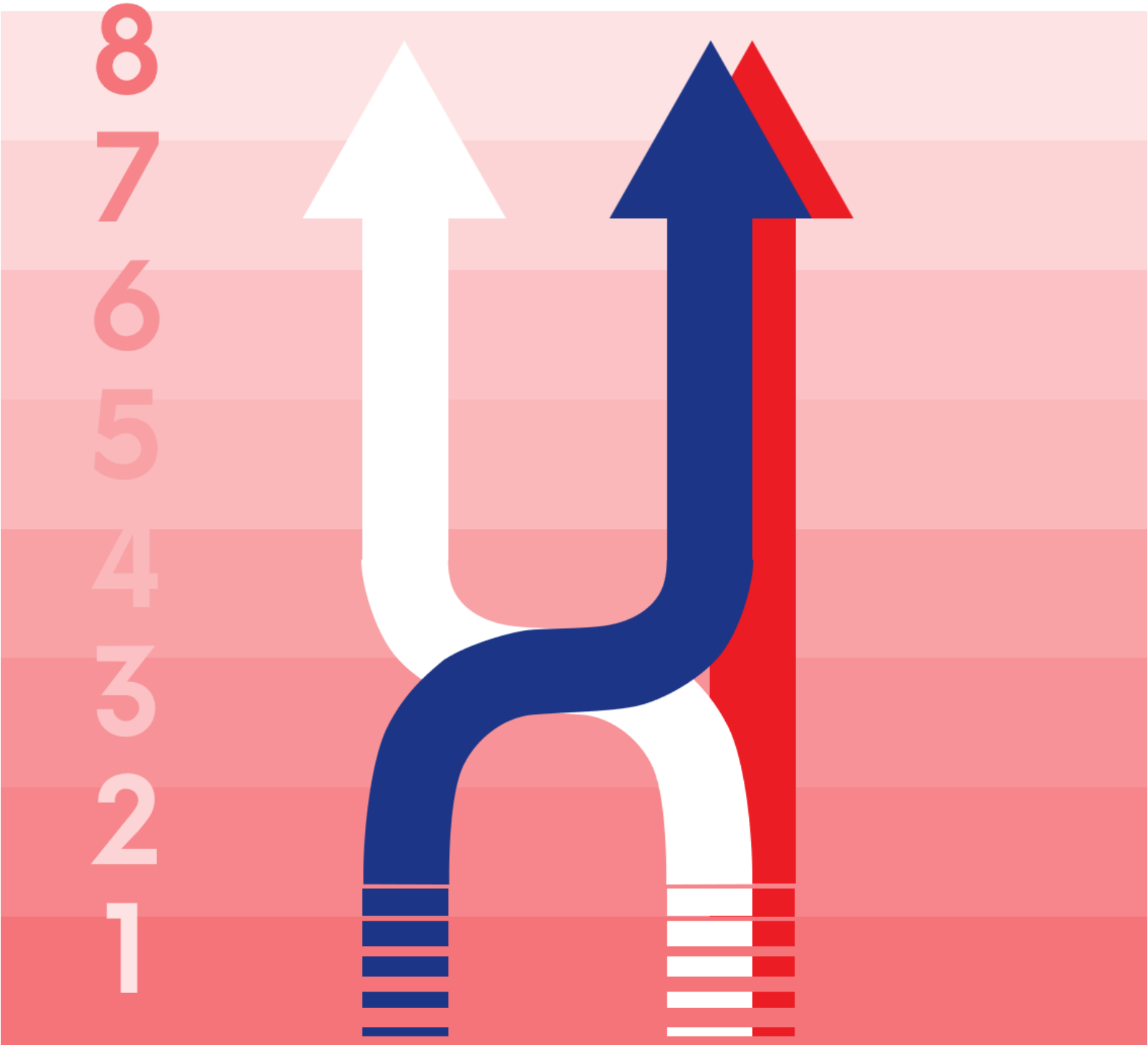
Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

GUIDELINES ON ARTICULATION BETWEEN TVET AND ACADEMIC



Guidelines on Articulation Between TVET and Academic
First Edition 2025

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FOREWORD

In 2019, the Single Quality Assurance System for Technical and Vocational Education and Training (TVET) was introduced. The system involves establishment of the Joint Technical Committee of TVET Quality Assurance, enforcement of the Code of Practice for TVET Programme Accreditation (COPTPA) and enhancement of TVET graduate career and learning pathways. Learning pathways for TVET graduates include progression to higher TVET programmes, diversion to academic programmes and continuing education after joining a profession.

The Malaysian Qualifications Framework (MQF) is a unified and single framework of qualifications that recognises qualifications progression routes, namely the academic and TVET sectors. The MQF enhances coherence in the academic and TVET sectors, improves the efficiency of articulation and learning pathways and supports lifelong learning. The process of creating a seamless pathway between two different educational systems, such as between TVET and academic education, is known as **articulation**. The goal of articulation is to provide learners with the opportunity to transfer credits earned in one system to the other, thereby reducing time and cost required to complete their education.

In regard to this, the 2024 updated second edition of the MQF aims to continuously enhance the education systems by focusing on, among others, flexible learning pathways (FLPs) and harmonisation with other sectoral frameworks. These features create a globally relevant, inclusive and adaptable education system. FLPs support this by allowing learners to navigate between formal and informal learning opportunities, adapt to changing career demands and gain recognition for prior learning. This approach promotes inclusivity and enables diverse learning experiences, fostering resilience and adaptability in a rapidly changing world. FLPs help increase participation in TVET programmes, fostering a skilled workforce for Malaysia's economic growth. In recognising prior learning and offering flexible entry and credit transfer options, FLPs address barriers like limited access and rigid programme structures. They facilitate smooth transitions between academic and TVET programmes, enhancing TVET's reputation and aligning educational outcomes with industry demands, fostering a lifelong learning culture.

