

# MALAYSIAN QUALIFICATIONS FRAMEWORK Second Edition (2017) (updated 2024)

Sesi Webinar: Malaysian Qualifications Framework, MQF 2024

6<sup>th</sup> August 2024

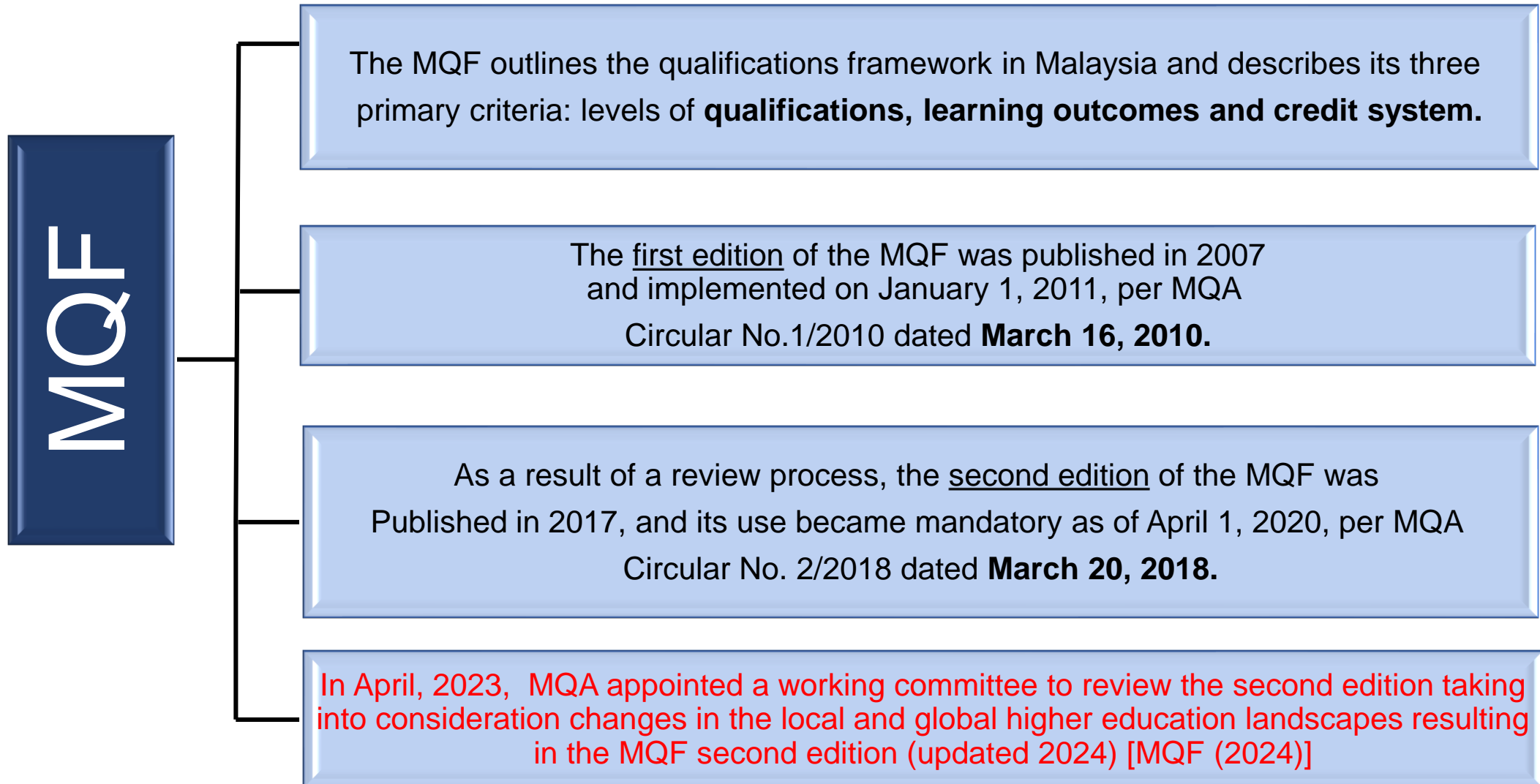


# Presentation Outline

1. BACKGROUND & SCOPE FOR REVIEW
2. METHODOLOGY
3. MQF Second Edition (updated 2024)
4. EDITORIAL UPDATING
5. CONCLUDING REMARKS



