

Jabatan
Pembangunan
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CODE OF PRACTICE *for* TVET PROGRAMME ACCREDITATION

Second Edition

Code of Practice for TVET Programme Accreditation
1st Edition 2019 (Level 1 – 5 MQF)
2nd Edition 2020 (Level 1 – 6 MQF)

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Foreword

Rapid progress and changes in Technical and Vocational Education and Training (TVET) have led to diversification in the delivery approaches as well as the quality assurance mechanisms of programmes offered by TVET providers. Thus, harmonisation of Quality Assurance (QA) processes for TVET in Malaysia is necessary and timely.

The effort to harmonise and unify the diverse QA systems into a single QA system was initiated with the review of the Malaysian Qualifications Framework (MQF), in which skills sector and vocational and technical sector were merged into the TVET sector. This Document, the Code of Practice for TVET Programme Accreditation (COPTPA) was outlined to operationalise the single QA system for the TVET programme. Furthermore, for the TVET sector to be in line with the academic sector, the COPTPA was developed in reference to the Code of Practice for Programme Accreditation (COPPA), which is primarily used for the accreditation purpose of academic programmes and certain TVET programmes.

The COPTPA was developed with the collaboration of Malaysian Qualifications Agency (MQA), Ministry of Education, and Department of Skills Development (DSD), Ministry of Human Resources, taking into consideration the seven Malaysian QA areas and distinguished requirements of each type of the TVET programmes. This Document was developed in consultation with all categories of MQA and DSD stakeholders, comprising policymakers from the related ministries, higher education providers, training providers, panel of assessors, industry representatives as well as MQA and DSD officers.

National higher education aspirations for articulation of TVET graduates to bachelor's studies led to development of TVET Standards for Level 6 MQF in the existing COPTPA for Level 1 to 5 MQF (published in August 2019), resulting in this COPTPA 2nd Edition.

The Document will be implemented by higher education providers and training providers as standards and guidelines in offering TVET programmes in Malaysia. MQA and DSD officers and the panel of assessors, on the other hand, make reference to this Document in evaluating accreditation applications.

We wish to extend our sincere appreciation and gratitude to the panel committee and all parties that contribute towards the development of the COPTPA. It is our hope that the COPTPA will be the main reference for TVET programme accreditation and continue to serve our mutual interest in assuring the quality of TVET programmes.

Thank you.

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Glossary

No.	Terms	Description
1.	Administrative Staff	Non-academic personnel engaged by TVET Providers/Higher Education Providers.
2.	TVET Teaching Competency	<p>A recognition of one's ability in performing/ demonstrating required teaching skills for a subject matter.</p> <p>Examples are Vocational Training Operation (VTO), <i>Kursus Pegawai Latihan Vokasional</i>, <i>Sijil Latihan Mengajar</i> TM 001, IPG, <i>Ikhtisas</i> and <i>Sijil Perguruan KPLI</i>.</p>
3.	Competency	The quality of being adequately or well qualified physically and intellectually.
4.	Continuous Assessment	Data collection processes that are continuously done throughout the duration of a course/module or throughout the duration of a programme to gather evidences of learning for the purpose of improving learning, modifying teaching and adjusting the curriculum design. It also includes data gathering that are used to assess how well courses offered by the programme support attainment of the programme learning outcomes.
5.	Core Abilities/ Social Skills and Social Values	Essential workplace skills or broad common abilities that cut across occupational and academic titles. They are broader skills that run through courses and are cross-functional to many disciplines and occupations. They enable learners to perform competencies and are learning tools supporting the National Occupational Skills Standards (NOSS) requirements.

No.	Terms	Description
6.	Final Project	A compulsory task requiring considerable or concerted effort as a supplement to classroom lessons that contributes to the final grading of the programme.
7.	Full-time Staff	Staff with permanent appointment or contract appointment (minimum one year) who works primarily for a TVET Provider.
8.	Higher Education Provider	A body corporate, organisation or other body of persons which conducts higher education or training programmes including skills training programmes leading to the award of a higher education qualification.
9.	Industrial Experience	The experience that a person gains working in or attached to a specific industry.
10.	Industrial Exposure	A student's experience in an organisation through field visits in the industry that is appropriate to their field. This exercise does not carry any credit values.
11.	Industrial Training	<p>A period of time within the programme when students are placed conventionally in the industry to experience the real work environment and enhance soft skills.</p> <p>The term 'Industrial Training' is used interchangeably with Internship / Industrial Attachment / on-the-job training.</p>
12.	<i>Mata Pelajaran Umum (MPU)</i>	A set of subjects offered at undergraduate educational programmes which aims at providing students with knowledge in preparation for life in modern society. It comprises the understanding of noble values, history and responsibility in society, mastery of soft skills and expansion of Malaysia-based knowledge.

No.	Terms	Description
13.	Occupational/Industry Standards and Practices	<p>Standards which are certified, recognised and endorsed by MQA and DSD to be used as a benchmark in determining an individual's performance in a specific field/discipline. The Standards underline the expectation of achievement and the amount of knowledge and skills required to perform effectively as described by the industry. The National Occupational Skills Standards (NOSS) is one of the recognised Occupational/Industry Standards and Practices.</p> <p>Performance that a person is expected to achieve in his/her work and the knowledge and skills they need to perform effectively as described by the industry.</p>
14.	Open and Distance Learning (ODL)	The provision of flexible educational opportunities in terms of access and multiple modes of knowledge acquisition.
15.	Part-time Staff	Staff with temporary or short-term appointment with less than normal hours of work and may not work primarily for a TVET Provider.
16.	Practical	An act of demonstrating competencies reflecting occupational practices.
17.	Skill	An acquired and practised ability to competently carry out a task/job.
18.	Summative Assessment	The goal of summative assessment or high-stakes examination is to measure the level of success, performance quality, or proficiency as well as how well a student/course/module/ programme has achieved the learning outcomes at the end of an instructional unit or a course/module/programme by comparing it against some standard or benchmark. The purpose is to make a judgement by assigning a

No.	Terms	Description
		grade to the student and to make a decision on the future of the student/course/module/programme.
19.	TVET Authority	Quality assurance / professional bodies that provide accreditation / approval / certification for TVET programme or qualifications.
20.	TVET Project	Products produced or services provided by students, demonstrating integration of a variety of skills and knowledge acquired during their studies.
21.	TVET Provider	A body corporate, organisation or other body of persons which conducts TVET programmes leading to the award of a higher education qualification.
22.	TVET Provider's Module	A unit of education or training which can be completed on its own or as part of a course and which is considered as a component that makes up a competency for a given discipline or profession. The module is an aggregation of the awareness, knowledge, skills and attitude competencies which reflect what a competent person in a particular role should be able to perform. Modules may also result in the attainment of one or more units of competency.
23.	Work-Based Learning	Work-based learning (WBL) is a subset of workplace learning. WBL refers specifically to the achievement of 'planned learning outcomes' derived from the experience of performing a work role or function.

Abbreviations

1.	3R	Reading, Writing, and Arithmetic
2.	COPPA	Code of Practice for Programme Accreditation
3.	DKM	<i>Diploma Kemahiran Malaysia</i>
4.	DLKM	<i>Diploma Lanjutan Kemahiran Malaysia</i>
5.	DSD	Department of Skills Development
6.	DVM	Malaysian Vocational Diploma
7.	ICT	Information and Communication Technology
8.	JKT	Technical Committee
9.	JTC	Joint Technical Committee
10.	MJA	Accreditation Committee Meeting
11.	MOHE	Ministry of Higher Education
12.	MOHR	Ministry of Human Resources
13.	MPU	<i>Mata Pelajaran Pengajian Umum</i>
14.	MQA	Malaysian Qualifications Agency
15.	MQF	Malaysian Qualifications Framework
16.	MQR	Malaysian Qualifications Register
17.	NOSS	National Occupational Skills Standards
18.	ODL	Open and Distance Learning
19.	POA	Panel of Assessors
20.	QA	Quality Assurance
21.	RPA	Recognition of Prior Achievement
22.	SKM	<i>Sijil Kemahiran Malaysia</i>
23.	SVM	<i>Sijil Vokasional Malaysia</i>
24.	TVET	Technical and Vocational Education and Training

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Introduction

The Eleventh Malaysia Plan 2016–2020 projected that 60% of jobs will require TVET-related skills. It is evident that TVET will serve as the most important avenue towards increasing the supply of human capital competencies for the country's economic growth. Hence, the government has strategically channelled its planning towards producing quality TVET graduates in line with the aspiration of the Malaysia Education Blueprint 2015–2025 (Higher Education).

The Ministry of Higher Education (MOHE) through MQA takes the responsibility to strengthen the TVET sector to be in parity with the academic sector. With the review of the MQF, skills and vocational sectors have been merged into one TVET sector. Hence, the MQF consists of academic and TVET sectors only. The MQF outlines the same competencies and learning outcomes for both sectors' qualification descriptors. The difference will be in the delivery of the programmes.

Another initiative introduced by the government is to develop a single quality assurance system for TVET. This objective has been accomplished through collaborative efforts between MQA and the Department of Skills Development, Ministry of Human Resources (DSD, MOHR). MQA and DSD have been seriously looking into harmonising the quality assurance processes between the two agencies. This resulted in the development of this Document as a reference for quality assurance practices for TVET programmes.

In developing this TVET Standards, the Committee makes reference to the latest definition of TVET by UNESCO in 2015, which redefined TVET as:

comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihood. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skill development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizen skills are integral components of TVET.

The key attributes of TVET thus can be summarised as inclusive of education and training processes, comprehensive shaping of talent, and crossing all occupational fields.

This Document defines TVET as an education and training process that has **occupational direction with a major emphasis on industry practices**. It aims to produce competent

workforce in related fields for the achievement of socio and economic objectives of the country.

Based on the above definition, the **scope of TVET should:**

1. be based on recognised occupational/industry standards;
2. contain 50% - 70% practical component subject to level of programme;
3. emphasise on psychomotor and work skills;
4. include industrial exposure (Level 1–2, MQF);
5. include industrial training component (Level 3–6, MQF); and
6. include work-based or/and industry-related project(s).

Learning outcomes become the core of TVET Standards as they are detailed statements describing in explicit terms of what learners/trainees can perform at the end of the learning or training processes. MQF 2nd edition outlines five clusters of learning outcomes:

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.