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GLOSSARY

TVET programmes	Programmes accredited based on the Code of Practice for TVET Programme Accreditation (COPTPA).
Academic programmes	Programmes accredited based on the Code of Practice for Programme Accreditation (COPPA).
Related field	A field of study or discipline that is directly connected or closely associated with the subject matter or focus of the qualification or programme being evaluated. It indicates the knowledge, skills and competencies obtained in this field are applicable and supportive of the intended qualifications.
Relevant field	A field of study or discipline that is not directly aligned with the main focus of the qualification or programme, but still provides knowledge or skills that are complementary or beneficial to the overall educational goals. It signifies that while not directly related, the field enhances the understanding or application of the qualification in a broader context.
Minimum entry requirement	Mandatory requirements/criteria to be met for consideration of entrance to a TVET or an academic programme. The requirements typically appear in the programme standard. In the absence of such, the generic minimum entry requirements of the national education policy apply.
Programme entry requirement	Requirements/criteria to be met for consideration of entrance to a TVET or an academic programme. The Higher Education Provider, or TVET Provider, may set further entry requirements beyond the minimum entry requirements depending on the needs of the programme.
Credit transfer	A process of transferring credits for courses which the learners have undertaken in prior learning to their current programme of study. This process allows credits that have been acquired to be counted as part of the graduation credit requirement of the current programme learners are pursuing.

Course exemption	Exclusion from taking certain courses because learners have demonstrated the required knowledge or skills. The exempted courses must be substituted with other courses having the same total credit value.
Screening process	A process to assess how a candidate's prior knowledge and competencies align with the requirements for enrolling in and progressing on a higher-level qualification. This evaluation is also used to identify matching knowledge to determine eligibility for credit transfer or course exemption or else identify knowledge gaps to prepare an appropriate bridging programme.
Bridging programme	Programme or course designed to resolve the knowledge or competency gaps with a maximum of one year of study. A bridging programme may be designed either before or after admission of a learner to the programme. A bridging programme also includes enhancement, remedial or various other types of programme with the same aims.
Knowledge gap	The difference between that which a learner has currently achieved through prior learning and that which he/she is required or expected to know in a specific context, such as academic, professional, or practical domains. This gap refers to the absence or insufficiency of essential knowledge, concepts or theories required to achieve a desired level of understanding or performance.
Competency gap	The difference between learner skills, abilities and attitude, and those which are required to perform specific tasks or meet job expectations effectively. This gap refers to absence or insufficiency in practical application, performance and proficiency in carrying out duties within a particular role or context.
Higher Education Provider	A corporate body, organisation or other body of persons that conducts higher education or training programmes leading to the award of a higher education qualification.

Technical and Vocational Education and Training Provider	A corporate body, organisation or other body of persons that conducts TVET programmes leading to the award of a higher education qualification.
High-Technology High-Value	A programme that emphasises knowledge of advanced machines/equipment/techniques that are in high demand in a present-day job or one in the future.

ABBREVIATIONS

APEL	Accreditation of Prior Experiential Learning
COPPA	Code of Practice for Programme Accreditation
COPTPA	Code of Practice for TVET Programme Accreditation
DSD	Department of Skills Development/ *Jabatan Pembangunan Kemahiran* (*JPK*)
HEP	Higher Education Provider
HT-HV	High Technology High Value
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
TVET	Technical and Vocational Education and Training

1 INTRODUCTION

In 2017, the Malaysian Qualifications Agency (MQA) revised the Malaysian Qualifications Framework (MQF), whereby the Skills and also the Vocational and Technical sectors were integrated into one sector: the Technical and Vocational Education and Training (TVET) sector, whilst the Higher Education sector was renamed the Academic sector. The MQF indicates links between qualifications with provision of progression and flexible learning pathways (FLPs) to learners with various requirements and backgrounds.

In this regard, the Guidelines on Articulation between TVET and Academic sectors was published with the aim to unlock and provide for flexible progression of learning pathways. The guidelines **facilitates flexible and inclusive access to a variety of educational programmes**. The MQF recognises learners' diverse educational backgrounds and thus provides access to education from certificate to higher degree qualifications. It enables **learners to advance through formal qualifications based on their knowledge and competencies via alternative qualifications and pathways, including Recognition of prior learning (RPL).**

This guidelines also stresses on lifelong learning and promote educational access for all ages and backgrounds. Through collaboration with the government, academic institutions and industry stakeholders, this guidelines aims **to create a more accessible and flexible qualifications system that meets Malaysia's evolving education needs.**

1.1 Objectives of Guidelines

The objectives of this guidelines are to:

a. improve flexibility and inclusive articulation between TVET and academic qualifications **while recognising prior learning**. It guides HEP and stakeholders in implementing a systematic articulation approach. It highlights the **significance of strategic planning in the learner education pathway of qualifications. It supports progression to higher levels**, ensuring recognition of completed courses for academic advancement.

b. guide HEP, evaluation panel members, accreditation committee members and all stakeholders in the related accreditation process.

1.2 Scope of Guidelines

This guidelines provides a flexible approach to design articulation programmes that accommodate various educational contexts, including:

a. Articulation within the Malaysia Qualifications Framework (MQF);
b. Newly-developed programmes;
c. TVET or academic programmes; and
d. Various disciplines, including social sciences programmes.

Codes of Practices in programme accreditation (COPPA/ COPPA-ODL and particularly COPTPA) and programme standards, as well as from professional bodies, have minimum enrolment requirement for learners. This guidelines elaborates the mechanism to meet the requirements systematically while not superseding those outlined in the codes of practice and standard documents.

This guidelines addresses the articulation process and essential foundational knowledge of programmes that must be completed before enrolment. This guidelines also examines the bridging programmes that enable individuals from diverse fields with current qualifications to pursue various higher-level qualifications, depending on the respective programme's standard requirements.