# Background to the Review Process





# The 22\*-member Committee



- Ten (10) external experts appointed based on extensive knowledge and experiences.
- Nine (9) MQA officers
- One (1) representative from MOHE
- One (1) representative from JPPKK
- One (1) representative from MOHR

**\*Prof. Dr Yatimah Alias of UM requested to withdraw in August 2023**

**\*Dr. Suria Baba (Standard Writer) resigned from MQA in mid-Feb 2024**

**\*Prof. Dr. Khairul Saleh completed his term at MQA and appointed as VC of UNITEN in April 2024**

# Initial Scope for Review

## New Level

- Higher Doctorate
- Entry / Entrance Level e.g. Foundation/STPM

**Not taken on board**

## Level Descriptors TVET (Levels 7 & 8 MQF)

**Not taken on board**

## Flexible Learning Pathway

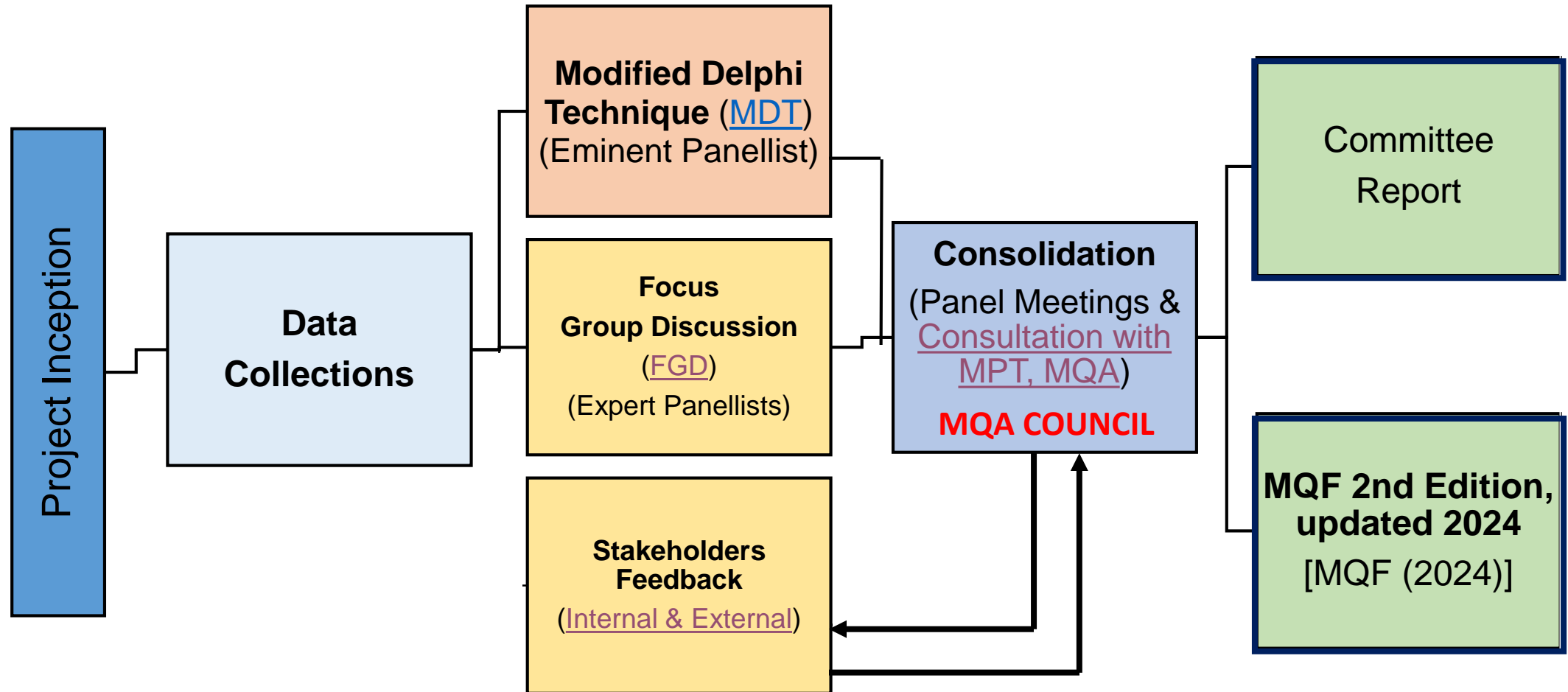
- Credit/Blanket Transfer
- Recognition of Prior Learning (RPL)
- Bridging
- Credit System
- Credit Bank
- Partial Qualification