The scope of TVET Standards covers qualifications from **Level 1 to Level 6 of the MQF**. All programmes across all disciplines under the TVET sector will be required to comply with the seven areas of the standard. Programme developers, providers, assessors and employers will find the standards very useful as a guideline in their respective areas of responsibilities.

The **seven areas** of the TVET Standards include:

1. Programme Development and Delivery;
2. Assessment of Student Learning;
3. Student Selection and Support Services;
4. Teaching Staff;
5. Educational Resources;
6. Programme Management; and
7. Programme Monitoring, Review and Continual Quality Improvement.

Section 1

Quality Assurance Principles of Malaysian Qualifications Framework

1.0 Purpose of Quality Assurance

- 1.1. Quality assurance is carried out primarily to support national agenda including on lifelong learning, social development and economic advancement.

2.0 Governance of The Quality Assurance Body

- 2.1 A body implementing quality assurance is an organisation that has the mandate to carry out this function through a written law passed by the Parliament.
- 2.2 A Quality Assurance Body must have a clear mission in carrying out its quality assurance function that is supported by an established strategic plan and action. Its organisational structure and management system must demonstrate a high level of accountability. Its quality assurance system and standards are formulated with the involvement of stakeholders which include, among others, academia and industries. The system and standards are implemented in a consistent, fair, efficient, transparent and reliable manner. It ensures its quality assurance decision is made independently without outside influence and interference.
- 2.3 A Quality Assurance Body must have sufficient resources, particularly its human resources, expertise and financial support to effectively implement its quality assurance function.
- 2.4 A Quality Assurance Body must have a system to continuously review and improve the effectiveness of its quality assurance activities. This system includes the involvement of other parties as appropriate.
- 2.5 A Quality Assurance Body must have mechanisms for reporting the implementation of its quality assurance activities which can be accessed by

the public. These include reporting of any revision of policies, regulations, standards and quality assurance procedures.

- 2.6 A Quality Assurance Body collaborates with other competent bodies to effectively implement its quality assurance activities.

3.0 Quality Assurance Processes

- 3.1 The implementation of quality assurance shall be based on the Malaysian Qualifications Framework.
- 3.2 The objectives and standards established for the purpose of quality assurance should be clear, measurable and achievable.
- 3.3 The quality assurance processes and procedures are developed with the involvement of relevant stakeholders.
- 3.4 The implementation of quality assurance should cover comprehensively various aspects of input, process and output in learning, with emphasis on the quality of learning outcomes and competencies.
- 3.5 The quality assurance approach comprises self-assessment by the internal system of TVET Providers and external verification by the Quality Assurance Body.
- 3.6 The implementation of quality assurance emphasises continuous quality improvement and sustainable quality culture of TVET Providers.
- 3.7 Internal quality assurance is a key component in the management of TVET Providers.
- 3.8 The quality assurance process is carried out by competent reviewers who are appointed based on a clear set of criteria and free from any conflict of interest.
- 3.9 The Quality Assurance Body implements periodic assessments and continuous monitoring of TVET Providers or programmes.
- 3.10 The Quality Assurance Body applies appropriate mechanisms to ensure that the outcomes of quality assessments are publicly accessible.

- 3.11 The Quality Assurance Body provides clear and transparent mechanisms for complaints and appeals.

4.0 The Relationship between The Quality Assurance Body and TVET Providers

- 4.1 Quality assurance of learning and teaching is primarily the responsibility of each and every TVET Provider while the Quality Assurance Body shall function as the external verifier.
- 4.2 The role of the Quality Assurance Body, to a certain extent, is to facilitate the quality enhancement of TVET Providers and the programmes they offer for the purpose of meeting the needs of stakeholders.
- 4.3 The quality assurance system and its standards are developed in consultation with TVET Providers.

Section 2

TVET Standards: Technical and Vocational Education and Training (TVET) Criteria and Standards for Programme Accreditation

1.0 PROGRAMME DEVELOPMENT AND DELIVERY

1.1 Programme Educational Objectives

A programme's objectives and learning outcomes reflect what it intends the learner to achieve. It is crucial for these objectives and learning outcomes to be expressed explicitly and made known to learners and other stakeholders alike.

Objectives are described in broad and general statements of learning and teaching indication, encapsulating the general contents and direction of a programme.

A clear and appropriate statement of objectives forms an important element in programme design and quality assurance, and it focuses on student learning experiences. An appropriate formulation of objectives enables a clear understanding of what the programme intends to achieve.

The programme educational objectives must be consistent with and supportive of the vision, mission and goals of the TVET Provider. Following are the suggested TVET programme educational objectives for each level:

Level	Programme Educational Objectives
1	<ul style="list-style-type: none">• Provide basic knowledge and skills to carry out highly routine task under direct supervision in the job area for work and/or study.• Develop teamwork and interpersonal communication skills and be socially and ethically responsible.• Instil desire for lifelong learning and career development.

Level	Programme Educational Objectives
2	<ul style="list-style-type: none"> • Provide introductory knowledge and skills to carry out routine and non-routine task under close supervision in the job area for work and/or study. • Develop teamwork and interpersonal communication skills and be socially and ethically responsible. • Instil desire for lifelong learning and career development.
3	<ul style="list-style-type: none"> • Provide specific range of technical knowledge and skill to carry out varied routine and non-routine task under moderate supervision in the job area for work and/or study. • Develop teamwork and interpersonal communication skills and be socially and ethically responsible. • Instil desire for lifelong learning and career development.
4	<ul style="list-style-type: none"> • Provide a broad range of theoretical and technical knowledge and skills to carry out varied complex routine and non-routine task with minimum supervision in the job area for work and/or study. • Develop teamwork and interpersonal communication skills and be socially and ethically responsible. • Inculcate desire for lifelong learning and career development.
5	<ul style="list-style-type: none"> • Provide significant depth of theoretical and technical knowledge and skills to carry out varied and unpredictable complex task with moderate autonomy and responsibilities in the job area for work and/or study. • Demonstrate effective organisational communication skills and be socially and ethically responsible. • Inculcate desire for lifelong learning and career development.
6	<ul style="list-style-type: none"> • Provide advanced technical knowledge and skills to carry out highly complex and innovative task with higher degree of autonomy and full responsibilities in the job area for work and/or study. • Demonstrate effective organisational communication skills and be socially and ethically responsible.

Level	Programme Educational Objectives
	<ul style="list-style-type: none"> • Inspire lifelong learning and encourage innovation and creativity in career development.

1.2 Programme Learning Outcomes

Learning outcomes are detailed statements describing in explicit terms of learners' achievements, and they are to be assessed upon completion of a period of study.

The quality of a programme is ultimately assessed by the ability of the learners to carry out their expected roles and responsibilities in society. This requires the programme to have a clear statement of the learning outcomes to be achieved by the learner.

The programme must define the competencies that the learners should demonstrate upon completion of the programme that cover the mastery of a body of knowledge; functional/practical or work competency skills; personal competency; and ethical and social responsibility skills. These learning outcomes should also cumulatively reflect the five clusters of learning outcomes, which are significant for Malaysia.

- 1.2.1 The programme must be consistent with and supportive of the vision, mission and goals of the TVET Provider.
- 1.2.2 The programme must be considered only after a needs assessment has indicated that there is a need for the programme to be offered. TVET Providers must have a formal committee system responsible for internal and external consultation, feedback, market and occupational needs analysis and employability projections of the programme in line with the new, emerging areas of technology of the programme.
- 1.2.3 The programme must define its TVET objectives, learning outcomes and deliveries including learning and teaching strategies, assessments, and the constructive alignment between them.
- 1.2.4 The programme learning outcomes must correspond to MQF level descriptors and 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.

Following are the proposed TVET learning outcomes for each level:

Clusters	Learning Outcomes for <u>Level 1</u>
Knowledge and Understanding	Demonstrate an understanding of basic knowledge in specific technical areas to perform highly routine task.
Cognitive Skills	Apply understanding of knowledge to perform highly routine task.
Functional Work Skills with a focus on: <ul style="list-style-type: none"> a. Practical Skills b. Interpersonal Skills c. Communication Skills d. Digital Skills e. Numeracy Skills f. Leadership, Autonomy and Responsibility 	<ul style="list-style-type: none"> • Demonstrate the ability to use basic tools and materials to perform highly routine task. • Demonstrate the ability to communicate everyday expressions using national and at least one other language within the immediate working environment. • Use basic mathematical tools to perform highly routine task. • Demonstrate the ability to work independently or in a team under direct guidance.
Personal and Entrepreneurial Skills	Demonstrate ability to self-learn, self-reflect and identify personal values.
Ethics and Professionalism	Demonstrate the ability to apply social responsibility and cultural sensitivity in task and learning context.

Clusters	Learning Outcomes for <u>Level 2</u>
Knowledge and Understanding	Demonstrate an understanding of factual knowledge in specific technical areas to perform routine and non-routine task.
Cognitive Skills	Apply critical thinking to perform routine and non-routine task.
Functional Work Skills with a focus on: <ul style="list-style-type: none"> a. Practical Skills b. Interpersonal Skills c. Communication Skills d. Digital Skills e. Numeracy Skills f. Leadership, Autonomy and Responsibility 	<ul style="list-style-type: none"> • Demonstrate the ability to plan and use basic tools, methods and materials to perform routine and non-routine task. • Demonstrate the ability to communicate everyday expressions using national and at least one other language with appropriate etiquette within the immediate working environment. • Use limited range of basic digital tools to perform routine and non-routine task. • Demonstrate the ability to work independently or in a team under general supervision.
Personal and Entrepreneurial Skills	Demonstrate ability to self-learn, self-reflect and identify personal values
Ethics and Professionalism	Demonstrate the ability to apply personal values, cultural diversity, political and social awareness in task and learning context.

Clusters	Learning Outcomes for <u>Level 3</u>
Knowledge and Understanding	Demonstrate an understanding of specific range of technical knowledge in specific technical areas to perform varied routine and non-routine task.

