2014

[LAPORAN TINJAUAN PELAKSANAAN DIPLOMA SUPPLEMENT DI MALAYSIA]

KANDUNGAN

PENGENALAN

1. Keperluan terhadap pelbagai kemahiran dan pengetahuan bagi memenuhi kehendak pembangunan telah menjadi faktor penggalak kepada kewujudan pelbagai jenis kelayakan serta mobiliti penduduk dunia. Selaras dengan perkembangan tersebut, keperluan terhadap pengiktirafan kelayakan antara institusi dan negara menjadi amat penting.

2. Bagi memudahkan urusan pengiktirafan di antara negara serta institusi, *European Commission, the Council of Europe* dengan kerja sama UNESCO telah memperkenalkan satu dokumen yang dipanggil ***Diploma Supplement***. *Diploma Supplement* merupakan satu dokumen iringan yang disertakan bersama skrol akademik (Sijil, Diploma, Ijazah Sarjana Muda dan lain-lain). Dokumen bertujuan untuk memberi huraian lanjut tentang sesuatu program yang telah diikuti oleh graduan dari segi jenis, tahap, hasil pembelajaran, status program dan lain-lain. Ia juga menggariskan deskripsi Pemberi Pendidikan Tinggi (PPT) yang menganugerahkan kelayakan berkaitan serta sistem pendidikan tinggi sesebuah negara.

3. Maklumat tambahan yang terkandung dalam *Diploma Supplement* dapat meningkatkan kefahaman tentang sesuatu sijil akademik, memudahkan proses pengiktirafan dan mobiliti pelajar bagi tujuan menyambung pelajaran. Ia juga berguna kepada para graduan untuk memasuki pasaran kerja di dalam dan luar negara. Sehubungan dengan itu, sehingga kini, 80% daripada negara Eropah telah menggunakan *Diploma Supplement* dan menjadikan pengeluaran *Diploma Supplement* sebagai mandatori.

4. Menyedari kebaikan penggunaan *Diploma Supplement*, Mesyuarat Ketua Bahagian, Kementerian Pendidikan Malaysia (KPM) telah membenarkan MQA menerajui usaha memperkenalkan dan melaksanakan *Diploma Supplement* di Malaysia pada 15 November 2013.

5. MQA telah memulakan usahanya dengan menjalankan soal selidik tinjauan pelaksanaan *Diploma Supplement* di Malaysia secara dalam talian pada 2 Disember 2013 sehingga 15 Januari 2014. Tujuan tinjauan ini dijalankan adalah untuk mendapatkan pandangan awal pihak umum terhadap pelaksanaan *Diploma Supplement* di Malaysia dari aspek penerimaan umum, format, penamaan, dasar pengeluaran *Diploma Supplement* oleh Pemberi Pendidikan Tinggi (PPT) dan sebagainya.

6. Sebanyak 95 maklum balas telah diperoleh menerusi kaji selidik tersebut dan dapatan tersebut telah dirangkumkan di dalam laporan ini.

7. Sebarang pertanyaan mengenai kertas tinjauan ini boleh dikemukakan kepada urus setia berikut:
   i) Pn. Mazlinawati Mohamed - 03-7968 3293 (mazlinawati@mqa.gov.my)
   ii) Cik Syahidathul Irma Dzulkifli - 03-7968 3325 (irma@mqa.gov.my)

DAPATAN TINJAUAN PELAKSANAAN *DIPLOMA SUPPLEMENT*

Satu borang soal selidik telah digunakan bagi mendapatkan maklum balas tentang pelaksanaan *Diploma Supplement* di Malaysia. Borang soal selidik adalah seperti di **Lampiran 1**. Berikut adalah dapatan soal selidik yang dijalankan.

1. Gambaran Umum Penerimaan Pelaksanaan *Diploma Supplement* di Malaysia

Berdasarkan maklum balas yang diterima di soalan 1, 96% responden berpendapat pelaksanaan *Diploma Supplement* diperlukan di Malaysia manakala 4% lagi menyatakan tidak perlu. Namun begitu, responden yang menolak pelaksanaan *Diploma Supplement* menyatakan pendapat yang *Diploma Supplement* boleh dilaksanakan tanpa paksaan dan hanya dikeluarkan untuk graduan yang ingin bekerja di luar negara sahaja.

Untuk soalan 2 pula, 97% responden menyatakan keyakinan mereka bahawa pelaksanaan *Diploma Supplement* dapat memberi manfaat kepada pelajar.

Berdasarkan maklum balas positif yang diterima dari soalan 1 dan 2 boleh disimpulkan bahawa pelaksanaan *Diploma Supplement* di Malaysia akan diterima baik oleh PPT khususnya dan pihak umum amnya. Sehubungan itu, **pelaksanaan Diploma Supplement di Malaysia telah diteruskan.**

2. Ketetapan Tentang Nama *Diploma Supplement* Malaysia

Soalan 3 menyenaraikan enam nama alternatif untuk *Diploma Supplement* di Malaysia sebagaimana yang telah dicadangkan menerusi APEC *Higher Education Diploma Supplement Workshop* pada 14 Mac 2013. Tujuan soalan ini adalah untuk mendapat gambaran awal dari pihak berkepentingan terhadap penamaan dokumen berkaitan. Walau bagaimanapun bagi memberi ruang kepada lebih banyak pendapat, nama dokumen ini masih belum diputuskan. Bagi tujuan perbincangan dalam laporan ini, nama *Diploma Supplement* adalah terpakai.

