii. Cognitive Skills;
- iii. Functional Work Skills with a focus on:
 - a. Practical Skills
 - b. Interpersonal Skills
 - c. Communication Skills
 - d. Digital Skills
 - e. Numeracy Skills
 - f. Leadership, Autonomy and Responsibility
- iv. Personal and Entrepreneurial Skills; and
- v. Ethics and Professionalism

TEACHING STAFF

- must be certified teaching competencies
- + industry experience
- in-service - one month industrial attachment for every two years

QUALITY ASSURANCE PRINCIPLES OF MALAYSIAN QUALIFICATIONS FRAMEWORK (MQF)

Quality assurance (QA) is carried out primarily to support the national agenda on lifelong learning, social development and economic advancement

- + 6 principles on Governance
- + 11 principles on QA processes
- + 3 principles on relationship between the QA Body and TVET Providers

STUDENT ASSESSMENT

- up to 100% continuous assessment
- up to 90% practical assessment (subjected to level of studies requirement)

ENTRY REQUIREMENT

- TVET Articulation
- TVET Level 4 MQF can progress to Bachelor
 - encourage to remain in the TVET pathway till diploma for maximum benefit
 - TVET providers to design programme - provide seamless articulation

TVET CURRICULUM AND DELIVERY

60% - 70% practical components including industry exposure and attachments

FACILITIES

may contract up to 40% of the equipments and facilities required for the delivery of the programme with suitable partners

QA TVET COORDINATION

- Joint Technical Committee to coordinate Policies
- establishment of TVET Pool of Assessors
- can be registered in the Malaysian Qualifications Register (MQR)

Q&A