Clusters	Learning Outcomes for <u>Level 3</u>
Cognitive Skills	Apply critical thinking and problem solving to perform varied routine and non-routine task.
Functional Work Skills with a focus on: <ul style="list-style-type: none"> a. Practical Skills b. Interpersonal Skills c. Communication Skills d. Digital Skills e. Numeracy Skills f. Leadership, Autonomy and Responsibility 	<ul style="list-style-type: none"> • Demonstrate the ability to organize, plan and use methods, tools, technologies and materials to perform varied routine and non-routine task. • Demonstrate the ability to communicate effectively information and ideas orally/in-writing using national and at least one other language with appropriate etiquette within immediate working environment. • Use basic digital technology for data processing and analysis as well as interpret and use numerical and graphical data to perform varied routine and non-routine task. • Demonstrate the ability to work with considerable autonomy and could assume small supervisory role with considerable responsibility on the quality of process and/or product/services.
Personal and Entrepreneurial Skills	Demonstrate ability to self-improve and be entrepreneurial
Ethics and Professionalism	Demonstrate the ability to apply good work ethics, local and global community engagement in task and learning context.

Clusters	Learning Outcomes for <u>Level 4</u>
Knowledge and Understanding	Demonstrate an understanding of broad range of theoretical and technical knowledge in specific technical areas to perform varied complex routine and non-routine task.

Clusters	Learning Outcomes for <u>Level 4</u>
Cognitive Skills	Apply critical thinking, problem solving and creative thinking to perform varied complex routine and non-routine task.
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	<ul style="list-style-type: none"> • Demonstrate the ability to organize, plan and use methods, tools, technologies and materials as well as reflect and make adjustment to practices and processes when necessary to perform varied complex routine and non-routine task. • Demonstrate the ability to communicate effectively information and ideas orally/in-writing using national and at least one other language proficiently with appropriate etiquette within large working environment. • Use limited range of digital technology for data processing and analysis as well as interpret and use complex numerical and graphical data to perform varied complex routine and non-routine task. • Demonstrate the ability to work with significant degree of autonomy and leading diverse teams with high responsibility on the quality of process and/or product/services.
Personal and Entrepreneurial Skills	Demonstrate ability to identify self-improvement initiatives for career or educational goals and engage in entrepreneurial activities.
Ethics and Professionalism	Demonstrate the ability to apply organizational/personal ethics and sustainable practices in task and learning context.

Clusters	Learning Outcomes for <u>Level 5</u>
Knowledge and Understanding	Demonstrate an understanding of significant depth of theoretical and technical knowledge in

Clusters	Learning Outcomes for <u>Level 5</u>
	specific technical areas to perform varied and unpredictable complex task.
Cognitive Skills	Apply critical thinking, problem solving and creative thinking to perform varied and unpredictable complex task.
<p>Functional Work Skills with a focus on:</p> <ul style="list-style-type: none"> a. Practical Skills b. Interpersonal Skills c. Communication Skills d. Digital Skills e. Numeracy Skills f. Leadership, Autonomy and Responsibility 	<ul style="list-style-type: none"> • Demonstrate the ability to organize, plan and use methods, tools, technologies and materials as well as reflect and make adjustment to practices and processes when necessary with the understanding of limitations to perform varied and unpredictable complex task. • Demonstrate the ability to communicate effectively and cogently information and ideas orally/in-writing using national and at least one other language proficiently with appropriate etiquette within large working environment and network • Use a range of digital technology for data processing and analysis as well as interpret and use complex numerical and graphical data to perform varied and unpredictable complex task. • Demonstrate the ability to work with substantial degree of autonomy carrying significant level of responsibility and accountability, making management decisions independently, and lead in new environment.
Personal and Entrepreneurial Skills	Demonstrate ability to engage effectively in self-improvement initiatives for career or educational goals and engage in entrepreneurial activities.
Ethics and Professionalism	Demonstrate the ability to apply social responsibilities; professional, ethical and

Clusters	Learning Outcomes for <u>Level 5</u>
	sustainable practices in task and learning context.

Clusters	Learning Outcomes for <u>Level 6</u>
Knowledge and Understanding	Demonstrate an understanding of advanced and comprehensive, theoretical and technical knowledge in specific technical areas to perform highly complex and innovative task.
Cognitive Skills	Apply critical thinking, problem solving and creative thinking to perform highly complex and innovative task.
<p>Functional Work Skills with a focus on:</p> <ul style="list-style-type: none"> a. Practical Skills b. Interpersonal Skills c. Communication Skills d. Digital Skills e. Numeracy Skills f. Leadership, Autonomy and Responsibility 	<ul style="list-style-type: none"> • Demonstrate the ability to organize, plan and use methods, tools, technologies and materials as well as reflect and make adjustment to practices and processes when necessary with the understanding of limitations and their working principles to perform highly complex and innovative task. • Demonstrate the ability to communicate effectively, cogently, accurately and coherently information and ideas orally/in-writing using national and at least one other language proficiently with appropriate etiquette within large working environment and diverse network • Use broad range of digital technology for data processing and analysis as well as interpret and use complex numerical and graphical data to perform highly complex and innovative task. • Demonstrate the ability to work autonomously carrying significant level of responsibility and accountability as a professional, making management decisions

Clusters	Learning Outcomes for <u>Level 6</u>
	within broad organizational parameters, and lead in new environment.
Personal and Entrepreneurial Skills	Demonstrate ability to engage effectively in self-improvement initiatives for career, professional or educational goals and engage in entrepreneurial activities.
Ethics and Professionalism	Demonstrate the ability to apply social responsibilities; professional, ethical and sustainable practices as well as familiarity of local and global issues relating to science, technology, business, social and environmental issues in task and learning context.

1.2.5 Considering the stated learning outcomes, the programme must indicate the career and further studies options available to students on completion of the programme.

1.3 Programme Development: Process, Content, Structure and Learning-Teaching Methods

Curriculum

1.3.1 The TVET programme must be considered only if **occupational/industry standards** are used as a basis for curriculum development.

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

1.3.3 The TVET programme must be based on 1 credit equal to 40 notional hours and each level has a minimum credit of learning loads. The profile of TVET qualifications is described in **Table 1**.

Table 1: TVET Qualifications Profile

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

The information in Table 1 also includes description of implementation of TVET curriculum for the Malaysian Skills Certification System. The curriculum for the Malaysian Skills Certification System is designed in such a way that:

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

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

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

90**** credits may be completed during Certificate Level 1, 2, 3 and 4 in the same field or NOSS-based Programme starting with Level 4.

The arrangement of credits for the Malaysian Skills Certification System are prescribed in relevant guidelines.

Industrial training is made compulsory for students enrolled in Certificate Level 3 to Bachelor's Degree Level 6 programmes.

The curriculum structure for TVET qualifications is described in **Table 2**.

Table 2: Curriculum Structure

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

Qualification / Level	Curriculum Structure	Minimum Credits
Certificate / Level 3	1. Compulsory Modules (General course (MPU)/ Core Abilities/ Social Skills and Values + TVET Provider's modules)	4
	2. Discipline Core Modules (70% of which must be practical oriented)	39
	3. Industrial Training (3 months)	6
	Subtotal Credit	49
	Minimum Total Graduating Credit*	60
Diploma / Level 4	1. Compulsory Modules (MPU/ Core Abilities/ Social Skills and Values + TVET Provider's modules)	6
	2. Discipline Core Modules (60% of which must be practical oriented including Final project)	65
	3. Industrial Training (4 months)	8
	Subtotal Credit	79
	Minimum Total Graduating Credit*	90
Advanced Diploma / Level 5	1. Compulsory Modules (MPU/ Core Abilities/ Social Skills and Values + TVET Provider's modules)	4
	2. Discipline Core Modules (60% of which must be practical oriented including Final project)	17

Qualification / Level	Curriculum Structure	Minimum Credits
	3. Industrial Training (4 months)	8
	Subtotal Credit	29
	Minimum Total Graduating Credit*	40
Graduate Certificate / Level 6	1. Compulsory Modules (MPU/ Core Abilities/ Social Skills and Values + TVET Provider's modules)	4
	2. Discipline Core Modules (50% of which must be practical oriented including Final project)	18
	3. Industrial Training (3 months)	6
	Subtotal Credit	28
	Minimum Total Graduating Credit*	34
Graduate Diploma / Level 6	1. Compulsory Modules (MPU/ Core Abilities/ Social Skills and Values + TVET Provider's modules)	4
	2. Discipline Core Modules (50% of which must be practical oriented including Final project)	48
	3. Industrial Training (4 months)	8
	Subtotal Credit	60
	Minimum Total Graduating Credit*	64

Qualification / Level	Curriculum Structure	Minimum Credits
Bachelor's Degree / Level 6	1. Compulsory Modules (MPU/ Core Abilities/ Social Skills and Values + TVET Provider's modules)	8
	2. Discipline Core Modules (50% of which must be practical oriented including Final project)	80
	3. Industrial Training (6 months)	12
	Subtotal Credit	100
	Minimum Total Graduating Credit*	120
<p>*To complete the minimum graduating credit requirement, the remaining credits can be from any of the categories above.</p>		

Note: Industrial training component can be exempted with work-based learning (block-release) / apprenticeship / industry mode. If this is the case, the credit allocation for industrial training must be merged into discipline core modules.

All programmes at Diploma Level 4 to Bachelor's Degree Level 6 must include Final Project in its curriculum for students to perform an industrial-based project or applied research linked to the discipline.

This is conducted either in the learning institute by utilising the latest and relevant industrial techniques and tools or in the industry with contractual arrangement.

The MPU modules at Certificate Level 3 to Bachelor's Degree Level 6 are prescribed by the Ministry of Higher Education (MOHE) as follows:

- i. 4 - 6 credits for Certificate Level 3;
- ii. 6 - 8 credits for Diploma Level 4;
- iii. 4 - 6 credits for Advanced Diploma Level 5;
- iv. 4 - 6 credits for Graduate Certificate Level 6;

- v. 4 - 6 credits for Graduate Diploma Level 6; and
- vi. 8 - 11 credits for Bachelor's Degree Level 6.

The modules for Core Abilities as offered in NOSS-based programmes are prescribed by the Ministry of Human Resources (MOHR). Refer **Appendix 2** for detailed information.