3. Dasar Pengeluaran *Diploma Supplement* oleh PPT di Malaysia

Tujuan soalan 4 diutarakan adalah untuk mendapatkan pandangan tentang siapakah yang wajar menetapkan dasar pengeluaran *Diploma Supplement* di Malaysia.

Berdasarkan maklum balas yang diterima, didapati maklum balas terbahagi sama banyak iaitu sebanyak 49% antara KPM dan PPT sebagai penentu pengeluaran *Diploma Supplement* di Malaysia. Di samping pendapat tersebut, 60% responden turut berpendapat pengeluaran *Diploma Supplement* di Malaysia perlu ditetapkan sebagai pilihan dan bukan satu kewajipan.

Dengan mengambil kira maklum balas tersebut dan amalan pelaksanaan di luar negara yang memulakan pelaksanaan *Diploma Supplement* sebagai sukarela, maka adalah dicadangkan bahawa **pengeluaran *Diploma Supplement* di Malaysia dijadikan sebagai pilihan PPT**.

4. Tahap Kelayakan Yang Wajar Mengguna pakai *Diploma Supplement*

Soalan 5 meninjau pendapat tentang kelayakan manakah yang wajar mengguna pakai *Diploma Supplement*. Berdasarkan maklum balas, 35% responden berpendapat *Diploma Supplement* diberikan sebagai dokumen iringan untuk semua peringkat kelayakan di Malaysia. Manakala 34% berpendapat dikeluarkan ke atas kelayakan Ijazah Sarjana Muda Tahap 6, MQF dan ke atas.

Oleh kerana peratus perbezaan adalah kecil dan dengan mempertimbangkan amalan luar negara, adalah dicadangkan sebagai permulaan, *Diploma Supplement* hanya dikeluarkan **kepada kelayakan Ijazah Sarjana Muda tahap 6, MQF dan ke atas sahaja**.

5. Masa Pengeluaran *Diploma Supplement*

Berkait dengan persoalan bilakah masa yang sesuai *Diploma Supplement* boleh diberikan kepada pelajar, majoriti (48%) responden bersetuju bahawa ***Diploma Supplement* wajar diberikan kepada pelajar sebaik sahaja keperluan penganugerahan sesuatu kelayakan dipenuhi dan mendapat pengesahan Senat PPT**.

6. Pengenaan Fi Terhadap Pengeluaran *Diploma Supplement*

Berdasarkan maklum balas dari soalan 7, didapati 48% dari responden bersetuju agar pelajar tidak dikenakan fi untuk pengeluaran *Diploma Supplement*. Memandangkan peratus perbezaan yang kecil, MQA mencadangkan supaya amalan luar negara turut diambil kira. Oleh yang demikian, adalah dicadangkan supaya **pelajar tidak dikenakan sebarang fi untuk mendapatkan *Diploma Supplement***.

7. Format *Diploma Supplement* Malaysia

Soalan 8 memohon pandangan responden terhadap format yang dibina berdasarkan amalan baik dari pelbagai negara. Format *Diploma Supplement* turut disertakan di dalam bahagian soal selidik. Deskripsi tentang setiap item turut disediakan bagi meningkatkan kefahaman responden terhadap item dalam *Diploma Supplement*.

70% responden bersetuju dengan format yang dikemukakan. Beberapa cadangan turut dikemukakan oleh responden seperti yang tersenarai di

Lampiran 2. MQA telah meneliti maklum balas yang diberikan dan membuat perubahan yang sewajarnya. Sehubungan dengan itu, format di dalam <mark>Garis Panduan *Diploma Supplement* di Malaysia</mark> akan digunakan sebagai asas *Diploma Supplement*.

KESELURUHAN MAKLUM BALAS TINJAUAN YANG DIPEROLEH

Secara keseluruhannya, berdasarkan maklum balas yang diperoleh, PPT cenderung menyatakan :

i)   pelaksanaan *Diploma Supplement* di Malaysia wajar diteruskan;

ii)   pengeluaran *Diploma Supplement* oleh PPT di Malaysia ditetapkan sebagai pilihan PPT;

iii)   sebagai permulaan *Diploma Supplement* hanya dikeluarkan kepada kelayakan Ijazah Sarjana Muda Tahap 6, MQF dan ke atas sahaja;

iv)   *Diploma Supplement* diberikan kepada pelajar sebaik sahaja keperluan penganugerahan sesuatu kelayakan dipenuhi dan mendapat pengesahan Senat PPT;

v)   pelajar tidak dikenakan sebarang fi untuk mendapatkan *Diploma Supplement; dan*

vi)   format di dalam <mark>**Garis Panduan Diploma Supplement di Malaysia**</mark> akan digunakan sebagai asas *Diploma Supplement*.

SOALAN KONSULTASI PELAKSANAAN DIPLOMA SUPPLEMENT (DS) DI MALAYSIA

S1. **Apakah pendapat anda tentang keperluan Diploma Supplement (DS) di Malaysia?**

☐ Perlu dilaksanakan

☐ Tidak perlu dilaksanakan (nyatakan sebab)……………………..