1.3 Outline of Guidelines

Section 2 introduces an overview of articulation, discussing its importance and applications. Section 3 further elaborates on the articulation process. The subsections in Section 3 are arranged according to the sequence of articulation process, and each provides related knowledge, competencies, and examples. Finally, the Appendix provides examples of possible articulation pathways.

2 OVERVIEW OF ARTICULATION

2.1 Background

Human capital development and workforce availability are critical factors in the government's efforts to ensure that future talent meets the dynamic needs of industry, thereby driving sustainable national economic growth. In line with this, the Guidelines on Articulation between TVET and Academic sectors has been developed as a comprehensive framework to facilitate this objective by emphasising the connection between TVET and academic pathways within the Malaysia Qualifications Framework (MQF).

While the MQF aims to integrate both fields under common standards, it defines and distinguishes them based on their focus, delivery, and objectives. Academic qualifications are defined as general education or discipline-oriented programmes intended for advancement to higher education, career, professional practice, and employment.

TVET education and training in Malaysia places a strong emphasis on industry practices, aiming to produce a competent, industry-relevant workforce that supports the country's socio-economic goals. TVET programmes emphasize a substantial practical component, including industrial exposure within the industry environment, as an enhanced part of the curriculum. Accordingly, this guidelines this guidelines promotes flexible and inclusive pathways for learners across MQF levels in the TVET and academic sectors. TVET and academic learners from programmes recognised by MQA and the Department of Skills Development (DSD), as well as HEP and TVET Providers, are expected to benefit from this guidelines.

The guidelines is not intended to dictate how HEP and TVET Providers facilitate the mobility of TVET and academic learners into programmes recognised by the MQA and DSD. Instead, it serves as a framework to enhance articulation between TVET and academic sectors, opening more competitive career opportunities for graduates and optimising talent development.

2.2 Importance of Articulation

In the context of accreditation, the MQA regulates programmes based on the MQA Act 2007 (Act 679), while DSD regulates programmes based on the National Skills Development Act 2006 (Act 652). Although the MQF provides guidance, mobility for TVET and academic learners to continue their studies across different accreditation systems is limited. Therefore, articulation between these two systems is essential to facilitate learner mobility, enabling learners to

transition between TVET and academic qualifications at the same or higher levels. This flexible approach fosters the development of holistic graduates who are able to meet the demands of a dynamic economy and rapid technological changes.

Additionally, articulation strengthens the integration between the TVET and academic sectors. By improving educational pathways for TVET learners to the highest MQF qualifications, it enhances lifelong learning opportunities and bolsters the mutual reputation of the TVET and academic fields. Enhancing the reputation and comparability of both study paths is crucial for promoting flexible and inclusive pathways for learners across all MQF levels. This, in turn, will open up more significant career opportunities for graduates and ensure their competitiveness in the workforce.

2.3 Key Principles of TVET Articulation

Access to FLPs for TVET learners involves the following eight TVET articulation principles:

a. Suitable merit qualifications of admission to a suitable field of MQF Level 6 Bachelor's degrees are based on the highest TVET programmes obtained by learners, i.e. MQF Level 4 or MQF Level 5;

b. TVET learners are encouraged to maintain TVET pathways while progressing to MQF Level 4 or MQF Level 5 prior to entry to MQF Level 6 Bachelor's degree programmes;

c. SPM or equivalent qualifications are not a prerequisite for TVET learners to advance to higher TVET or academic qualifications;

d. HEP or TVET Providers need to set entry requirements and implement screening and bridging to assist learners towards successful progression of learning. HEP and TVET Provider are encouraged to design academic or TVET programmes that enable seamless pathways for TVET graduates;

e. Credit transfer and bridging programmes may be implemented by any HEP or TVET Provider based on needs;

f. TVET graduates can advance to relevant MQF Level 7 Master's programme if they:
    i. Possessed MQF Level 6 Bachelor's degree; or
    ii. At least 30 years old of age, possessed at least MQF Level 4 TVET Diploma and related working experience, and passed MQA Level 7 Accreditation of Prior Experiential Learning (APEL-T7) test;

g. TVET graduates can advance to relevant MQF Level 8 Doctoral's degree programme if they:
    i. Possessed MQF Level 7 Master's degree; or
    ii. At least 35 years old of age, possessed at least MQF Level 6 Bachelor's degree and 5 years with related working experience, and passed MQA Level 8 Accreditation of Prior Experiential Learning (APEL-T8) test;

h. Learners may further their studies at any level of relevant TVET programmes through recognition of prior learning (RPL) of the MQA and DSD.

2.4 Application of Guidelines with Case Examples

The articulation between TVET and academic sectors represents a process of democratising education today. This includes initiatives for acquiring knowledge, skills and competency that span both sectors. Such articulation facilitates the mobility of learners between TVET and academic programmes recognised by the MQA and DSD, allowing them to change their study paths to the same or higher levels, whether transitioning from TVET to academic programmes or vice versa.

This mobility considers the entry qualification requirements and the screening process established by the MQA and DSD, ensuring that learners from both sectors may effectively attain knowledge throughout their studies. Additionally, recognition of prior learning, such as the Accreditation of Prior Experiential Learning (APEL) through the MQA and Recognition of Prior Achievements through the DSD, is also integrated to create broader opportunities for learners to advance their education. Moreover, the articulation includes the horizontal and vertical transfer of credits between the TVET and academic sectors, as well as requirements for bridging programmes that may be necessary before or after acceptance onto a programme.