Final Project and industrial training are two major components in the curriculum structure which contribute to the process of developing and maintaining one's skills to an agreed standard of proficiency. Following are the explanations for these components:

i. Final Project

The project will require students to be creative, resourceful and systematic in planning, implementing and evaluating their project through various phases. The objectives of the final project are to allow students to demonstrate a wide range of skills and foster integration of materials learned during their course of study as well as developing conceptual, communication, teamwork and other generic skills required for successful professional and working life.

Project at Level 6 should also encompass investigative element besides focusing on design, developmental, simulation and implementation elements of the project which normally includes a business plan.

ii. Industrial Training

Structured training in the related occupational area with an industry/employer providing the opportunity for students to apply what they have learnt in their course of study and to engage with the vocation/ profession to which they aspire in a realistic work environment. Students learn about the skill sets required, industry demands and also work ethics. They are trained to be job-ready, thus enhancing their employability.

1.3.4 TVET Providers must have the autonomy to design the curriculum and to utilise the allocated resources necessary for its implementation as per the occupational/industry standards requirements.

1.3.5 TVET Providers must have an appropriate process to develop the curriculum leading to the approval by the related TVET authority.

- 1.3.6 TVET Providers must consult the stakeholders in the development of the curriculum.
- 1.3.7 There must be activities to enrich student experience and to foster personal development and responsibility. (This standard may not be applicable to Open and Distance Learning (ODL) programmes and programmes designed for working-adult learners.)

1.4 Programme Delivery

- 1.4.1 TVET Providers must take responsibility for ensuring the effective delivery of programme learning outcomes.
- 1.4.2 Students must be provided with, and briefed on, current information about (among others) the objectives, structure, outline, schedule, credit value, learning outcomes, and methods of assessment of the programme at the commencement of their studies.
- 1.4.3 The programme must have an appropriate full-time coordinator and a team of TVET staff (e.g., a programme committee) with adequate authority for the effective delivery of the programme.
- 1.4.4 TVET Providers must provide students with a conducive learning and training environment. (This standard must be read together with standard 5.1 in '5.0 Educational Resources'.)
- 1.4.5 TVET providers must encourage innovation in TVET delivery and assessment such as work-based learning, problem-based learning, blended learning, online learning, apprenticeship, project work, and others.
- 1.4.6 TVET Providers must obtain feedback from the stakeholders to improve the delivery of the programme outcomes.
- 1.4.7 TVET Providers must always engage with industries to enhance TVET delivery.

2.0 ASSESSMENT OF STUDENT LEARNING

Student assessment is a crucial aspect of quality assurance because it drives student learning. It is one of the most important measures to show the achievement of learning outcomes. The result of the assessment forms the basis in awarding qualifications. Hence, methods of student assessment have to be valid, clear, consistent, effective, reliable and in line with current practices and must clearly support the achievement of learning outcomes.

Since TVET is more practical in nature and oriented towards the world of work, its assessment methods need to confirm that an individual can satisfactorily perform a specific skill or competency according to standards set by the industry.

As such, learning outcomes in TVET cannot be adequately measured through traditional means such as paper examination. Instead, more emphasis should be given in finding suitable means to demonstrate TVET learners' capacity to carry out assigned tasks in the workplace competently.

2.1 The Relationship between Assessment and Learning Outcomes

- 2.1.1 Assessment principles, methods and practices must be aligned to the achievement of learning outcomes of the programme, consistent with the levels defined in the MQF.
- 2.1.2 The alignment between assessment and the achievement of learning outcomes of the programme must be systematically and regularly reviewed to ensure its effectiveness.
- 2.1.3 Assessment methods to measure the practical skills (psychomotor domain) need to be aligned with the competency level to ensure the achievement of prescribed skills.
- 2.1.4 Assessment methods to measure the functional, personal and ethical skills need to be aligned with the competency level to ensure the achievement of learning outcomes.

2.2 Assessment Methods

- 2.2.1 The frequency, methods, and criteria of student assessment - including the grading system and appeal policies - must be documented and communicated to students on the commencement of the programme.
- 2.2.2 There must be a variety of methods and tools that are appropriate for the assessment of learning outcomes and competencies.
- 2.2.3 There must be mechanisms to ensure and to periodically review the validity, reliability, integrity, currency and fairness of the assessment methods.
- 2.2.4 Changes to student assessment methods must follow established procedures and regulations and communicated to the student prior to their implementation.
- 2.2.5 TVET Providers must establish a clear policy on the grading system and passing mark based on the course/module, discipline and level of study.

2.3 Competency-Based Assessment

- 2.3.1 Competency-based assessment is carried out as a process for collecting evidence about the performance and knowledge of a person concerning an occupational/industry competency standard. In TVET, competency-based assessment is normally not a set of examinations.
- 2.3.2 Some of the characteristics of competency-based assessment are as follows:
 - i. It is based on standards that describe the expected level of job competency.
 - ii. Standards include criteria that provide details of what are considered as a good job.
 - iii. The assessment is individual and performed without any assistance; there is no comparison among candidates.
 - iv. It provides a judgement to confirm whether the candidate is competent or otherwise.

- v. It is a tool for the orientation of subsequent learning of the candidate. As such, it plays an important role in the development of skills and abilities of those assessed.
- vi. It forms the basis for the certification of job competency of the candidate.
- vii. It includes the recognition of acquired competencies as a result of job experience known as the “Recognition of Prior Achievement (RPA)”.

2.3.3 The assessment of competencies places emphasis on actual performance that is based on specified criteria. TVET assessment methods will depend on the specific requirements of each course/module, structure, level of study and learning/competency outcome.

2.3.4 However, as a general guide, the following must be considered:

- i. The use of summative and formative assessments;
- ii. Knowledge and understanding (the cognitive domain) should be assessed through written, oral or other suitable means but practical skills should be assessed using practical evaluation such as laboratory, workshop, computer-based simulation and project work;
- iii. For courses/modules requiring significant practical skills, a pass in practical evaluation is compulsory. (A pass implies that the examiner, using an appropriate assessment tool, is satisfied that the candidate has met the learning outcomes of the particular course/module);
- iv. TVET Providers are encouraged to use a variety of methods and tools appropriate for measuring the learning outcomes; and
- v. TVET Providers must involve industries in assessment process of key components of the curriculum to ensure assessment is aligned with industry requirements.

2.3.5 The various aspects and suggested methods of assessment are shown in the following **Table 3**:

Table 3: Suggested Assessment Methods

Level	Type of Summative Assessment (%)		Focus of Assessment (%)		Suggested Assessment Methods	Suggested/ Appropriate Assessors
	Continuous	Final	Theory	Practical		
Certificate / Level 1	70 - 100	0 - 30	10 - 30	70 - 90	<ul style="list-style-type: none"> • Observation • Demonstration • Presentation • Practical assessment • Written test • Portfolio/logbook • Laboratory report • 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"> • Observation • Demonstration • Presentation • Practical assessment • Written test • Portfolio/logbook • Laboratory report • Interview/Oral test 	<ul style="list-style-type: none"> • TVET Providers • Industry • External verifiers appointed by programme owners/ accreditation bodies

Level	Type of Summative Assessment (%)		Focus of Assessment (%)		Suggested Assessment Methods	Suggested/ Appropriate Assessors
	Continuous	Final	Theory	Practical		
					<ul style="list-style-type: none"> • Project 	
Certificate / Level 3	70 - 100	0 - 30	20 - 30	70 - 80	<ul style="list-style-type: none"> • Observation • Demonstration • Presentation • Practical assessment • Written test • Portfolio/logbook • Laboratory report • 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"> • Observation • Demonstration • Presentation • Practical assessment • Written test • Portfolio/logbook • Laboratory report • Interview/Oral test • Project 	<ul style="list-style-type: none"> • TVET Providers • Industry • Professional bodies • External verifiers appointed by programme owners/ accreditation bodies

Level	Type of Summative Assessment (%)		Focus of Assessment (%)		Suggested Assessment Methods	Suggested/ Appropriate Assessors
	Continuous	Final	Theory	Practical		
Advanced Diploma / Level 5	50 - 100	0 - 50	30 - 40	60 - 70	<ul style="list-style-type: none"> • Observation • Demonstration • Presentation • Practical assessment • Written test • Portfolio/logbook • Laboratory report • Interview/Oral test • Project 	<ul style="list-style-type: none"> • TVET Providers • Industry • Professional bodies • External verifiers appointed by programme owners/ accreditation bodies
Graduate Certificate / Level 6	50-100	0 - 50	30 - 50	50-70	<ul style="list-style-type: none"> • Observation • Demonstration • Presentation • Practical assessment • Written test • Portfolio/logbook • Laboratory report • Interview/Oral test • Project 	<ul style="list-style-type: none"> • TVET Providers • Industry • Professional bodies • External verifiers appointed by programme owners/ accreditation bodies

Level	Type of Summative Assessment (%)		Focus of Assessment (%)		Suggested Assessment Methods	Suggested/ Appropriate Assessors
	Continuous	Final	Theory	Practical		
Graduate Diploma / Level 6	50-100	0 - 50	30 - 50	50-70	<ul style="list-style-type: none"> • Observation • Demonstration • Presentation • Practical assessment • Written test • Portfolio/logbook • Laboratory report • Interview/Oral test • Project 	<ul style="list-style-type: none"> • TVET Providers • Industry • Professional bodies • External verifiers appointed by programme owners/ accreditation bodies
Bachelor's Degree/ Level 6	50-100	0 - 50	30-50	50-70	<ul style="list-style-type: none"> • Observation • Demonstration • Presentation • Practical assessment • Written test • Portfolio/logbook • Laboratory report • Interview/Oral test • Project 	<ul style="list-style-type: none"> • TVET Providers • Industry • Professional bodies • External verifiers appointed by programme owners/ accreditation bodies

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

2.4 Management of Student Assessment

- 2.4.1 The department/TVET Providers and their teaching staff must have an adequate level of autonomy in the management of student assessment. (This standard may not be applicable to certain programmes' arrangement.)
- 2.4.2 There must be mechanisms to ensure the security of assessment documents and records.
- 2.4.3 The assessment results must be communicated to students before the commencement of a new semester to facilitate progression decision.
- 2.4.4 The department/TVET Providers must have appropriate guidelines and mechanisms for students to appeal against their course results.
- 2.4.5 The department/TVET Providers must periodically review the management of student assessment and act on the findings of the review.