S2. **Adakah anda merasakan graduan akan memperoleh manfaat dari pelaksanaan DS?**

☐ Ya

☐ Tidak (nyatakan alasan anda)
……………………………………………

S3. **Di antara berikut, yang manakah nama yang anda rasa sesuai untuk Diploma Supplement di Malaysia?**

☐ Malaysian Diploma Supplement

☐ Malaysian Statement of Certification

☐ Malaysian Graduation Supplement

☐ Malaysian Graduation Report

☐ Malaysian Graduation Statement

☐ Malaysian Qualification Statement

☐ Lain-lain.
Nyatakan: ………………………………………………………

S4. **Pada pandangan anda, siapakah yang perlu menentukan pemakaian DS di PPT (tentukan sama ada wajib/tidak/pilihan untuk PPT mengeluarkan DS)**

☐ Kementerian
(ulasan, jika ada)………………………………………………..

☐ PPT masing-masing
(ulasan, jika ada)………………………………………………..

☐   Lain-lain pihak (nyatakan) …………………………………………………………

S5.   Adakah anda bersetuju DS hanya dikeluarkan untuk kelayakan:

☐   Ijazah Sarjana Muda ke atas sahaja

☐   semua peringkat kelayakan

☐   perlu dikeluarkan untuk kelayakan Ijazah Sarjana Muda ke atas dan pilihan untuk kelayakan di bawah Ijazah Sarjana Muda

S6.   Bilakah masa sesuai untuk DS dikeluarkan?

☐   dikeluarkan sebaik sahaja keperluan penganugerahan sesuatu kelayakan dipenuhi

☐   bila graduan memerlukan

☐   bergantung kepada PPT: boleh dikeluarkan sebaik sahaja keperluan penganugerahan sesuatu kelayakan dipenuhi atau berdasarkan permintaan atau semasa majlis graduasi.

S7.   Adakah graduan perlu membayar fi untuk pengeluaran DS?

☐   Ya

☐   Tidak

☐   Bergantung kepada ketetapan oleh PPT masing-masing

S8.   Sekiranya DS dilaksanakan di Malaysia, adakah format DS seperti di Lampiran 1 (A) bersesuaian?

☐   Ya

☐   Tidak

☐   Ya, tetapi dengan sedikit pindaan (sila maklumkan)
…………………………………………………………………………………………

PROPOSED STRUCTURE FOR THE DIPLOMA SUPPLEMENT

(This Diploma Supplement model is developed based on the European Commission, Council of Europe and UNESCO/CEPES's format and findings from a study on Diploma Supplement by European Association for Quality Assurance in Higher Education)

The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

Sub-Section	Description	Example
SECTION 1: INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION		
1.1 Family name(s)	- Provide the full family or surname	Ali
1.2 Given name(s)	- Include all given/first names.	Mohamed
1.3 Date of birth *(day/month/ year)*	- Indicate day, month and year of birth.	21/09/1980
1.4 Student identification number or code *(if available)*	- This should identify the individual as a student enrolled on the particular programme which is covered by the Diploma Supplement.	93020012

Sub-Section	Description	Example
SECTION 2: INFORMATION IDENTIFYING THE QUALIFICATION		
2.1 Name of qualification and *(if applicable)* title conferred *(in original language)*	- Give the full name of the qualification in the original language as it is styled in the original qualification - Indicate if the award confers any nationally accepted title on the holder and what the title is e.g. *Doctor, Ingénieur* etc. Indicate if the title is protected in law. - The official title of the qualification is give in full and in the national language with English translation. - Official abbreviations, if applicable, should be added in brackets, whilst using abbreviations only should be avoided. This is imperative as it must always be possible to identify the qualification from the national education system i.e. from national legislation with its original title. Moreover, an abbreviation alone does not provide sufficient information. - If the qualification in question is a joint or a double degree, information on this should be	Bachelor of Computer Science (Information Technology) in Collaboration with University of Malaysia. [*Ijazah Sarjana Muda Sains Komputer (Teknologi Maklumat) secara kerjasama Universiti Malaysia]* This programme has gained full accreditation status since 2005 with reference no A6543.

Sub-Section	Description	Example
	stipulated in this section.	
2.2 Main field(s) of study for the qualification	- Show only the major field(s) of study (disciplines) that define the main subject area(s) for the qualification e.g. *Politics and History, Human Resource Management, Business Administration, Molecular Biology* etc. - Sufficient information should be provided on the graduate's major subject or specialisation, degree programme, field of study, or minor subjects/options/electives. - Concise and clear information should be provided, however leaving programme details to sub section 4.3 and/or to the transcript of records. - The list of *possible* major subjects, however, should not appear here and actual details about the study programme if relevant should be included in chapter 4.3.	Information Technology