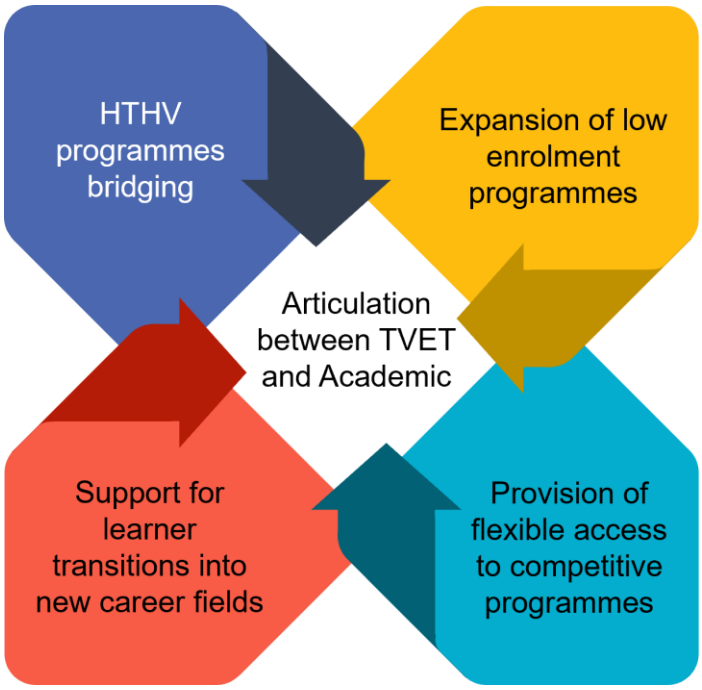

Figure 1: Key aspects of articulation between TVET and academic qualifications

Figure 1 highlights the four key aspects of articulation between TVET and academic qualifications: high-technology high-value (HTHV) programme bridging, expansion of low-enrolment programmes, support for learner transitions into new career fields and provision of flexible access to competitive programmes.

In the Fourth Industrial Revolution (IR 4.0) era, there is an increasing demand for workers with advanced technological knowledge and skills in government and industry. HEP and TVET Providers should strategically plan to enhance enrolment in HTHV programmes by developing bridging programmes across various educational streams to build a skilled workforce. Conversely, learner enrolment may be increased through bridging initiatives that broaden the learner pool from different educational disciplines, including a national framework on TVET conversion to science-based programmes which broadens the pool of talent in sciences.

TVET and academic learners often discover new career ambitions or interests that differ from their prior qualifications. Therefore, HEP and TVET Providers should establish the flexibility necessary to facilitate transitions between the TVET and academic sectors, promoting intellectual curiosity and meeting industry demands. This approach honours diverse competencies and interests.

A flexible pathway is essential in higher education to ensure that TVET and academic learners who meet the minimum entry requirements are able to enrol on competitive programmes. These adaptations may provide targeted support and customised curricula, ensuring equitable access to desired programmes in

accordance with programme standards, regardless of individuals' prior education. This methodology reduces entry barriers and fosters equity in higher education.

Examples of articulation involving two cases; Case 1 - meeting minimum entry requirements but not programme requirements, and Case 2 - changing fields of study.

Case 1 (Meets minimum entry requirements but does not meet HEP's programme entry requirements)

Minimum Entry Requirements	Programme Entry Requirements set by HEP	Learner's Qualifications	Enrolment Programme	Suggestions (Post Admission)
Certificate in related field	**CGPA 2.50**	**SKM Level 3 in Pastry Production with CGPA 2.00**	**Diploma in Culinary Arts**	Requires bridging programme to satisfy HEP entry requirements.
Diploma in related field	**CGPA 3.00**	**Diploma in Electronic Engineering with CGPA 2.00**	**Bachelor of Computer Engineering (Artificial Intelligence)**	Requires bridging programme to satisfy HEP entry requirements.
Diploma in related field	**CGPA 3.00**	**DKM in Welding with CGPA 2.30**	**Bachelor of Automotive Engineering Technology**	Requires bridging programme to satisfy HEP entry requirements.

Explanation

Diploma Programme Graduate : Diploma in Electronic Engineering with CGPA 2.00

Degree Programme Candidate : Bachelor of Computer Engineering (Artificial Engineering)

Description:

- This case applies to learners who meet the minimum entry requirements for admission but do not meet specific requirements for the programme they wish to pursue.
- This scenario could occur if the programme has additional criteria (e.g., particular subjects or grades in prerequisite courses) that the learner does not fulfil.

Suggestions:

- It is recommended that learners in this category sit for bridging programmes after admission.
- This implies that although learners do not meet all the programme-specific requirements, they may be able to catch up or meet the standards through regular coursework within the programme itself.
- The assumption here is that any gaps may be addressed without a separate preparatory phase.

Case 2 (Change of field of study)

Minimum Entry Requirements	Field of Study Requirements set by HEP	Learner's Qualifications	Enrolment Programme	Suggestions (Prior Admission)
At least 3 credits in SPM	**SPM including Mathematics and one natural science subject**	**Credits in SPM (Social Sciences) Mathematics, Sports Science and one other subject**	**Diploma in Mechanical Engineering Technology**	Requires bridging programme to fill competency in engineering foundational knowledge
Certificate in relevant field	**Certificate in related field**	**SKM Level 3 in Food & Beverage Operation Supervision**	**Diploma in Automotive Technology**	Requires bridging programme to fill competency in automotive technology
Diploma in relevant field	**Diploma with minimum CGPA 2.50**	**DKM Food Service Technology with CGPA 2.50**	**Bachelor of Islamic Finance**	Requires bridging programme to fill proficiency in Arabic language
Diploma in relevant field	**Diploma with minimum CGPA 2.00**	**Diploma in Mass Communication**	**Bachelor of Technology in Electronic Systems**	Requires bridging programme to fill knowledge in Mathematics

Explanation

Diploma Programme Graduate : Diploma in Mass Communication

Degree Programme Candidate : Bachelor of Computer Engineering Technology

Description:

- This case applies to learners who change their field of study, i.e. switch to a programme significantly different from their previous academic background.

For example, a learner who wants to study different fields of technology, engineering or other related fields may fall into this category.