3.0 STUDENT SELECTION AND SUPPORT SERVICES

3.1 Student Articulation and Transfer

TVET Providers must have well-defined policies and mechanisms to facilitate student transfer within and between institutions as well as cross-border.

The implementation of a single Quality Assurance System for TVET enhances the learning pathway for TVET graduates in terms of their progression to higher TVET programmes including industry certification, diversion to academic programmes and continuing education after joining the profession.

The learning pathway has been modified to enhance its flexibility and inclusivity in addressing equivalency of graduate progression from the academic and TVET sectors, as well as those who progress through learning by experience.

The TVET education pathway is further enhanced **based on the following principles:**

- 3.1.1 The eligibility to enter the MQF Level 6 TVET programme is based on the suitability of the field of the TVET programme at MQF Level 4 or MQF Level 5.
 - i. An individual with MQF Level 4 TVET or MQF Level 5 TVET qualification in a relevant field will be given an opportunity to progress to the MQF Level 6 TVET programme. The Senate/Academic Board of the receiving institution is responsible for determining the suitability and eligibility of the candidates.
 - ii. TVET providers are encouraged to design an appropriate MQF Level 6 programme to enable the admission of MQF Level 4 TVET or MQF Level 5 TVET graduates.

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

- i. TVET students are encouraged to remain in the TVET stream up to MQF Level 4 TVET or MQF Level 5 TVET in order to obtain maximum progression to the highest level in the TVET system before furthering their studies in the MQF Level 6 programme.
- ii. Students with MQF Level 3 TVET qualification who wish to further their studies in the MQF Level 4 academic programme may be subjected to additional requirements such as appropriate screening tests or coaching/bridging programmes. The same principle applies to students from the MQF Level 3 academic programme who wish to access the MQF Level 4 TVET programme. Similarly, this principle also applies to Level 4 or Level 5 programmes progressing to Level 6 in different MQF sector.

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

- i. Learners who opt for the TVET route where the programmes are designed to meet TVET needs and the MQF requirements shall be recognised.
- ii. Learners who have met the minimum requirements of the programme shall be allowed to progress further as they have acquired the basic knowledge during their learning process.
- iii. SPM or an equivalent qualification is not an entry requirement for a TVET programme that is designed without the learner having to attend the SPM or equivalent examinations. For example, the Malaysian Vocational Certificate (Sijil Vokasional

Malaysia, SVM)/ Malaysian Vocational Diploma (Diploma Vokasional Malaysia, DVM) and Malaysian Skills Certificate (Sijil Kemahiran Malaysia, SKM)/ Malaysian Skills Diploma (Diploma Kemahiran Malaysia, DKM)/ Malaysian Skills Advanced Diploma (Diploma Lanjutan Kemahiran Malaysia, DLKM) is adequate to join TVET programme, subject to any specific requirement.

- iv. TVET graduates with TVET qualification at MQF Level 4 or MQF Level 5 are usually 19 years old or older. Therefore, it is inappropriate for these graduates to sit for the examinations offered for those at the age of 17.
- v. TVET Providers shall impose additional requirements such as an SPM or equivalent qualification if the Occupational/Industrial Standards and Practices requires the students to possess a certain level of knowledge or competency. For example, normally the aviation field study requires an SPM or equivalent qualification.

3.1.4 TVET Providers / Higher Education Providers (HEPs) are required to set the entry requirements and conduct appropriate screening and enhancement programmes based on students' achievements, areas of study and programme design to assist students in completing their studies. The TVET Providers / HEPs are encouraged to design an academic or TVET programme that provides a seamless path for TVET graduates.

- i. TVET Providers / HEPs shall set entry requirements that are appropriate for the field and programme design.
- ii. If the designed programme requires specific competencies, the TVET Providers / HEPs shall conduct appropriate screening such as tests, portfolio, interviews and others.

- iii. The screening results will be used to determine the eligibility of the student to progress to a higher level.
 - iv. TVET Providers / HEPs may provide guidance to the student through additional classes, mentor-mentee programme or others if necessary.
- 3.1.5 Credit transfer and bridging programmes may be implemented by TVET Providers based on suitability.
- i. Credit transfer may be accorded to candidates who have attended a study programme/qualification level/module and attained the specified level of competency. It is based on the achievement of learning outcomes equivalent to the subject/course/module of the programme applied.
 - ii. Bridging programmes may be implemented to reduce the gap of knowledge which forms the foundation of a particular field/programme.
- 3.1.6 TVET graduates may progress to suitable MQF Level 7 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 implemented by MQA and DSD.

- i. Individuals without formal qualifications may enter an appropriate TVET programme at MQF Level 1–3 Certificate, MQF Level 4 Diploma, MQF Level 5 Advanced Diploma and MQF Level 6 Graduate Certificate, Graduate Diploma or Bachelor’s Degree programme based on the related level of competence and working experience.
- ii. Individuals who have completed their studies at any level of the TVET programme through prior learning/achievement recognition may further their studies to a higher level.

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

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

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

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

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

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

3.1.14 The TVET Providers must ensure that the incoming transfer students have the capacity to follow the programme successfully. To address

the competency gap, the TVET Providers may conduct entry assessment or bridging programmes/intensive classes.

3.2 Student Support Services

- 3.2.1 Students must have access to appropriate and adequate support services, such as physical, social, financial, recreational and online facilities; academic and non-academic counselling; and health services.
- 3.2.2 There must be a designated administrative unit with a prominent organisational status in the TVET Providers, staffed by individuals who have appropriate experience, to assume the responsibility for planning and implementing student support services.
- 3.2.3 An effective induction to the programme must be available to new students with special attention given to out-of-state and international students as well as students with special needs.
- 3.2.4 Academic, non-academic and career counselling must be provided by adequate and qualified staff.
- 3.2.5 There must be mechanisms that actively identify and assist students who are in need of training as well as spiritual, psychological and social support.
- 3.2.6 TVET Providers must have clearly defined and documented processes and procedures for handling student disciplinary cases.
- 3.2.7 There must be an effective mechanism for students to voice their grievances and seek resolution on training and non-training matters.
- 3.2.8 Student support services must be evaluated regularly to ensure their adequacy, effectiveness and safety.

3.3 Student Representation and Participation

- 3.3.1 There must be well-disseminated policies and processes for active student engagement especially in areas that affect their interest and welfare.

3.3.2 There must be adequate student representation and organisation.

3.3.3 Students must be facilitated to develop linkages with external stakeholders and to participate in activities to gain managerial, entrepreneurial, innovation and leadership skills in preparation for the workplace.

3.3.4 Student activities and organisations must be facilitated to encourage student participation in activities that promote character building; inculcate lifelong learning, a sense of belonging, responsibility and intercultural values; and promote active citizenship.

3.4 Alumni

3.4.1 TVET Providers must encourage the alumni to play a role in the development, review and continuous improvement of the programme and in preparing the students for their professional future through linkages with industry and the professions.

4.0 TEACHING STAFF

The quality of the teaching staff is one of the most important components in assuring the quality of higher education, and thus every effort must be expanded to establish proper and effective recruitment, service, development and appraisal policies that are conducive to staff productivity.

It is important that every programme has appropriately qualified and sufficient number of teaching staff. The numbers recruited have to be adequate for, and appropriate to, the needs of the programmes.

4.1 Recruitment and Management

- 4.1.1 TVET Providers must have a clearly defined plan for their teaching manpower needs, consistent with institutional policies and programme requirements.
- 4.1.2 TVET Providers must have a clear and documented teaching staff recruitment policy where the criteria for selection are based primarily on academic merit and industry experience.
- 4.1.3 **Table 4** indicates the qualifications of teaching staff for TVET programmes for all levels of study as visualised in the MQF:

Table 4: Qualification Requirements of Teaching Staff

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 with 1 year of related industrial experience*; OR
Certificate/ TVET L2	MQF Level 4 TVET Diploma in the relevant field; OR MQF Level 4 Diploma in the relevant field with 1 year of related industrial experience;

Qualification/ MQF Level	Qualifications of Teaching Staff
	<p>AND TVET teaching competency.</p> <p><i>* If the MQF Level 3 Certificate (Academic) has an equally extensive hands-on approach as that of a TVET programme, the 1 year related industrial experience can be exempted.</i></p>
Certificate/ TVET L3	<p>MQF Level 4 TVET Diploma in the relevant field; OR</p> <p>MQF Level 4 Diploma in the relevant field with 1 year of related industrial experience;</p> <p>AND TVET teaching competency.</p>
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 2 years of related industrial experience; OR</p> <p>MQF Level 6 TVET Bachelor's Degree in the relevant field; OR</p> <p>MQF Level 6 Bachelor's Degree in the relevant field with 1 year of related industrial experience;</p> <p>AND TVET teaching competency.</p>
Advanced Diploma/ TVET L5	<p>MQF Level 5 TVET Advanced Diploma in the relevant field with 1 year of related industrial experience; OR</p>

Qualification/ MQF Level	Qualifications of Teaching Staff
	<p>MQF Level 5 Advanced Diploma in the relevant field with 2 years of related industrial experience; OR</p> <p>MQF Level 6 TVET Bachelor's Degree in the relevant field; OR</p> <p>MQF Level 6 Bachelor's Degree in the relevant field with 2 years of related industrial experience;</p> <p>AND TVET teaching competency.</p>
<p>Graduate Certificate / Graduate Diploma / Bachelor's Degree / TVET L6</p>	<p><i>For theoretical component:</i> MQF Level 7 Master's Degree in the relevant field; AND</p> <p><i>For practical component:</i> MQF Level 6 TVET in the relevant field with 1 year of related industrial experience; OR</p> <p>MQF Level 6 in the relevant field with 2 years of related industrial experience;</p> <p>AND TVET teaching competency.</p> <p><i>In fields where industrial competencies are required, the academic staff should also have the relevant competencies.</i></p>

4.1.4 The industrial experience must be significant to the Discipline Core Modules (functional) of the taught programme. TVET Providers must have a clear procedure, such as practical exams or competency-based interview to verify the relevant industrial experience, prior to appointing teaching staff.