## Global Goals (Sustainable Development Goals)

- ***Falsafah Pendidikan Kebangsaan*** - VBE
- Education for Sustainable Development (ESD)

## Integration of MQF with Local Sectoral & Occupational Frameworks

# METHODOLOGY & PROJECT DELIVERABLES



# THE REVISED MALAYSIAN QUALIFICATIONS FRAMEWORK, MQF (2024)







**NOTE:**

**THE ITEM NUMBERS IN THE LEFT COLUMN  
REFER TO MQF (2017), WHILE THE ITEM  
NUMBERS IN THE RIGHT COLUMN REFER TO  
MQF (2024)**





# REVISION ON – Values-based Education

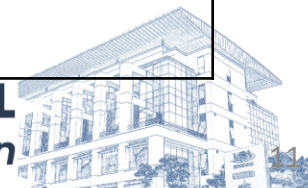
MQF 2017	MQF 2024
<p data-bbox="415 297 1207 339"><b>1) Section on Introduction – Item1, page 1</b></p> <ul data-bbox="415 396 1388 911" style="list-style-type: none"><li data-bbox="415 396 1388 911">• The social, economic, political, competitive and sustainable development of nation states is highly dependent on the strengths and quality of its people and of its educational systems from early childhood to continuous lifelong learning. In higher education, among the many policies and related initiatives during the last decade, the framing of national qualifications, globally, has been seen as an important and key initiative in improving learning, skills and competencies in supporting national policy and development goals.</li></ul>	<p data-bbox="1452 297 2328 339"><b>Emphasising Values-based Education in the MQF</b></p> <p data-bbox="1452 396 2390 911">The social, economic, political, competitive and sustainable development of nation-states is highly dependent on the strengths and quality of its people and its educational systems from early childhood to continuous lifelong learning. In higher education, the framing of national qualifications globally has emerged as a significant initiative over the last decade. This effort aims to improve learning, skills and competencies, <b>nurturing holistic and balanced graduates</b> to support national policy and development goals.</p> <p data-bbox="1452 1011 1768 1053">MQF2024-<b>(Item 1)</b></p>

# REVISION ON – Values-based Education

MQF 2017	MQF 2024
<p data-bbox="343 272 1133 315"><b>2) Section on Introduction - Item2, page 1</b></p> <ul data-bbox="343 368 1337 1358" style="list-style-type: none"><li data-bbox="343 368 1337 1358">• <i>'In Malaysia, the importance of the role of higher education and training institutions is to contribute to the nation's social, economic and political development through the production of quality citizens, a highly skilled and talented workforce and new knowledge has been unambiguously acknowledged. These developments have been guided broadly by the National Education Philosophy. Empowering the actualization of the policy is the Malaysia Education Blueprint 2015-2025 (Higher Education) which outlines the strategies, plans, key performance indicators, responsible departments, institutions and agencies within a number of strong enabling legal frameworks. The Malaysian Qualifications Framework (MQF) which was approved under the Malaysian Qualifications Agency (MQA) Act, 2007, has a key role within these complex arrangements, i.e. to set qualification standards for all qualifications in the higher education and training sectors.'</i></li></ul>	<p data-bbox="1378 272 2270 315"><b>Emphasising Values-based Education in the MQF</b></p> <ul data-bbox="1378 368 2356 1165" style="list-style-type: none"><li data-bbox="1378 368 2356 1165">• In Malaysia, the importance of the role of higher education and training institutions in developing quality citizens and a workforce that is highly knowledgeable, skilled, talented and <b>ethically sound</b> has been unambiguously acknowledged. Developments in higher education and training institutions have been guided broadly by the National Education Philosophy (NEP), which emphasises <b>nurturing holistic and balanced graduates</b> that will contribute to the social, economic and political development of the nation. Empowering the actualisation of the philosophy is the Malaysia Education Blueprint 2015-2025 (Higher Education), which outlines the strategies, plans, key performance indicators, responsible departments, institutions and agencies within a number of strong enabling legal frameworks.</li></ul> <p data-bbox="1378 1315 1702 1358">MQF2024-(<b>Item 2</b>)</p>