Suggestions:

- The institution should evaluate learners' knowledge gap and assess whether they lack foundational knowledge for the new field.
- Based on this evaluation, the institution should develop a plan for a bridging programme that may be taken either before or after enrolment.
- Before Enrolment: If the knowledge gap is substantial, learners should complete a bridging programme before formally entering the new programme to ensure they are adequately prepared.
- After Enrolment: If the gap is minimal, the bridging programme may be taken concurrently with the main programme or integrated into the early stages of study, allowing learners to catch up as they complete their coursework.

3 ARTICULATION PROCEDURES

3.1 Articulation in TVET and Academic Qualifications

Articulation is the process of developing a formal, written arrangement/agreement that identifies courses (or sequences of courses) from a "sending" HEP/TVET Provider that are comparable to or acceptable in place of specific course requirements at a "receiving" HEP/TVET Provider. The purpose of articulation is to facilitate the successful transfer of learners from one academic/TVET programme to the other. The transfer may involve programmes having the same level of qualifications (horizontal articulation), or lower to higher qualifications (vertical articulation).

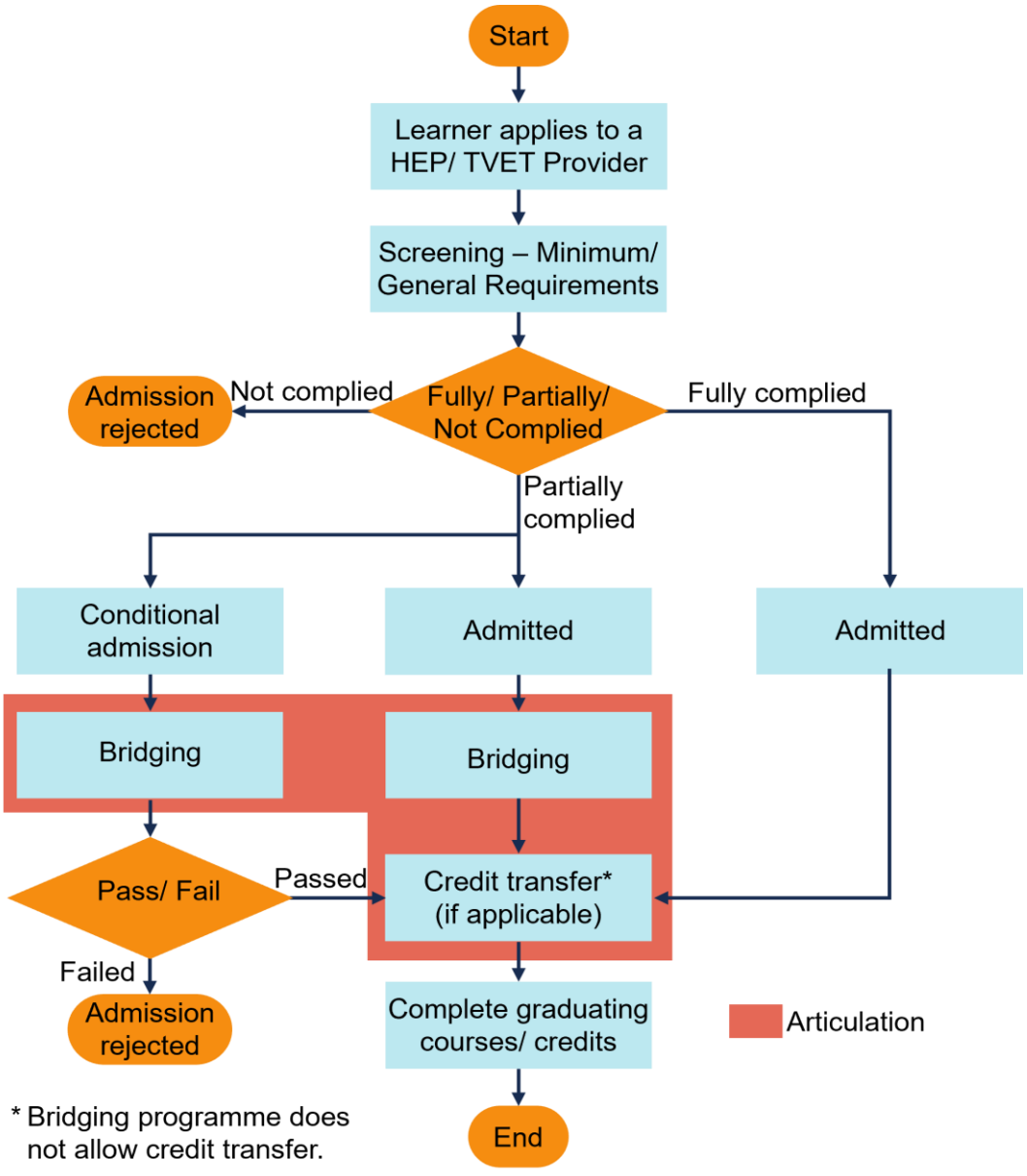

Figure 2: Flow chart of articulation process within HEP/TVET Providers

Figure 2 presents a decision-making flow chart for HEP to determine whether a bridging programme is necessary for learners based on their entry qualifications, field of study and intended pathway. Figure 2 categorises learners into four cases, each with specific recommendations on the need for a bridging programme based on their qualifications and programme requirements.

The related ministries have regulated general admission requirements into formal education programmes. The general admission requirement is the minimum entry requirement for an education programme. Nevertheless, admission requirements into certain fields of study are also regulated by the standard of the field programme. Furthermore, each HEP/TVET Provider (receiving institution) has its own programme requirements and general/programme standard entry requirements.

An articulation agreement, typically with a pre-approved amount of credit transfer, may include complete or conditional admission, with or without credit transfer. Approval to transfer credit is subject to current enforced policy. An articulation arrangement/agreement does not guarantee admission, as indicated in Figure 2.

3.2 Articulation Process

Articulation refers to creating a pathway for academic/TVET graduates to pursue further academic/TVET education, without having to repeat courses or start anew. This is achieved by recognising the knowledge and skills that TVET graduates have acquired and allowing them to apply these credits towards an academic degree. The initiative aims to mainstream TVET pathways that are comparable to academic pathways in order to meet the employment demands of industries in Malaysia. In some cases, learners may fall into a category whereby they **do not meet the minimum entry requirements as stated in the programme standard**.