- 4.1.5 Teaching staff/industry experts must have TVET teaching competency verified by authority and recognised by MQA or DSD.
- 4.1.6 Teaching staff/industry experts who do not fulfil the minimum/specified qualification but possess more than five (5) years of accumulated related industrial experience may be considered. However, TVET teaching competency is still a compulsory requirement. TVET Providers may acknowledge and recognise the candidate's related experience, knowledge from previously enrolled courses, peer review and others.
- 4.1.7 For professional programmes, the qualifications of the teaching staff will be determined by the respective professional bodies.
- 4.1.8 The maximum staff-student ratio for the TVET programme is 1:25. The appropriate staff-student ratio shall be applied for particular learning activities and facilities; for instance workshop, studio work, laboratory, clinical.
(To be read together with relevant standards/guidelines.)
- 4.1.9 All the teaching staff shall be appointed by TVET Providers in advance when applying for accreditation.
- 4.1.10 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 required. Part-time teaching staff may consist of industry practitioners or from the academia.
- 4.1.11 The policy of the TVET Providers must reflect an equitable distribution of responsibilities among the teaching staff.
- 4.1.12 Recognition and reward through promotion, salary increment or other remuneration must be based on clear and transparent policies and procedures.
- 4.1.13 TVET Providers must be guided by considerations which are in line with national policy and international good practices in teaching appointment and promotion exercise.

- 4.1.14 TVET Providers must have collaboration with industry and/or stakeholders to provide for the involvement of professionals and practitioners in order to enhance the learning and teaching of the programme.

4.2 Service and Development

- 4.2.1 TVET Providers must have policies addressing matters related to service, development and appraisal of the teaching staff.
- 4.2.2 The teaching staff must be given sufficient autonomy to focus on their respective areas of expertise.
- 4.2.3 TVET Providers must have clear policies and procedures for handling disciplinary cases involving the teaching staff and on conflict of interest, particularly in the areas of professional conduct, private practice, multiple employment, and consultancy services.
- 4.2.4 TVET Providers must have mechanisms and processes for periodic student evaluation of the teaching staff for the purpose of quality improvement.
- 4.2.5 TVET Providers must have a development programme including induction course and continuous professional enhancement for the teaching staff.
- 4.2.6 TVET Providers must require all the in-service teaching staff to participate in staff industrial attachment for a cumulative period of one month in every two years for them to keep abreast with the industrial standard and work competency.
- 4.2.7 TVET Providers must provide opportunities for the teaching staff to participate in professional, training and other relevant activities at national and international levels and to obtain professional qualifications to enhance the learning and teaching experience.
- 4.2.8 TVET Providers must encourage and facilitate their teaching staff to play an active role in community engagement activities.

5.0 EDUCATIONAL RESOURCES

Adequate educational resources are necessary to support the learning and teaching activities of a programme. These include all the required academic and instructional expertise, physical facilities, information and communication technologies, research facilities, and finance.

The physical facilities of a programme are guided mainly by the needs of the specific fields of study. Where appropriate, research facilities may be included as part of educational resources because a research-active environment improves the quality of higher education. Sufficient and recent resources are to be allocated to support and sustain research.

It is essential for the resources and services to be relevant, accessible, available and fully utilised by the students. These considerations must be taken into account in evaluating the effectiveness of educational resources.

5.1 Physical Facilities

- 5.1.1 TVET Providers must provide sufficient, relevant and appropriate physical facilities and training resources at the commencement of the programme to ensure its effective delivery including facilities for practical-based programmes and for those with special needs.
- 5.1.2 TVET Providers may contract up to 40% of the equipment and facilities required in-house for the delivery and assessment of the programme with suitable partners (This excludes facilities made available by the industry partner to the students through WBL/ apprenticeship/ industrial mode).
- 5.1.3 The physical facilities and training resources of the TVET Providers and where applicable, the collaborating partners, must comply with the relevant laws and regulations.
- 5.1.4 The library or resource centre must have adequate and up-to-date conventional and/or digital reference materials, computers and internet access.
- 5.1.5 The training resources, services and facilities must be periodically reviewed and improved upon to maintain their quality and appropriateness for current education and training.

- 5.1.6 TVET Providers must allocate adequate funds to carry out scheduled maintenance of all facilities and equipment including their replacement or upgrading.
- 5.1.7 TVET Providers must have adequate facilities and resources to encourage research and support innovation.

5.2 Expertise in Education

- 5.2.1 TVET Providers must utilise training experts (especially those with expertise in pedagogy and assessment methods) in the planning of their programmes and the development of new teaching and assessment methods.

5.3 Financial Resources

- 5.3.1 TVET Providers must have clear procedures to ensure effective financial planning and efficient use of resources.
- 5.3.2 TVET Providers must have adequate funds to carry out all trainings and education activities required to achieve the learning outcomes.

6.0 PROGRAMME MANAGEMENT

There are many ways of administering a TVET institution, and the methods of management differ among TVET Providers. Nevertheless, governance that reflects the leadership of a TVET organisation must emphasise excellence and scholarship. It is crucial that the leadership provides clear guidelines and direction, builds relationships amongst the different stakeholders based on collegiality and transparency, manages finances and other resources with accountability, forges partnerships with significant stakeholders in training delivery and consultancy, and dedicates itself to training and scholarly endeavours. Whilst formalised arrangements can protect these relationships, they are best developed by a culture of reciprocity, mutuality and open communication.

6.1 Governance

- 6.1.1 TVET Providers must clarify their structure and function and the relationships between them, and these must be communicated to all stakeholders involved based on the principles of responsibility, accountability and transparency.
- 6.1.2 TVET Providers must have policies, procedures and mechanisms for regular reviewing and updating of their structures, functions, strategies and core activities to ensure continual quality improvement.
- 6.1.3 The academic board/committee of the department/TVET Providers must be an active policy-making body with an adequate degree of autonomy.
- 6.1.4 Mechanisms for ensuring functional integration and comparability of educational quality must be established for programmes conducted in campuses or partner institutions/industries that are geographically separated.
- 6.1.5 TVET Providers must have a formal committee system responsible for internal and external consultation, feedback, market needs analysis and employability projections of the programme. (This standard must be read together with standards 1.2.2, 1.3.6 and 1.4.6 in '1.0 Programme Development and Delivery'.)
- 6.1.6 The governance of the department/TVET Providers must involve the participation of, and consultation with, teaching staff, students and external stakeholders.

6.2 Programme Leadership

- 6.2.1 The criteria for the appointment and the responsibilities of the TVET programme leader must be clearly stated.
- 6.2.2 The leadership of the programme must be helmed by those with appropriate qualifications and experience, and with sufficient authority for curriculum design, delivery and review in line with the criteria developed.
- 6.2.3 There must be mechanisms and processes to allow for communication between the programme and the leadership on matters such as staff recruitment and training, student admission, allocation of resources and decision-making processes.

6.3 Administrative Staff

- 6.3.1 TVET Providers must have a sufficient number of qualified administrative staff with relevant experience to support the implementation of the programme and related activities.
- 6.3.2 TVET Providers must conduct a regular performance review of the administrative staff of the programme.
- 6.3.3 TVET Providers must have an appropriate training scheme for the advancement of the administrative staff as well as to fulfil the specific needs of the programme.

6.4 Records Administration

- 6.4.1 TVET Providers must have appropriate policies and practices concerning the nature, content and security of student and teaching staff records.
- 6.4.2 TVET Providers must implement policies on the rights of individual privacy and the confidentiality of records.
- 6.4.3 TVET Providers must continuously review policies on the security of records including the increased use of electronic technologies and safety systems.

7.0 PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

Quality enhancement calls for programmes to be regularly monitored, reviewed and evaluated. This includes the monitoring, reviewing and evaluating of institutional structures and processes (administrative structure, leadership and governance, planning and review mechanisms), curriculum components (syllabi, teaching methodologies, learning outcomes) as well as student progress, employability and performance.

Feedback from multiple sources such as students, alumni, teaching staff, employers, professional bodies and parents must be obtained to assist in enhancing the quality of the programme. Their feedback and the corresponding actions taken should be documented for auditing purposes.

7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement

- 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 (IQA).
- 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 in continual quality improvement of the programme.
- 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 graduates.
- 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.

Section 3

TVET Quality Assurance Assessment Process

1.0 PROGRAMME ACCREDITATION

Programme accreditation is a process of external evaluation which consists of submission by the TVET Provider, review by the Panel of Assessors, and endorsement by relevant committees at MQA or DSD.

For the purpose of this section, the MQA accreditation consists of 'Provisional Accreditation' and 'Full Accreditation', whereas the DSD accreditation consists of 'Accreditation' and 'Renewal Accreditation'.

1.1. Accreditation Process

1.1.1. The accreditation process consists of several stages, as follows:

- i. The TVET Provider submits the relevant documents to MQA or DSD for evaluation. This includes the programmes regulated by professional bodies. For programmes regulated by licensing authorities, prior approval by relevant authorities is necessary.
- ii. MQA or DSD will scrutinise the documents to ensure that they are complete.
- iii. The respective agency will appoint Panel of Assessors (POA) from the TVET Pool of Assessors endorsed by the Joint Technical Committee; the POA will commence the evaluation exercise based on the stipulated timeline and process.
- iv. The POA shall produce a report and recommendation of accreditation which will be presented to and endorsed by the Accreditation Committee of MQA or the Technical Committee of DSD.

- v. The accredited programme, upon fulfilment of specified requirements, will be registered in the Malaysian Qualifications Register (MQR).