# REVISION ON – Values-based Education

MQF 2017	MQF 2024
	<p><b>Emphasising Values-based Education in the MQF</b></p> <p>The Malaysian Qualifications Framework (MQF), which <b>was mandated</b> under the Malaysian Qualifications Agency (MQA) Act 2007, has a key role within these complex arrangements, i.e., to <b>set not</b> only qualification standards for all qualifications in the higher education and training sectors <b>but also to ensure a holistic graduate development through the five clusters of learning outcomes, with emphasis on values-based education (VBE). In addition, sustainability key competencies advocated in education for sustainable development (ESD) should also be related to and integrated into the five clusters of learning outcomes.</b></p> <p>MQF2024-<b>(Item 2)</b></p>



## **MQF CLUSTERS OF LEARNING OUTCOMES**

### **Cluster 1:**

Knowledge & Understanding

### **Cluster 2:**

Cognitive Skills

### **Cluster 3:**

Practical Skills

Interpersonal Skills

Communication Skills

Digital Skills

Numeracy Skills

Leadership, Responsibility and Autonomy

### **Cluster 4:**

Personal Skills

Entrepreneurial Skills

### **Cluster 5:**

Ethics & Professionalism

## **ESD: SUSTAINABILITY COMPETENCIES**

System Thinking

Anticipatory Thinking

Normative

Strategic Thinking

Collaboration

Critical Thinking

Self-Awareness

Integrated Problem Solving

**ESD Competencies may be treated as sub-attributes of the MQF Learning Outcomes. They are to be assessed at course levels (CLO) and will collectively contribute to the PLOs which they support.**