Minimum entry requirements typically include a baseline level of academic qualifications, such as specific grades, courses or certifications essential for admission. These requirements are in place to ensure that learners have a foundational level of knowledge and preparedness to handle the programme's academic demands.

If a learner's current qualifications do not meet these minimum requirements, the **institution may be unable to admit** them, regardless of any other factors. In such cases, the institution may have no choice but to **reject admission** because the learner's current academic background does not provide a sufficient basis for potential success in the programme.

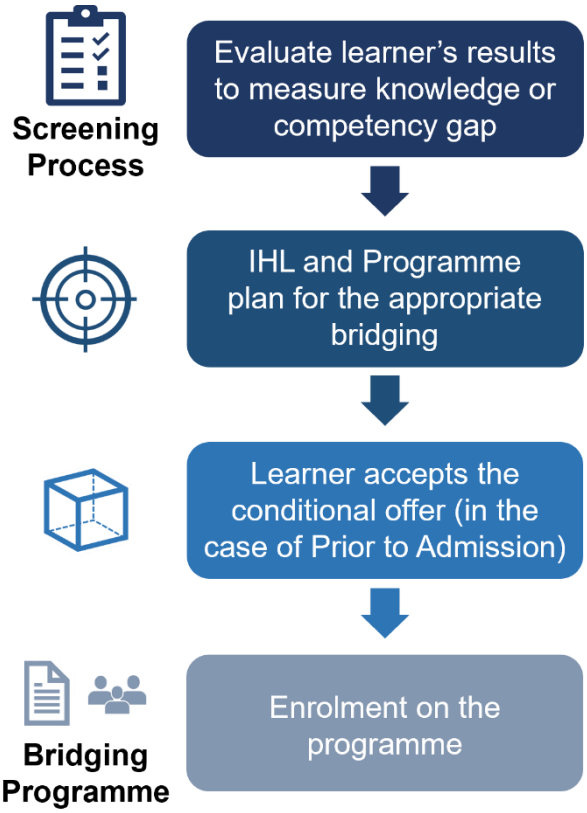

Figure 3: Screening for a learner's prior knowledge and competency to determine the best bridging programme

Figure 3 indicates the screening process to identify knowledge and competency gaps before recommending a bridging programme. The following subsections explain each step.

3.2.1 Screening Process

a) **Evaluation of Programme Entry Requirements:** The initial step entails an assessment of the learner's academic and competency results or work experience when compared to the programme's entry requirements. This encompasses an evaluation of a learner's grades, subjects and relevant competencies. If the learner's background is in accordance with the programme standards (e.g. sufficient foundational knowledge and required competencies), he/she may enrol without requiring any further preparation.

b) **Identifying Gaps**: Gaps in a learner's knowledge, skills or qualifications will be identified during the evaluation if he/she does not fully satisfy the programme's entry requirements. The differences could be related to specific courses, technical competencies, or other essential criteria for successful programme acceptance.

c) **Determining Credit Transfer Possibilities:** The institution evaluates the possibility of transferring a learner's prior learning (from another institution or by qualification) as credits toward the new programme during the evaluation. The learner may be eligible for credit transfer if he/she has already completed courses that overlap with the programme requirements. Credit transfer is also possible through APEL and micro-credentials. The objective of credit transfer is to avoid repetitive learning. This may potentially shorten the learner's study period by reducing the number of courses he/she must complete in the programme.

d) **Providing Course Exemption Opportunities:** Similar to this, learners may be eligible for course exemptions if their prior qualifications indicate that they have demonstrated a certain level of proficiency. This enables learners to be exempted from specific courses that would otherwise be redundant. However, the learner must still replace them with the related courses.

3.2.2 Planning a Bridging Programme

a) **Learners Who Do Not Meet Full Requirements:** If the evaluation reveals that a learner does not meet the complete entry requirements for the programme, a bridging programme is recommended. The bridging programme is designed to help learners address any gaps in knowledge or skills identified during the evaluation. For example, a learner aiming to enter a high-technology programme might need additional foundational mathematics or computer science courses if his/her prior education did not sufficiently cover these areas.

b) **Bridging Programme Development:** The next step is to tailor the bridging programme to a learner's specific needs. The bridging programme must be aligned with the gap areas (e.g., subject-specific courses, technical training) to ensure the learner can meet the standard requirements for the programme as shown in Table 2. Therefore, courses taken during a bridging programme are not applicable for credit transfer. The programme's structure could include a combination of intensive courses or practical training based on the learner's background. It is also recommended that the programme establish a Board of Studies that includes key stakeholders, such as programme external examiners and an Advisory Industrial Panel, to participate in the decision-making process when developing the bridging programme. By involving these external experts and industry advisors, the programme may ensure that all necessary basic knowledge and competencies are fully covered in the bridging courses.

- The recommended bridging courses should be designed to cover the minimum entry requirement knowledge specified by the programme standard. Typically, for a degree qualification, the programme lists mandatory courses that applicants must have completed at STPM (Malaysian Higher School Certificate) level. These mandatory STPM courses serve as a reference point to establish the core knowledge needed by learners to succeed in degree programmes. In cases where learners lack this foundational background, bridging courses may be offered to fill these gaps.

- Similarly, for diploma qualifications, a programme usually refers to results at SPM (Malaysian Certificate of Education) level as the benchmark for minimum entry requirements. These SPM results help identify specific subjects or areas that are crucial for entry onto a diploma programme. If a learner's SPM background does not meet these subject requirements, a bridging programme may be tailored to provide the essential knowledge and skills needed to meet diploma standards.