1.1.2 The process flow of accreditation is shown below:

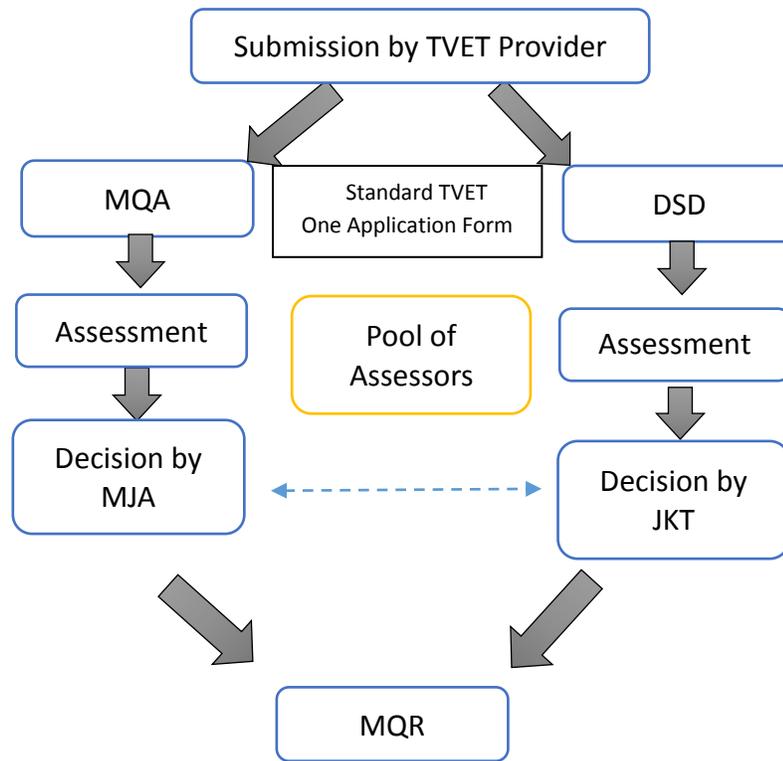


Figure 1: Accreditation Process Flow

1.1.3 Joint Technical Committee (JTC)

The Joint Technical Committee (JTC) is an inter-agency mechanism for coordinating the evaluation and accreditation process of the TVET programme.

The committee consists of representatives from the following:

- i. Chief Executive Officer of MQA and Director General of DSD – Joint Chairmanship;
- ii. Deputy Chief Executive Officer of MQA and Deputy Director General of DSD;

- iii. Senior Director of Accreditation (MQA) and Director of Malaysian Occupational Skills Qualifications (DSD);
- iv. One representative from the Ministry of Higher Education;
- v. One representative from the Ministry of Human Resources;
- vi. One representative from the Economic Planning Unit (EPU), Prime Minister's Department;
- vii. One representative from the Ministry of Rural Development;
- viii. One representative from the Ministry of Youth and Sports; and
- ix. Two TVET Experts.

The roles of the Committee are as follows:

- i. To decide on policies pertaining to accreditation of TVET programmes;
- ii. To endorse the list of Occupational/Industry Standards and Practices to be applied in the evaluation process;
- iii. To endorse the list of industrial practice to be applied in the evaluation process; and
- iv. To endorse the Pool of Assessors list.

The committee may invite any person to attend a meeting or deliberation of the committee for the purpose of advising it on any matter under discussion.

1.2. Submission for Accreditation

- 1.2.1. The application can be submitted to either MQA or DSD based on the status of the TVET Provider, as follows:

Category	Application to MQA	Application to DSD
Establishment Status	Higher Education Provider established under AUKU Act [Act 30]/Act 550/Act 555 or Higher Education Provider under other ministries.	i. A valid and registered company/organisation/public and private training institute. ii. Higher Education Provider established under Act AUKU/Act 550/Act 555 or Higher Education Provider under other ministries.
Awarding body*	Higher Education Provider	Certification by DSD: (E.g.: SKM/DKM/DLKM)
Programme Level to be offered	Level 3–6	Level 1–5

*The awarding body will determine the receiving agency

- 1.2.2. The TVET Provider should provide the required information with evidence that supports the application. The information given should be accurate, concise and complete. Failure to do so will result in rejection of the application, and the fees will not be refunded.
- 1.2.3. The TVET Provider shall submit an application for each program using the application form which consist of the following:
- i. Part A: General Information of the TVET Provider
This is an institutional profile of the TVET Provider.
 - ii. Part B: Programme Description
This describes the programme, including its name, level, credit value, duration of study, entry requirement, mode of delivery, and the awarding body.
 - iii. Part C: TVET Standards
This provides the information pertaining to the seven areas of evaluation and the standards in each of them.

The application must be submitted with fees and other documents as prescribed by each agency.

- 1.2.4. Upon submission of the accreditation application, the TVET Provider should fulfil the requirements stated in:
- i. The Malaysian Qualifications Framework (MQF);
 - ii. Seven areas of the TVET Standards as stipulated in Section 2;
 - iii. Occupational/Industry Standards and Practices as endorsed by the Joint Technical Committee (JTC); and
 - iv. Rules, regulations and policies of the Ministry of Higher Education or the Ministry of Human Resources.

1.3. Parties to The Accreditation Process

There are typically five parties involved in the accreditation process, namely, the liaison officer, representatives of the TVET Provider, and the Panel of Assessors.

1.3.1. The Liaison Officer

The TVET Provider should appoint a liaison officer to coordinate with the respective agencies with respect to the programme accreditation. The liaison officer has the following responsibilities:

- i. To act as a resource person on behalf of the TVET Provider;
- ii. To coordinate and liaise with the respective agencies;
- iii. To assist in arranging a tentative schedule for the visit and informing all the relevant people of the audit plan;
- iv. To provide the evaluation team with the necessary facilities;
- v. To provide copies of relevant documents and records; and
- vi. To provide other relevant administrative services.

1.3.2. Representatives of the TVET Provider

The TVET Provider will be advised as to the groups of people the POA will want to interview during the evaluation visit.

The POA may request to meet the following people or categories of people:

1. The Chief Executive Officer / Accredited Centre Manager
2. Senior management of the TVET Provider, which may include the registrar
3. The head of Internal Quality Unit
4. The head of department/ programme leader
5. Teaching staff
6. Members of the board of the TVET Provider
7. Representatives of the industry and government, relevant to the programme
8. Members of the internal review committee*
9. Student leaders*
10. Cross-section of students in the programme*
11. A selection of graduates, where appropriate*
12. Others as appropriate.

In addition to the above, the evaluation process carried out by DSD requires an interview with the Accreditation Personnel (Accredited Centre Manager, Internal Verifier and “Assessors”).

*in the event that the programme has been conducted.

It is important for the POA to meet each of the representatives mentioned above to obtain a cross-sectional perspective of the programme and its quality. Students and the teaching staff are two key constituents in obtaining feedback on the effectiveness of learning-teaching and the attainment of learning outcomes.

Students’ opinions will be sought regarding the quality and adequacy of the academic programme and the provision of student support services, as well as their role in providing feedback to the TVET Provider on these matters. Students may also be requested to serve as guides in visits to the library, classroom, laboratories and other learning-teaching facilities.

Teaching staff’s opinions are sought regarding staff development, promotion and tenure, workload distribution, teaching skills, as well as understanding of the programme’s educational objectives and learning outcomes. In addition, the POA will obtain their perception of the

programme, students, the organisational culture of the TVET Provider, and the appropriateness and sufficiency of available facilities.

The POA will make judgements based on the evidence provided by the TVET Provider.

1.3.3. Panel of Assessors

The Panel of Assessors (POA) of a programme shall consist of at least two members of which one will be appointed as the Chairperson.

1.3.4. The Chairperson

The respective agencies will appoint a chairperson for the POA who will be responsible for the overall conduct of the external programme evaluation exercise.

Roles of the Chairperson:

- i. Provides effective leadership to the overall exercise;
- ii. Presents the oral exit report to the representatives of the TVET Provider;
- iii. Ensures that the oral exit report accurately summarises the outcomes of the visit and is consistent with the reporting framework; and
- iv. Collates the input of team members and ensures the completion of the report after the visit.

1.3.5. The POA Members

The respective agencies will appoint the members of the POA. The selection of members of the POA is guided by the type, level and discipline of the programme to be assessed, and by the availability, suitability, expertise and experience of the prospective panel members.

Panel members are selected so that the panel as a whole possesses the expertise and experience to enable the effective conduct of the accreditation exercise. Members may translate their different perspectives into different emphases in the evaluation process and on certain aspects of the report.

In evaluating the TVET Provider’s application for accreditation, the panel members will:

- i. assess the programme for compliance with the MQF, current policy, discipline standards and seven areas of evaluation, as well as against the educational goals of the TVET Provider and the programme;
- ii. verify and assess all the information about the programme submitted by the TVET Provider and the proposed improvement plans; and
- iii. reach a judgement.

1.4. The Programme Evaluation Process

The evaluation process is divided into three main components: before, during, and after the site evaluation visit.

When the TVET Provider submits the relevant documents for the programme evaluation purpose, the respective agency will scrutinise the documents to ensure that they are complete. The respective agency will then appoint members of POA and commence the evaluation exercise based on the stipulated procedures (subject to the procedures of the respective agencies).

1.4.1. Pre-Evaluation Visit

Table 5 describes the preparatory stage before the evaluation visit by the POA.

Table 5: Typical Activities Prior to the Evaluation Visit

No.	Activities and Responsibilities
1.	TVET Provider submits a complete accreditation application to the respective agency
2.	Respective agency: a) records the application b) assigns the application to the relevant officer c) checks whether the information submitted is complete d) notifies the TVET Provider that the evaluation process will commence
3.	Respective agency: a) appoints members of the POA b) forwards the application to the POA

No.	Activities and Responsibilities
4.	The POA prepares the preliminary evaluation report
5.	The respective agency, TVET Provider and POA agree on a date for the evaluation visit to the TVET Provider
6.	The POA holds a preparatory meeting
7.	The POA sends the preliminary evaluation report to the respective agency

1.4.1.1. The Panel of Assessors' Preparatory Meeting

After receiving the preliminary report from each panel member, a Preparatory Meeting of the POA will be conducted prior to the visit. In this meeting, the POA members will:

- i. share each other's views of the TVET Provider's submission;
- ii. determine the main issues for evaluation;
- iii. review the evaluation procedures;
- iv. identify any further information, clarification or documentation required from the TVET Provider; and
- v. review the schedule of the programme evaluation visit.

Following the Preparatory Meeting, the respective agency will advise the TVET Provider if there are any further information, clarification or documentation required from the TVET Provider.

1.4.2. During the Evaluation Visit

The principal purpose of the site evaluation visit by the POA is to verify the statements, descriptions, conclusions and proposed improvement activities as presented in the accreditation submission and to acquire further insight into the programme's operations through first-hand investigation and personal interaction. A visit allows for a qualitative assessment of factors that cannot be easily documented in written form and may include inspection of facilities.

The duration of the visit can be between one and two days depending on the scope of the visit. Table 6 describes the typical activities during the site visit.