## NATIONAL EDUCATION PHILOSOPHY (1988;1996)

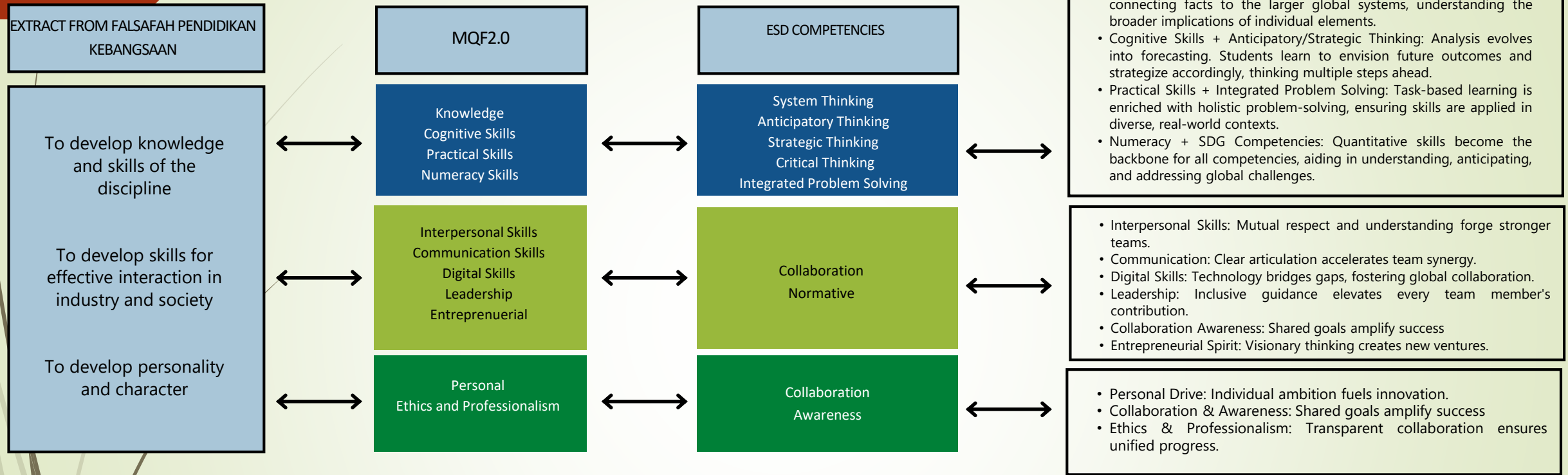
Education in Malaysia is an **on-going effort** towards further **developing the potential of individuals** in a **holistic and integrated manner**, so as to produce individuals who are **intellectually, spiritually, emotionally** and **physically balanced** and **harmonious**, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are **knowledgeable and competent**, who possess **high moral standards**, and who are responsible and capable of achieving high level of **personal well-being** as well as being able to contribute to the **harmony** and **betterment of the family, the society and the nation at large**.

Developing  
Industry Talent with  
Knowledge & Skills  
of the Discipline

Moulding Citizens  
with shared  
values/norms  
working together  
capitalizing on  
unity in diversity  
The SEJAHTERA  
community

Developing  
Personality and  
Character

# Illustration on Mapping MQF Clusters of Learning Outcomes and Sustainability Key Competencies (ESD)



## Narrative of MQF 5 Clusters and Sustainability Key Competencies

01

At the heart of the MQF Learning Domain lies a synergy between foundational knowledge and the transformative competencies of the SDGs. Knowledge isn't just acquired; it's connected through systems thinking. Cognitive skills don't just analyze; they anticipate, strategize, and critically evaluate the world's complexities. Practical skills aren't just performed; they contribute to holistic solutions, grounded by precise numeracy.

02

Yet, the realm of modern leadership goes beyond these foundational aspects. It's in the realms of communication, where ideas are shared, and digital platforms, where global networks converge. It's in ethical leadership, where decisions are made with integrity, and professionalism, where actions speak louder than words.

03

Amidst this intricate tapestry, the spirit of individuality and entrepreneurial vision stands tall. Personal drive fuels innovation, carving out paths less traveled. But it's the essence of collaboration awareness that binds this journey together, emphasizing that our collective efforts resonate louder than solo endeavors. Together, this integrated approach molds individuals not just to succeed in their fields but to champion global progress and sustainability.

IN DELIVERING THESE THREE OBJECTIVES THERE IS A NEED TO BALANCE **ARTIFICIAL INTELLIGENCE** WITH THE HUMAN INTUITIVE INTELLIGENCE. The integration of AI and data analytics with the MQF 5 Clusters enhances foundational knowledge, system thinking, and strategic problem-solving, preparing students for future challenges. Modern leadership is extended into digital realms, emphasizing ethical decision-making and professional conduct through AI-driven initiatives balanced with intuitive intelligence. This approach fosters personal drive and entrepreneurial innovation, encouraging collaboration and promoting global progress and sustainability, ultimately aligning with the Sustainable Development Goals (SDGs) and enriching the educational experience.

ESD Competencies may be treated as sub-attributes of the MQF Learning Outcomes. They are to be assessed at course levels (CLO) and will collectively contribute to the PLOs which they support.