Sub-Section	Description	Example
2.3 Name and status of awarding institution *(in original language)*	- Indicate the name of the institution awarding the qualification. - This is often, but not always, the same as the institution administering the studies and delivering the programme (see 2.4 below). Qualifications may be delivered by a sub-contracted institution that has been given a 'franchise' or some type of 'accreditation' by a senior competent authority. This might be a university or a professional institution. Sometimes the senior authority may be a foreign institution. If this is the case it should be indicated here. - Sub section 2.3 should also include information whether the institution is officially recognised or not, can constitute vital information for the recognition decision. Furthermore, when the accreditation or quality assurance has an impact on, or is a prerequisite for recognition of the institution or programme, or their status, sufficient information should be given here. Otherwise, such information can be included in 6.1.	University of Malaysia *[Universiti Malaysia]*. The University of Malaysia is a research university established by an Act of the Malaysia Parliament on 1 August 1975. For more information about University of Malaysia visit www.uma.edu.my

Sub-Section	Description	Example
	- Also indicate the status of the awarding institution: Public/Private, and if applicable who it is accredited by etc. Finally, indicate the general national educational classification of the awarding institution e.g. *University, Professional Body, Technical College, College,* etc. If there is a difference between the awarding institution and the institution delivering the qualification indicate the status of both. - The full official name of the Higher Education Provider (HEP) in the national language should be shown here. A translation into English must also be provided. - The official status of the institution should be supplied i.e. "*A state recognised university, Degree X on the Higher Education System of X.*" - When the degree is taken as a part of a joint of double degree programme the names of all the institutions granting the degree should be indicated here. When joint or double degrees are	

Sub-Section	Description	Example
	granted, additional information about the distribution of tasks between the institutions involved is useful to the reader, when available.	
2.4 Name and status of institution *(if different from 2.3)* **administering studies** *(in original language)*	- This subsection should be filled in only if the HEP organizing the studies is different from the institution awarding the degree. - This refers to the institution which is responsible for the delivery of the programme. In some cases this can be different from the institution awarding the qualification (see 2.3 above). Also indicate the status of the institution delivering the studies: Private/Independent, Private and State recognised, State, and if applicable who it is accredited by etc. Finally, indicate the general national educational classification of the administering institution e.g. *College of Higher Education, Private Institute* etc. - The full official name of the HEP in the original language should be shown here. A translation into	Bangi College [*Kolej Bangi*]. Bangi College is a private college established in 1999 under Private Higher Education Institution Act. For additional information, refer the college's webpage www.buc.edu.my.

Sub-Section	Description	Example
	English for must also be provided. - The official status of the institution is supplied i.e. *"A state recognised university, Degree X on the Higher Education System of X."* - When one institution awards the degree on the base of studies administered by several institutions, the names of all the participating institutions should be indicated here.	
2.5 Language(s) of instruction/ examination	- Indicate the language(s) by which the qualification was delivered and examined.	English
SECTION 3: INFORMATION ON THE LEVEL OF THE QUALIFICATION *(In this section, the reader should obtain all the necessary information on the level of the degree awarded. For quality assurance professionals this section is one of the most important.)*		
3.1 Level of qualification	- Give the precise level of qualification and its place in the **Framework** (explained and cross-referenced to the information in section eight). The **Framework** should be explained, e.g. *University Undergraduate/Postgraduate, + x years etc.* Include any relevant information on 'level indicators' that	Level 6 of Malaysian Qualifications Framework (MQF) The MQF has eight levels of qualifications in three national higher education sectors and is supported by lifelong education pathways. Levels 1 to 3 are Skills Certificates awarded by the Skills Sectors. Academic and Vocational and Technical Certificates are at Level 3. Meanwhile, Diploma and Advanced Diploma are at Levels 4 and 5. Bachelor's Degree is at Level 6, Master's Degree at Level 7 and Doctoral Degree at Level 8.

Sub-Section	Description	Example

| | are nationally devised and recognised and which relate to the qualification.

- Abbreviations, in particular national abbreviations, when not accompanied by the full title, should be avoided.

- When qualification frameworks are implemented, information on how the degree is placed in the framework should be found here. More detailed information on the higher education system, as well as frameworks can be introduced in section 8. However, HEP should avoid only national abbreviations, as they can be confusing or even misleading. | See table below |

MQF Level	Higher Education	Minimum Graduating Credit
8	Research Doctoral Degree	No given credit value
8	Coursework & Mixed Mode Doctoral Degree	80
7	Research Master's Degree	No given credit value
7	Coursework or Mixed Mode Master's Degree	40
7	Postgraduate Diploma	30
7	Postgraduate Certificate	20
6	Bachelor's Degree	120
6	Graduate Certificate*	60
6	Graduate Diploma*	30
5	Advanced Diploma	40
4	Diploma	90
	Certificate	60
1-3	Skills Certificate	According to skills and levels

Additional of 6 credits must be added to fulfil the MPU requirement.

Sub-Section	Description	Example
3.2 Official length of programme	- Duration should be stated both in years and in workload (SLT). - It explains the official duration of the programme in weeks or years and the actual workload including information on any major sub-components i.e. practical training. Preferably, the workload should be expressed in terms of total student learning time encompasses taught classes, assessment and independent study etc. - This can be expressed as *x* hours per week for *x* weeks, or just by using the normal local description of the length e.g. one year full-time study. - This information would provide further assistance for recognition experts when they are comparing the qualification with their respective national qualifications. Information about the workload would make study programmes more easily comparable, especially full-time and part-time programmes.	Minimum of 3 years with 120 graduating credits Total student learning time is 4800 hours where 1 credit equivalent to 40 notional hours. Student Learning Time (SLT) encompasses taught classes, assessment and independent study.