Table 6: Typical Activities during Site Visit

Activity	Persons Involved
POA Coordination Meeting	<ul style="list-style-type: none"> • POA • TVET Provider Liaison Officer
Briefing by the Top Management	<ul style="list-style-type: none"> • POA • TVET Provider Senior Management
Inspection of the facilities	<ul style="list-style-type: none"> • POA • Student Guide
Meeting with Teaching Staff	<ul style="list-style-type: none"> • POA • Teaching Staff
Review of Documents	<ul style="list-style-type: none"> • POA
Meeting with Programme Team, Counsellors and Other Support Staff	<ul style="list-style-type: none"> • POA • Counsellors • Support Staff • Programme Team
Teaching Observations	<ul style="list-style-type: none"> • POA
Meeting with Students	<ul style="list-style-type: none"> • POA • Students
Additional Meeting with the TVET Provider's Staff, if required. Review of Additional Documents	<ul style="list-style-type: none"> • POA • Relevant TVET Provider's Staff
POA Review Meeting (to be conducted intersessionary throughout the site visit)	<ul style="list-style-type: none"> • POA • TVET Provider's Liaison Officer
Finalisation of Findings by POA	<ul style="list-style-type: none"> • POA
Exit Meeting	<ul style="list-style-type: none"> • POA • TVET Provider's Representatives

There will be an opening meeting in which the TVET Provider provides the background information regarding the institution and the programme.

The panel will conduct interviews with staff, students and other relevant stakeholders to clarify issues regarding the effectiveness of the programme in achieving its objectives.

The POA usually takes advantage of every appropriate opportunity to triangulate its finding through various sources. To this end, most meetings are not single-purpose meetings. Interviewees may, within reason, expect to be asked about anything within the scope of the programme evaluation. The POA, already equipped with the background information of the programme, reaches its final conclusions through interviews and observations, as well as through its consideration of the additional documentary evidence supplied.

To conclude the visit, the POA meets to formalise its preliminary findings which are then reported orally to the TVET Provider.

1.4.2.1. The Oral Exit Report

At the end of the visit, the Chairperson delivers an oral report to the TVET Provider on behalf of the POA. The oral report highlights the programme’s areas of strengths and emphasises the areas of concern and opportunities for improvement. All key elements must be covered in the oral exit report so that the final written report is consistent with the oral report.

The Chairperson provides opportunities for members of the TVET Provider to seek clarifications on points raised in the oral report. The Chairperson should advise the members of the TVET Provider that the findings given in the oral report are not final. The findings will be presented in more detail in the written Final Evaluation Report.

1.4.3. Post-Evaluation Visit

Table 7 describes the activities undertaken after the evaluation visit.

Table 7: Typical Activities for Post-Evaluation Visit

Activities and Responsibilities	
1.	Chairman of the POA: a) collates the reports of the panel members b) sends the final report to the respective agency
2.	The respective agency sends the final report to the TVET Provider for verification of facts

Activities and Responsibilities	
3.	The TVET Provider sends feedback on the evaluation report to the respective agency
4.	The respective agency sends the feedback to the Chairman
5.	The Chairman evaluates the feedback
6.	The respective agency's Vetting Committee reviews the report and recommendation for submission to the Accreditation Committee (MQA) or Technical Committee (DSD)
7.	The report and recommendation is tabled before the Accreditation Committee (MQA) or Technical Committee (DSD) for decision
8.	The respective agency notifies the TVET Provider of the decision

1.4.3.1. The Final Evaluation Report

The POA reaches its conclusions and recommendations through observed facts and through its interpretation of specific evidence received from various sources or that it has gathered itself. The panel's report will generally focus on areas of concern (**recommendations**) and suggestions for improving the programme. However, the report may also include **commendations** (aspects of the provision of the programme that are considered worthy of praise) and **affirmations** (proposed improvements by the department on aspects of the programme, which the POA believes to be significant and which it welcomes).

1.5. Decisions on The Programme Accreditation

Based on the findings contained in the final evaluation report, the POA may propose one of the following:

- i. Grant the accreditation with/without conditions
- ii. Deny the accreditation (with reasons)

For professional programmes, the application will be decided by the relevant Professional Bodies based on the recommendation of the Joint Technical Committee set up by the respective Professional Bodies, of which MQA is a member.

All provisionally accredited programmes by MQA will be registered in the List of Provisionally Accredited Programmes while all accredited programmes by MQA and DSD will be issued a certificate of accreditation and registered in the Malaysian Qualifications Register (MQR).

1.6. Appeal

The TVET Provider can appeal against the decision of the Accreditation Committee of MQA / Technical Committee of DSD. Generally, the appeal can be made concerning the factual contents of the report; any substantive errors within the report; or substantive inconsistencies between the oral exit report, the final evaluation report and the decision of the Accreditation Committee of MQA / Technical Committee of DSD. Any appeal shall be handled in accordance with the procedures of the respective agencies.

Appendices

List of Panel Members

COPTPA 2nd Edition

No.	Panel Members	Organisation
1.	Prof. Ir. Dr. Khairul Salleh Mohamed Sahari (Chairman)	Deputy Chief Executive Officer (Quality Assurance) Malaysian Qualifications Agency (MQA)
2.	Prof. Sr. Ir. Dr. Suhaimi Abdul Talib	Assistant Vice Chancellor (Kolej Pengajian Kejuruteraan) Universiti Teknologi MARA
3.	Prof. Dr.-Ing. Nik Abdullah Nik Mohamed	Faculty of Mechanical Engineering Universiti Malaysia Pahang
4.	Assoc. Prof. Dr.-Ing. Mohd Noriznan Mokhtar	Head Department of Process and Food Engineering Engineering Faculty Universiti Putra Malaysia
5.	Assoc. Prof. Ts. Dr. Muhammad Fahmi Miskon	Dean Faculty of Electrical Engineering Universiti Teknikal Malaysia Melaka
6.	Pn. Nabilah Ooi Abdullah	Trainer / Consultant Previously worked in German-Malaysian Institute
7.	Assoc. Prof. Dr. Wan Zuhainis Saad	Director Division of Academic Excellence Department of Higher Education Ministry of Higher Education
8.	Dr. Zool Hilmi Mohamed Ashari	Deputy Director National Occupational Skills Standard (NOSS) Division Department of Skills Development Ministry of Human Resource
9.	Dr. Alina A.Rahman @ Othman	Principal Assistant Director Malaysian Occupational Skills Qualification (MOSQ) Division

No.	Panel Members	Organisation
		Department of Skills Development Ministry of Human Resource
10.	Pn. Noor Aidi Nadzri	Director Curriculum Division Department of Polytechnic and Community College Education Ministry of Higher Education
11.	En. Kumaran Nair	Senior Manager Malaysian-German Chamber of Commerce and Industry
12.	En. Mohd Hisham Abdul Mutalib	Senior Manager Applied Engineering Penang Skills Development Centre

COPTPA 1st Edition

No.	Panel Members	Organisation
1.	Prof. Dr. Wahid Razzaly (Chairman)	Vice Chancellor Universiti Tun Hussein Onn Malaysia (Also as a representative for Malaysian Technical University Network, MTUN)
2.	Prof. Dr. Hj. Hazman Shah Abdullah	Deputy Chief Executive Officer (Quality Assurance) Malaysian Qualifications Agency (MQA) (until 9 June 2018)
3.	Prof. Dr. Mohamad Abdullah Hemdi	Dean Faculty of Hotel and Tourism Management Universiti Teknologi MARA
4.	Tuan Haji Wan Izni Rashiddi Wan Mohd Razalli	Director <i>Bahagian Akademik dan Pendidikan Berterusan</i> Jabatan Pendidikan Kolej Komuniti Ministry of Higher Education

No.	Panel Members	Organisation
5.	En. Mahzan Teh	Director Vocational dan Technical Division Majlis Amanah Rakyat
6.	Dr. Noor Hisham Jalani [Expertise – Field of Engineering]	Vocational Training Officer <i>Bahagian Pengurusan dan Penyelenggaraan Aset</i> Advanced Technology Training Center (ADTEC) Batu Pahat
7.	Pn. Nabilah Ooi Abdullah	Principal Technical Training Officer Education & Training German-Malaysian Institute
8.	En. Zainuren Hj. Mohd Noor	Director Technical and Vocational Education Division (BPTV) Ministry of Education
9.	En. Mohd Nor Dollah	Principal Assistant Director Malaysian Occupational Skills Qualification (MOSQ) Division Department of Skills Development Ministry of Human Resource
10.	Pn. Shahrul Naimah Zulkifli [Expertise – Field of Hospitality]	Head of Division <i>Pengajian Umum dan Penyelarasan Kawalan dan Kualiti</i> Institut Kemahiran Tinggi Belia Negara (IKTBN) Alor Gajah
11.	Pn. Noor Aidi Nadzri	Head of Unit TVET Special Project Unit Jabatan Pendidikan Politeknik Ministry of Higher Education
12.	En. Ab Jalil Md Noor	Consultant SIRIM Berhad
13.	En. Vincent Chong Toong Shing	Chief Executive Officer MASC Tech(M) Sdn. Bhd.

Appendix 2

Core Abilities

CORE ABILITIES GROUP					
	Level 1	Level 2	Level 3	Level 4	Level 5
	CA Title	CA Title	CA Title	CA Title	CA Title
Communication	Basic Working Communication	Communication Application	Effective Communication	Effective Communication Collaboration	Communication Management Skill
Interpersonal Skill	Personal Behaviour Skill	Interpersonal Behaviour	Leadership Skill	Organization Behaviour Awareness	Organizational Management Skill
Etiquette Management	Work Place Ethics Awareness	Work Place Culture Behaviour	Work Place Ethics	Etiquette Practices	Etiquette Management Skill
Health, Safety & Environment	Health, Safety And Environmental Awareness	Health, Safety And Environment Adaptation	Health, Safety and Environment Consciousness	Health, Safety and Environment Monitoring	Health, Safety and Environment Cognition
Using Technology			Information Technology Awareness	Information Technology Application	Information Technology Management
Management Skills			Administrative Skill	Relationship Management Capability	Networking Skill
Change Management				Change Management Awareness	Change Management Implementation
Strategic Thinking				Strategic Thinking Skill	Strategic Resolution

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