(See examples at the end of the powerpoint slides)

**THESE ARE EXAMPLES ONLY- HEPs ARE FREE TO  
DETERMINE HOW TO MIX & MATCH THE 5-  
CLUSTERS OF LEARNING OUTCOMES AND THE  
ESD COMPETENCIES**

# REVISION ON – Values-based Education

MQF 2017	MQF 2024
<p>New Information to be added</p>	<p><b>Section on Glossary (New Addition)</b>  <b><u>Values-Based Education (VBE)</u> – (Item 17)</b></p> <p>VBE focuses on developing moral and ethical values alongside academic rigour. VBE aims to nurture character, personality, attitude and behaviour based on humanistic, societal and communal values.</p>





# REVISION ON – Flexible Learning Pathway

MQF 2017	MQF 2024
<p>a) Inclusion into the MQF</p> <p>i. Section on Sectors and Qualifications, item 27, page 10</p> <p>The Framework is also applicable in principle to the issuance of “partial qualifications” to support upgrading and upskilling initiatives of individuals such as short programmes and modular learning, as it may be accumulated and used to obtain full qualifications. However, it is important that the learning outcomes and credits are quality assured.</p>	<p>a) Inclusion into the MQF</p> <p>i. Section on Sectors and Qualifications.</p> <p>The Framework is also applicable in principle to the issuance of “partial qualifications” to support upgrading and upskilling initiatives of individuals, such as short programmes and modular learning, as it may be accumulated <b>(stackable)</b> and used to obtain full qualifications. However, it is important that the learning outcomes and credits are quality-assured.</p> <p>MQF2024-<b>(Item 28)</b></p>



# REVISION ON – Flexible Learning Pathway

MQF 2017	MQF 2024
<p>ii. <b>Section on Qualification Profile by Levels of MQF, item 92 page 28</b></p> <p><i>‘92. The level descriptors, learning outcomes and credits are applied in the accreditation assessment of APEL for purpose of access, and to attain advanced standing to higher level programme. It reduces learning duplication and learning time. Thus, it widens access and progression to learners who actively seek to upgrade their qualifications, seek advanced skills and competencies for career development, in order to fulfil industry needs and for better life opportunities. Refer to Appendix 2.’</i></p>	<p><b>Flexible Learning Pathway</b></p> <p>The level descriptors, learning outcomes and credits are applied in the assessment of APEL for purposes of access, <b>progress and exit</b>, as well as to attain advanced standing to higher level programmes. It reduces learning duplication and time, thereby widening access and progression for learners who actively seek to upgrade their qualifications, pursue advanced skills and competencies for career development, meet industry needs and achieve better life opportunities.</p> <p>MQF2024-(<b>Item 93</b>)</p>



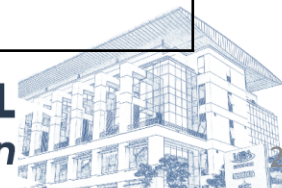
# REVISION ON – Flexible Learning Pathway

MQF 2017	MQF 2024
<p>iii. Section on Qualification Profile by Levels of MQF, item 93(vi) page 29</p> <p><i>‘93. vi. The accumulation of credits and learning outcomes is possible through partial qualification, professional certifications, modularisation of programmes, short courses, micro learning and via MOOCs Such credits can be considered for transfer to a full programme. The provision of bridging programme, to suit circumstances where it may be necessary to prepare individuals to undertake higher level programme or where there may be other entry requirements set by the higher education providers.’</i></p>	<p>The accumulation of credits and learning outcomes is possible through “partial qualifications”, professional certifications, modularisation of programmes, short courses, <b>micro-learning and micro-credentials, including MOOCs</b>. Such credits can be considered for transfer to a full programme. It also includes the provision of bridging programmes to suit circumstances where it may be necessary to prepare individuals for higher-level programmes or to meet other entry requirements set by HEPs.</p> <p>MQF2024-(<b>Item 94 vi.</b>)</p>