Sub-Section	Description	Example
3.3 Access/ Entry requirement(s)	- List or explain the nature and length of access qualification(s) or periods of study required for access to the programme described by this Diploma Supplement e.g. *Bachelor Degree, Baccalaureate* etc. This is particularly important when intermediate studies are a prerequisite to the named qualification and also helps in comparing the level of the qualification and should therefore refer foremost to the level of qualification that is required for admission. - Admission procedures should be mentioned when relevant as they give further information on the level of the qualification and/or help compare and contrast it with national qualifications.	Recognised Matriculation or Foundation with minimum CGPA 2.0 AND credit in Mathematics at SPM Level; *OR* Pass *Sijil Pelajaran Malaysia* (SPM) or equivalent with credit in Mathematics AND Pass *Sijil Tinggi Persekolahan Malaysia* (STPM) with TWO (2) full passes or equivalent with minimum CGPA of 2.0; *OR* A Diploma in Information Technology or equivalent with a minimum CGPA of 2.5. Candidates with CGPA below 2.5 but above 2.0 may be admitted subject to a rigorous internal assessment process; *OR* Any other Diploma with a minimum CGPA of 2.5, AND credit in Mathematics at SPM level.
**SECTION 4 INFORMATION ON THE CONTENTS AND RESULTS GAINED** *(This section, in particular 4.2 on programme requirements, provides the most valuable information for employers. For the purposes of professional recognition concerning such regulated professions where the information on the programme content is essential in determining the eligibility for a given profession, chapter 4.2 is also important.)*	
4.1 Mode of study	- The mode of study refers to how the programme was undertaken e.g. Full-time, Part-time, Open and	Full-Time Mode

Sub-Section	Description	Example
	Distance learning, including placements etc. - When there is an official mode of study determined in the study programme, it is stated here.	
4.2 Programme requirements	- Description of the programme requirements and learning outcomes. If applicable, provide details of the regulations covering the minimum standards required to secure the qualification, e.g. any compulsory components or compulsory practical elements, whether all elements have to be passed simultaneously, any thesis/dissertation regulations etc. Include details of any particular features that help define the qualification, especially information on the requirements for successfully passing it. HEP to provide details of the learning outcomes, skills, competencies and stated aims and objectives associated with the qualification. When describing learning outcomes the HEP should take into account general, field-specific and programme-specific requirements.	In Year 3 of the Bachelor of Computer Science (Information Technology), opportunity is provided for a period of full-time supervised workplace training. Student completing this programme must be able to: i. apply skills and principles of lifelong learning in academic and career development; ii. communicate effectively with peers, clients, superiors and society at large; iii. demonstrate teamwork, leadership, interpersonal and social skills; iv. utilise relevant techniques and demonstrate analytical and critical thinking skills in problem solving; v. demonstrate professionalism and social and ethical considerations in accordance with ethical and legal principles; vi. apply broad business and real world perspectives daily and demonstrate entrepreneurial skills; vii. demonstrate knowledge and understanding of essential facts, concepts, principles, and theories relating to Information Technology; viii. apply theoretical principles of Information Technology in relevant areas; ix. design, implement and manage Information Technology

Sub-Section	Description	Example
	- Information on the work load/scope (SLT) of each module/programme unit. - If the degree includes a thesis, it should be mentioned together with their work load/scope (SLT), as well as other larger mandatory elements, such as practical training.	solutions and resources, and recognise the impact of technology on individuals, organisation and society; and x. integrate various technology solutions. The body of knowledge of the programme are as follow: ● Information Technology Fundamentals ● Human Computer Interaction ● Information Assurance and Security ● Integrative Programming and Technologies ● System Administration and Maintenance ● System Integration and Architecture ● Social and Professional Issues ● Web Systems and Technologies
4.3 Programme details: (e.g. modules or units studied), and the individual grades/marks/credits obtained: *(if this information is available on an official transcript this should be used here)*	- Give details of each of the individual elements or parts of the qualification and their weighting. - List the actual marks and/or grades obtained in each major component of the qualification. Entries should be as complete as possible and in accordance with what is normally recorded at the institution concerned. - When relevant, it should also be stated as to whether the courses are compulsory or optional. Academic projects, assignments, internships and such should be	Please refer to the student's transcript.

Sub-Section	Description	Example
	mentioned and described here as well. Moreover, when available or plausible, information about methods of teaching and examinations, for example the importance of oral and written work and of teamwork, can be provided. - Cover all examinations and assessed components and/or fields of study offered in examination, including any dissertation or thesis. Indicate if the latter were defended or not. All this information is often available in the form of a transcript. If information on the credit allocation between course components and units is available it should be included. *Note: It is a delicate balance of how much information should be included here and how much should solely be provided in the transcript. A transcript of records with full details should accompany the Diploma Supplement. When relevant or necessary the reader should be referred to the transcript of records for further information.*	
4.4 Grading scheme	- Provide information on the grading	