- For TVET programmes, the recommended bridging courses should be structured to address the minimum competency requirements specified by programme standards. In contrast to academic programmes that emphasise theoretical knowledge, TVET programmes often necessitate that learners have certain practical skills and competencies as part of their admission criteria. The minimal competencies are delineated in a programme's standard criteria and constitute the essential abilities required for learners to excel in practical vocational training.

- These mandatory competencies are used as a benchmark for designing bridging courses in TVET. For learners who lack these fundamental skills, a bridging programme offers targeted training to develop the essential practical abilities and technical knowledge needed to meet a programme's requirements. By focusing on the specific skills outlined in the minimum programme standards, the bridging courses ensure that learners are equipped with the foundational competencies essential for effective learning and performance in their TVET programmes.

Table 1: Example of courses for bridging programmes

Receiving programme	Minimum/ General entry requirement	Minimum entry requirement based on programme standard	Recommended courses for bridging for those not meeting programme standard entry requirements
Bachelor of Civil Engineering Technology with Honours	Passed STPM or equivalent with minimum Grade C (GPA 2.00) in 2 subjects	Passed STPM with CGPA 2.0 or equivalent, and a minimum Grade C in Mathematics and one (1) relevant science or technical-based subject.	• Mathematics • Physics • Chemistry/ Biology/ Fundamentals of Programming
Bachelor of Science in Business Studies with Honours	Passed STPM or equivalent with minimum Grade C (GPA 2.00) in 2 subjects	Passed STPM with at least Grade C (GPA 2.0) in any TWO subjects, and A pass in Mathematics and English at SPM level or equivalent.	• Basic Mathematics • Economics • Introduction to Business

3.2.3 Offer Letter

a) **Conditional Enrolment:** If learners are eligible to join a programme but need to complete a bridging programme, they are given a conditional offer. This offer allows them to enrol on the programme, subject to successfully completion of the bridging courses. The institution must clearly communicate that which the learner needs to accomplish on the bridging programme in order to gain full admission.

b) **Concurrent:** Subject to the number of credits required by a bridging programme, learners could be permitted to enrol on their regular courses concurrently (if less than 12 credits) or complete the bridging programme separately before starting the full programme (if more than 12 credits are required). This ensures flexibility in addressing learners' preparation while keeping them on track to attain the overall qualification.

3.2.4 Enrolling on the programme

The bridging programme is primarily designed for learners who wish to continue their studies but lack the foundational knowledge or competencies required for successful progression. This programme is structured to equip learners with the essential knowledge base and core skills that align with the standards expected by the main programme. By completing and passing the bridging programme, learners may develop a solid academic and practical foundation, enabling them to meet the prerequisites of the desired programme. **Figure 4** illustrates a suggested arrangement the HEP may implement to effectively plan and organise this preparatory pathway.

a) Bridging Programme After Admission (Maximum 12 Credits):

- For Learners Admitted Directly onto the Programme: If learners are admitted but identified as needing minor additional support, they may undertake a bridging programme after they are already enrolled on the main programme.
- Credit Limit: In this case, the bridging programme is limited to 12 credits. These credits may be completed alongside the regular coursework, allowing learners to begin their programme standard while addressing small gaps.
- Goal: This option provides flexibility for learners who need only minor academic adjustments before fully engaging in their studies.

b) Bridging Programme Prior Admission – 1 Semester (13 to 20 Credits):

- For Learners with Moderate Knowledge Gaps: If learners' knowledge or competencies are not fully aligned with a programme's requirements but they show promise, they may complete a more extensive bridging programme before being formally admitted.
- Credit Range: In this case, the bridging programme ranges between 13 and 20 credits. This would generally be completed over one semester.
- Goal: This option ensures that learners who need moderate preparation may complete the necessary coursework before being admitted onto the main programme. This allows them to develop foundational skills over a single semester.

c) Bridging Programme Prior Admission – 2 Semesters (Maximum 40 Credits):

- For Learners with Significant Knowledge Gaps: If the screening process identifies that learners have significant gaps in their knowledge or competencies, they may need a more intensive bridging programme.

- Credit Limit: In this case, learners may take up to 40 credits of bridging courses over a maximum of 2 semesters.
- Goal: This is for learners who need a comprehensive review or who are transitioning from a completely different academic or vocational background. The bridging programme ensures they are fully prepared for the academic demands of the programme standard after a more extended preparation period.

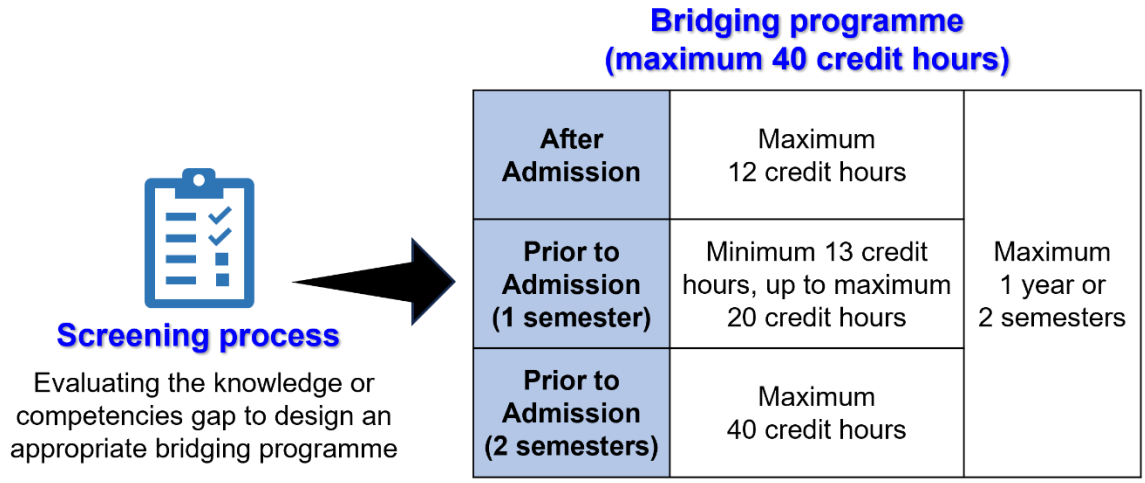

Figure 4: Suggestions for bridging programme arrangement

d) Duration and Flexibility of the Bridging Programme:

- The total duration of the bridging programme could last up to 1 year (or 2 semesters) depending on the number of credits required and subject to the HEP/TVET Provider approval. Learners who need more preparation time are given an extended pathway but eventually may meet the programme's standards and progress.
- Flexibility: This structured approach to bridging ensures that learners with varying levels of preparation may still access a programme, whether they need a minor adjustment (after admission) or a more intensive foundational course (before admission).
- The HEP/TVET is authorised to construct the bridging programme, either post-admission or prior admission. However, it must ensure that learners complete the bridging programme before enrolling on the main courses of the programme.