# REVISION ON – Flexible Learning Pathway

MQF 2017	MQF 2024
<p><b>New Information to be added</b></p>	<p><b>Flexible Learning Pathway</b></p> <p><b>Section on Glossary (New Addition)</b></p> <p><b><u>Flexible Learning</u> (Item 7)</b></p> <ul style="list-style-type: none"> <li>Learning process that is free from constraints of time, place, pace, learning style, content, assessment or learning pathway.</li> </ul> <p><b><u>Flexible Learning Pathways</u> (Item 8)</b></p> <ul style="list-style-type: none"> <li>FLPs refers to learning pathways that lead to a qualification. It comprises three phases:               <ol style="list-style-type: none"> <li>1) Pathways for getting into higher education.</li> <li>2) Pathways for getting through higher education, i.e., progression or transferability.</li> <li>3) Pathways for getting out of higher education.</li> </ol> </li> </ul>





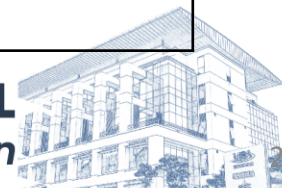
# REVISION ON – Flexible Learning Pathway

MQF 2017	MQF 2024
<p><b>New Information to be added</b></p>	<p><b>Section on Glossary (New Addition)</b></p> <p><b>c. <u>Stackable</u> (Item 16)</b></p> <p>The accumulation of micro-credentials and credits can be tendered to HEPs for completion, leading to an award or credit transfer based on a credible and transparent outcomes-based process which is subject to existing policies. This route can open yet another pathway for working adults to seek knowledge and skills, ultimately leading to a qualification.</p>



# REVISION ON – Flexible Learning Pathway

MQF 2017	MQF 2024
<p><b>New Information to be added</b></p>	<p><b>Section on Glossary (New Addition)</b></p> <p><b><u>d. “Partial Qualification” (Item 11)</u></b></p> <p>“Partial qualification” refers to a small volume of learning through shorter, personalised, demand-driven and possibly stackable courses, including micro-credentials, MOOCs and short modules with clear learning outcomes (knowledge, know-how, information, values, skills and competencies) to be acquired by the learner. It is certified/validated by a competent/authoritative body. Accumulation of “partial qualifications” may lead to a full qualification.</p>



# REVISION ON – Global Sustainability Agenda

MQF 2017	MQF 2024
<p><b>1) Section on Background of MQF, Item 5 Pages 2 and 3</b></p> <ul style="list-style-type: none"> <li><i>‘Acknowledging that change is and will always be a constant, requires the MQF to undergo periodic reviews, taking stock of changes in the ecosystem, the shifts in higher education purposes and their delivery services including the need for developing global competencies of labour as well as the high expectations of citizens for the better quality of higher education and its products.’</i></li> </ul>	<p><b>Integration of Global Sustainability Agenda</b></p> <p>Acknowledging that change is and will always be a constant requires the MQF to undergo periodic reviews, taking stock of changes in the ecosystem, shifts in higher education purposes and their delivery services, including the need for developing global competencies, which encompasses <b>being global citizens who embrace sustainability practices</b>, as well as the high expectations of citizens for a <b>more flexible and</b> better quality of higher education and its products.</p> <p>MQF2024-<b>(Item 5)</b></p>



# REVISION ON – Global Sustainability Agenda

MQF 2017	MQF 2024
<p><b>2) Section on Application of the Learning Outcomes in Context (Item 46, Page 15)</b></p> <ul style="list-style-type: none"> <li><i>‘As a general practice, individual programmes design should address the clusters of learning outcomes appropriately. It describes the general and specific content for knowledge and skills in a subject(s) and related field(s), the level of cognitive skills, and where relevant the specialised technical skills. The other generic skills are capabilities that all learners should develop in the course of further study and training, whether by specialised courses or integrated in the teaching and learning strategies including WBL options and co-curricular activities.’</i></li> </ul>	<p><b>Integration of Global Sustainability Agenda</b></p> <p>As a general practice, individual programme design should address the clusters of learning outcomes appropriately. It should describe the general and specific content for knowledge and skills in the subject(s) and related field(s), the level of cognitive skills, and where relevant, the specialised technical skills. The remaining generic skills are capabilities that all learners should acquire through the <b>study programme and training, whether through specialised courses or embedded, integrated and infused in the teaching-learning and assessment strategies</b>, including WBL options and co-curricular activities that incorporate the <b>global sustainability agenda</b>.</p> <p>MQF2024-(<b>Item 47</b>)</p>