Sub-Section	Description	Example
and, if available, grade distribution guidance	scheme and pass marks relating to the qualification *e.g. marks are out of a possible 100% and the minimum pass mark is 40%.* Tremendous variations in grading practices exist within and between different national higher education institutions and countries. Information on the use and distribution of grades relating to the qualification in question should be included. *Note: If the transcript of records has detailed information on the grading scheme, it is not necessary to repeat the information here, as the Diploma Supplement does not normally include the grades given to the graduate.*	<table><tr><td>Grade</td><td>Marks</td><td>GPA</td></tr><tr><td>A+</td><td>85-100</td><td>4.00</td></tr><tr><td>A</td><td>80-84</td><td>4.00</td></tr><tr><td>A-</td><td>75-79</td><td>3.67</td></tr><tr><td>B+</td><td>70-74</td><td>3.33</td></tr><tr><td>B</td><td>65-69</td><td>3.00</td></tr><tr><td>B-</td><td>60-64</td><td>2.67</td></tr><tr><td>C+</td><td>55-59</td><td>2.33</td></tr><tr><td>C</td><td>50-54</td><td>2.00</td></tr><tr><td>C-</td><td>45-49</td><td>1.67</td></tr><tr><td>D+</td><td>40-44</td><td>1.33</td></tr><tr><td>D</td><td>45-40</td><td>1.00</td></tr><tr><td>E</td><td>39-30</td><td>0.67</td></tr></table> Marks are out of a possible 100% and the minimum pass mark is 40%.
4.5 Overall classification of the qualification *(in original language)*	- Brief explanation of the classification system in terms of percentages or overall achievement should be provided here so that it can be understood internationally. - If appropriate, indicate the overall classification for the final qualification i.e. *First Class*	CGPA 3.67 (Grade A-)

Sub-Section	Description	Example
	Honours Degree, Distinction etc.	
SECTION 5: INFORMATION ON THE FUNCTION OF THE QUALIFICATION *(This chapter gives information on the function of the qualification i.e. what further studies the graduate may pursue and what professional rights, if any, are conferred to the graduate.)*		
5.1 Access to further study	- Indicate access to further study clearly and precisely. - Indicate if within the country of origin, the qualification normally provides access to further academic and/or professional study, especially leading to any specific qualifications, or levels of study e.g. access to Doctoral studies in Hungary. If this is the case, specify the grades or standards that have to be obtained to allow progression. Indicate if the qualification is a terminal (end) award or part of a hierarchy of awards - For professional recognition this subsection provides information on the level of the qualification, in addition to Section 3 and 8. To be useful, this subsection must be filled in precisely; if this qualification gives access to a specific level or	May access to Master's Degree (level 7, MQF).

Sub-Section	Description	Example
	title of a diploma it should be mentioned here. If applicable, it should also be stated which further conditions have to be fulfilled in order to obtain access to further studies, this however, often being the discretion of the admitting Higher Education Institution. It is also important to remember that information in 5.1 is given on the national level, and is not binding to Higher Education Institutions in other countries.	
5.2 Professional status *(if applicable)*	- Give details of any rights to practice, or professional status accorded to the holders of the qualification. What specific access, if any, does the qualification give in terms of employment or professional practice and indicate which competent authority allows this. Indicate if the qualification gives access to a 'regulated profession'. If the degree confers the right to practise a regulated profession, this should be clearly stated, preferably referring to relevant legislation. - This could be in terms of possible	Not Applicable

Sub-Section	Description	Example
	career domains suited to the graduate, or an indication of their rights in practicing a regulated or non-regulated profession, or an outline of the steps needed to be taken for professional registration and exercise. - This chapter is reserved for professional status, and gives valuable information for the purposes of professional recognition. If the degree holder is eligible for a regulated profession, it is important to state it here accurately, when relevant, referring to the legislation. - Information on the typical fields of employment should be provided.	
SECTION 6: ADDITIONAL INFORMATION *This chapter should be completed on a case by case basis. It can used to add any further information that is relevant for the purposes of assessing and recognising the degree. The section, gives a possibility to add interesting and useful information about the qualification.*		
6.1 Additional information	- Add any additional information that has not been provided elsewhere in the Diploma Supplement or in the transcript, but relevant to the purposes of assessing the nature,	• Top Scholars Award 2010 • Vice President of Student Representative Council 1999 • From January 2010 to March 2010 completed period of full time supervised workplace training at Multimedia Development Corporation (MDeC) Malaysia.

Sub-Section	Description	Example
	level and usage of the qualification e.g. the qualification involved a period of study/training in another institution/ company/country and/or, include further relevant details about the HEP where the qualification was taken. - The section can be used to state and describe the individual course of study as well as the extracurricular activities, including study periods abroad, additional classes indifferent subjects, internships, work as a student assistant, or a role in university boards. - This information is very important for employers in assessing the individual graduate profile as it distinguishes the individual from other candidates. - This could include information about quality assurance; of the institution and/or the programme. If applicable, it is important to explain the procedures implemented as well as identifying which quality assurance agency is in charge of	

Sub-Section	Description	Example
	the evaluation or accreditation. - When a significant part of studies has been completed elsewhere and is recognised as contributing towards the qualification, it is important to include this in the Diploma Supplement, for example prior learning or experience.	
6.2 Further information sources	- Indicate any further useful information sources and references where more details on the qualification could be sought e.g. *the HEP web site; the department in the issuing institution; a national information centre; the Malaysian Qualification Framework (MQF), the European Union National Academic Recognition Information Centres (NARIC); the Council of Europe/UNESCO European National Information Centres on academic recognition and mobility (ENIC).* - Information on study abroad, recognition of prior learning and extracurricular activities, should be clearly outlined, when applicable, for the purpose of giving important	www.uma.edu.my www.mqa.gov.my www.buc.edu.my

Sub-Section	Description	Example
	and relevant additional information on the graduate. - Additional relevant information on the qualification or higher education institution, when not provided elsewhere. The contact details of the issuing university should always be stated here where they can be easily found, in the case where they have not been previously cited. - Website addresses, or other sources of further information, if included here, should be clearly cited and referenced. - All the relevant contact information of the higher education institution. - Information on the internal and external quality assurance mechanisms and agencies should be noted here at the level of the institution and of the programme.	