4 SUMMARY

This Guidelines on Articulation Between TVET and Academic outlines the processes and recommendations for facilitating articulation pathways between TVET and academic sectors in Malaysia. Key aspects include:

1. **Articulation and Pathways:** Articulation refers to creating seamless pathways for learners to transition between TVET and academic sectors, recognised by the MQF. This aims to enhance flexibility in educational pathways, recognising prior learning and supporting career advancement through credit transfers and bridging programmes.

2. **Bridging Programmes:** Bridging programmes are recommended for learners who meet the general entry requirements but lack specific competencies or knowledge for a chosen programme. These programmes are designed to address gaps in fundamental knowledge or practical skills. They vary based on the programme level (degree, diploma or TVET) with course content benchmarked against entry-level standards such as STPM and SPM for academic programmes and specific competencies for TVET.

3. **Screening Process and Credit Transfer:** The screening process identifies knowledge and competency gaps prior to admission. Credit transfers and course exemptions are included in this, where applicable, to prevent repetition of prior learning. Bridging programmes may be offered pre- or post-admission, depending on the level of preparation required.

4. **Board of Studies:** Establishing a Board of Studies with industry advisors and external examiners ensures that bridging programmes cover all necessary knowledge and competencies. This supports alignment with both academic and industry standards.

5. **Flexible Pathways and Lifelong Learning:** The guidelines emphasises flexibility in transitioning between TVET and academic pathways to promote lifelong learning, which are especially important in a dynamic economy requiring diverse skill sets.

The guidelines supports inclusivity, career advancement and smooth transitions between educational streams, enhancing the competitiveness and employability of graduates across both academic and vocational sectors.

APPENDIX

A.1 Articulation for MQF Level 1-3 Certificate

Level in Certification	Minimum Entry Requirement		Credit Transfer	Bridging Program			
				COPPA		COPTPA	
	COPPA	COPTPA		Prior	After	Prior	After
Certificate 1	3R	3R	N/A	-	-	-	-
Certificate 2***	3R	3R*	N/A	-	-	-	-
	Certificate 1	Certificate 1	Permitted	✓	✓	✓	✓
Certificate 3***	-	3R**	N/A	-	-	-	-
	Certificate 2	Certificate 2	Permitted	✓	✓	✓	✓
	SPM with 1 credit	SPM with 1 credit	N/A	-	-	-	-

*3R allows enrolment on Certificate Level 2 only if the corresponding NOSS is at Level 2 (for certification under JPK).
** 3R allows enrolment on Certificate Level 3 only if the corresponding NOSS is at Level 3 (for certification under JPK).
***Bridging programmes are required if certification is from different accreditation bodies.

A.2 Articulation for MQF Level 4-5 Diploma and Advanced Diploma

Entry SPM/STAM Stream	Diploma Stream	
	Science & Technology	Non-science Technology
Science	Bridging after admission if remedial courses are less than 12 credits	Bridging after admission if remedial courses are less than 12 credits
Art	Bridging programme prior to admission	Bridging after admission if remedial courses are less than 12 credits
Commerce	Bridging programme prior to admission	Bridging after admission if remedial courses are less than 12 credits
Mixed	Bridging after admission if remedial courses are less than 12 credits	Bridging after admission if remedial courses are less than 12 credits

Qualification Level 3	Indicator of different discipline	Bridging Programme
Certificate Level 3 to Diploma Level 4	Related	Bridging after admission if remedial courses are less than 12 credits
	Relevance	Bridging programme prior to admission (maximum 1 semester or 6 months)
	Non-relevance*	Bridging programme prior to admission (maximum 2 semester or 1 year)

A.3 Articulation for MQF Level 6 Bachelor's Degree, Graduate Diploma and Graduate Certificate

Entry STPM Stream	Degree Stream	
	Science & Technology	Non-science Technology
Science	Bridging after admission if remedial courses are less than 12 credits	Bridging after admission if remedial courses are less than 12 credits
Art	Bridging programme prior to admission	Bridging after admission if remedial courses are less than 12 credits
Commerce	Bridging programme prior to admission	Bridging after admission if remedial courses are less than 12 credits
Mixed	Bridging after admission if remedial courses are less than 12 credits	Bridging after admission if remedial courses are less than 12 credits

Entry Matriculation/ Foundation Stream	Degree Stream	
	Science & Technology	Non-science Technology
Science	Bridging after admission if remedial courses are less than 12 credits	Bridging after admission if remedial courses are less than 12 credits

Art	Bridging programme prior to admission	Bridging after admission if remedial courses are less than 12 credits
Commerce	Bridging programme prior to admission	Bridging after admission if remedial courses are less than 12 credits

Qualification Diploma/ Advanced Diploma Level	**Indicator of different discipline**	**Bridging Programme**
Diploma/ Advanced Diploma to Pursue Degree	Related	Bridging after admission if remedial courses are less than 12 credits
	Relevance	Bridging programme prior to admission (maximum 1 semester or 6 month)
	Non-relevance*	Bridging programme prior to admission (maximum 2 semester or 1 year)

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