Sub-Section	Description	Example
SECTION 7: CERTIFICATION OF THE SUPPLEMENT *The HEP should take the same measures of certification of the Diploma Supplement as of the diploma. This chapter carries the certification required in all documents, and no major problems could be identified here.* *It may be useful to include the official seals and stamps of the relevant faculty or institution(s) to confirm authenticity of the document.*		
7.1 Date	- The date the Diploma Supplement was issued. This would not necessarily be the same date the qualification was awarded.	28 August 2011
7.2 Signature	- The name and signature of the official certifying the Diploma Supplement.	Ahmad Ahmad Albab
7.3 Capacity	- The official post of the certifying individual.	Registrar
7.4 Official stamp or seal	- The official stamp or seal of the institution that provides authentication of the Diploma Supplement.	
SECTION 8 : INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM		
	- Give information on the higher educational system: its general access requirements; types of institution and the qualifications structure. This description should provide a context for the qualification and refer to it. - Information on the national higher education system is	Higher Education covers certificate, diploma, bachelor degree, master degrees and PhD levels. Higher education at certificate and diploma levels are for students from the age of 17 with SPM qualifications (which is equivalent to GCSE 'O' levels) while the bachelor degree level is usually for students from the age of 19 or 20 onwards with post-secondary

Sub-Section	Description	Example
	important in determining the level and rights of the qualification in the higher education system of the country. It would be reassuring for readers looking at various Diploma Supplements from one country to have a unique and officially approved description of the higher education system. - Information should be given in a clear and concise manner, using a chart when applicable. It should be easy to locate the qualification in the higher education system described. - MQF/NQF/EQF/EHEA Framework when implemented is explained and used. - The description supports the content of the Diploma Supplement and adds to its readability. - The sources and/or author of this information are clearly identified. - It is recommendable that all the Diploma Supplements from one country use the same description.	qualifications such as the STPM (which is equivalent to GCE 'A' levels) or pre-university or university foundation qualifications. These degree programmes normally take between three to five years. After obtaining a bachelor's degree, students can proceed to postgraduate studies. Higher education in the academic and professional fields is provided by : - Public-funded higher educational institutions which are funded by the Government and are governed as self-managed institutions. This includes public universities, polytechnics, community colleges and public colleges; and - Private-funded higher educational institutions which are establish under Private Higher Educational Institutions Act 1996 and include private universities, private colleges and foreign university branch campuses **General entry requirements:** The general entry requirements and duration of study at certificate, diploma, undergraduate and postgraduate levels for higher education (academic) can be grouped as below :

Higher Education Qualification Levels, Its Entry Requirements and Duration of Study			
Higher Education (Academic qualification levels)	**Type of Students**	**Estimated Age Group**	**Duration of Study**

Sub-Section	Description	Example			
		Certificate Level	For students with secondary school qualifications such as SPM	17 and above	1 to 1.5 years
		Diploma Level	For students with secondary school qualifications such as SPM	17 and above	2 to 3 years
		Bachelor's Degree Level	For students with post-secondary or pre-university qualifications such as STPM, GCE A-levels, etc.	19 and above	3 to 5 years
		Master's Degree	For students with a bachelor's degree	Any adult	1 to 3 years
		PhD (Doctor of Philosophy)	For students with a master's degree	Any adult	3 to 5 years

(NOTE: The SPM (which is equivalent to GCSE 'O' levels) and STPM (which is equivalent to GCE 'A' levels) are the two recognised secondary and post-secondary qualifications awarded by the Malaysian government examination syndicate/board for further study in tertiary institutions.)

Malaysian Qualifications Framework
The classification of tertiary education in Malaysia is guided by the Malaysian Qualifications Framework (MQF) which sets a unified system of post-secondary qualifications offered on a

Sub-Section	Description	Example
		national basis both in the vocational as well as higher educational sectors. The MQF classifies qualifications based on a set of nationally agreed and internationally benchmarked criteria that clarify academic levels, learning outcomes and learner academic load. It integrates all national qualifications and provides pathways that link them systematically. The qualifications awarded by all HEPs (both public and private) in Malaysia are governed by the Malaysian Qualifications Framework (MQF). The framework specifies that a learner is required to achieve a certain minimum credits before an academic qualification can be awarded, e.g. certificate (60 credits), diploma (90 credits), bachelor's degree (120 credits) and taught master's degree (40 credits). Master's degree and PhD obtained by research do not have credit values. **Quality Assurance System in Malaysia**: Higher education in Malaysia is quality assured through the Malaysian Qualifications Agency (MQA) which is responsible for implementation of the MQF. The MQA which was established under Malaysian Qualifications Agency Act 2007 is responsible for monitoring and overseeing the quality assurance practices of HEPs and the accreditation of all higher education programmes and qualifications to ensure that they are in compliance with the MQF. Three distinct types of quality assurance are involved in order to ensure the programmes and qualifications are in line with the Framework and achieve at acceptable standards or quality. The first type is known as Provisional

Sub-Section	Description	Example
		Accreditation. This is concerned with the HEP meeting the minimum requirement to conduct a programme and as a basis for seeking approval from the Ministry of Education to conduct a new programme. This type of quality assurance takes place prior to a programme being offered. The second type is Full Accreditation, which takes place after Higher Education Providers (HEPs) have been granted Provisional Accreditation. All programmes must apply for Full Accreditation within a specified period, which is stated in the certificate of Provisional Accreditation. The Full Accreditation is a conferment to denote that a programme has met all the criteria and standards set. Provisional Accreditation and Full Accreditation are the basic levels of quality assurance process implemented nationally. The third type of quality assurance is known as an Institutional Audit, which takes many forms. Through Institutional Audit, the method of auditing is more varied and flexible. According to MQA Act 2007, institutional audit means an "evaluation of an institution, to determine whether it is achieving its mission and goal, to identify strengths and areas of concern and to enhance quality". With this, the focus of the institutional audit is to assist HEPs to find the right path in achieving their ultimate outcomes. The highest form of institutional audit is the self accreditation audit. HEPs apply to gain self accrediting status by invitation from the Minister of Education. This means that only selected

Sub-Section	Description	Example
		HEPs that are determined to have certain characteristics will be invited to apply. The result from this particular audit leads to a conferment of the self accreditation status, whereby the institution can accredit its own programmes.

KOMEN TERHADAP FORMAT *DIPLOMA SUPPLEMENT* YANG DICADANGKAN

SEKSYEN	KOMEN	TINDAKAN
1. Maklumat berkaitan pemegang kelayakan	Nama Melayu dan India tiada 'family name'. Lebih sesuai dengan satu nama sahaja di Subseksyen 1.1	Nama keluarga telah dikeluarkan dari format yang disediakan. Walau bagaimanapun, PPT boleh memilih untuk menambah maklumat ini sekiranya perlu.
2. Maklumat berkaitan kelayakan	Maklumat ringkas mengenai program seperti status akreditasi, pengiktirafan kelayakan perlu disertakan.	Maklumat tersebut dinyatakan di dalam contoh di SubSeksyen 2.1. Deskripsi berkenaannya telah diperhalusi agar lebih jelas.
3. Maklumat berkaitan tahap kelayakan	Syarat kelayakan masuk tidak perlu dimasukkan bagi mengelakkan kekeliruan.	Ia wajar dikekalkan kerana maklumat ini dapat memberi maklumat tambahan tahap kelayakan malah membantu sekiranya perbandingan kelayakan dibuat di peringkat antarabangsa.
4. Maklumat berkaitan kandungan dan keputusan	Melampirkan sekali silibus modul. Penting dalam menentukan pemindahan kredit (bagi yang ingin melanjutkan pengajian). Kebanyakan industri juga melihat kepada silibus modul semasa sesi temuduga.	Ia dilihat sebagai kurang relevan kerana maklumat berkenaan silibus modul adalah terlalu terperinci.
5. Maklumat berkaitan fungsi kelayakan	NA	NA
6. Maklumat tambahan	Laporan tentang pencapaian dalam kemahiran insaniah perlu ditambah - seperti *testimonial report*.	Maklumat ini boleh dihuraikan di Seksyen 6: Maklumat Tambahan.
7. Persijilan *supplement*	NA	NA
8. Maklumat	Topik dalam Seksyen 8:	Dipertimbangkan.

SEKSYEN	KOMEN	TINDAKAN
Sistem Pengajian Tinggi Kebangsaan	Maklumat berkenaan sistem pengajian tinggi kebangsaan perlu dinyatakan secara terperinci.	
	Bahagian maklumat tentang sistem Malaysia boleh diringkaskan dengan hanya memberi ringkasan dengan memberi maklumat laman web untuk maklumat lanjut.	Dipertimbangkan.
	Maklumat berkaitan MQF tidak perlu dimasukkan kerana terlalu panjang di Seksyen 8.	Ia wajar dikekalkan kerana ia merupakan sebahagian daripada maklumat badan jaminan kualiti Malaysia.
9. Hal-hal lain	Diselaraskan dengan peruntukan dwi-bahasa untuk aplikasi global.	Dipertimbangkan.
	Maklumat umum yang ada pada transkrip perlu dikeluarkan. Agar ada perbezaan di antara transkrip dan *Diploma supplement*.	Dipertimbangkan.
	Kod siri yang tertentu supaya tidak boleh ditiru atau diubah sewenangnya oleh pihak tidak bertanggungjawab.	Untuk tindakan PPT.
	Dicadangkan agar penerangan berkaitan proses lebih ringkas dan padat. Sebahagian maklumat dicadangkan agar merujuk kepada laman web.	Penerangan pada format telah diringkaskan dan diperhalusi bagi memudahkan rujukan orang awam.