# REVISION ON – Global Sustainability Agenda

MQF 2017	MQF 2024
<p><b>New Information to be added</b></p>	<p><b>To be added after Item 46, Page 15</b></p> <p>The MQF advocates for the concept and practice of sustainability. HEPs are recommended to include the global sustainability agenda at all MQF levels in their graduate profiles and/or any of the learning outcome domains, learning content and/or assessment to produce graduates with balanced and holistic academic and social skills. Elements of sustainability could also be offered as a “partial qualification” under the FLPs and incorporated as part of the continuous professional development for trainers and academic staff.</p> <p>MQF2024-(<b>Item 47</b>)</p>



# REVISION ON – Global Sustainability Agenda

MQF 2017	MQF 2024
<p><b>New Information to be added</b></p>	<p><b>Section on Glossary (New Addition)</b></p> <p>i. <b>Section on Glossary (New Addition)</b></p> <p><b>Education for Sustainable Development (ESD)- (Item5)</b></p> <p>ESD embodies the acquisition of knowledge, skills, values and empowerment for learners of all ages to address interconnected global challenges, such as climate change, biodiversity loss, resource depletion and social inequality. It also requires participatory teaching methods that inspire and enable learners to transform their behaviour and actively engage in actions promoting sustainable development. This educational approach fosters essential competencies, including critical thinking, envisioning future scenarios, and collaborative decision-making." (UNESCO, 2017)</p>



# REVISION ON – Harmonisation with other Frameworks

MQF 2017	MQF 2024
<ul style="list-style-type: none"> <li>The Framework also encourages greater collaboration with custodians of local skills/ occupational/competency/professional certification or qualifications frameworks for alignment with MQF to facilitate recognition and/or articulation of these certifications into qualifications creating flexible pathways in support of lifelong learning.</li> </ul>	<p>The Framework also encourages greater collaboration with custodians of local skills, occupational, competency and professional certification or qualifications frameworks for alignment with the MQF Through <b>suitable interconnectivity and interoperability mechanisms</b>, this facilitates recognition and/or articulation of these certifications into qualifications, creating flexible pathways that support lifelong learning.</p> <p>MQF2024-(<b>Item 92</b>)</p>



# REVISION ON – Harmonisation with other Frameworks

MQF 2017	MQF 2024
<p><b>New Information to be added</b></p>	<p><b>Harmonisation of MQF with Other Sectoral/ Occupational Frameworks</b></p> <p><b>Section on Glossary (New Addition)</b></p> <p><b><u>Equivalency/Alignment</u> – (Item6)</b></p> <p>The extent to which a certification or qualification (learning outcomes) or a qualification or certification level (descriptors) of a framework demonstrates/shows substantial similarity with a reference framework.</p>



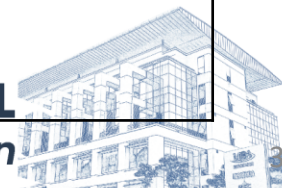


# REVISION ON – FIVE CLUSTERS LEARNING OUTCOMES

MQF 2017	MQF 2024
<p><b>1) Section on Domains/Clusters of Learning Outcomes – Item 44, pages 14&amp;15</b></p> <ul style="list-style-type: none"> <li>These learning outcomes clarify the demands and complexities of learning by each level. It is within the context of study and/or work/practice situations, where for example, knowledge and understanding is required concurrently as these traits are dominant and important in pursuing higher education and advanced skills training. The five clusters of learning outcomes are: <ul style="list-style-type: none"> <li>i. Knowledge and understanding</li> <li>ii. Cognitive skills</li> </ul> </li> </ul>	<p>These learning outcomes clarify the demands and complexities of learning at each level. They apply within the context of study and/or work/practice situations. For example, knowledge and understanding is required concurrently, as these traits are dominant and important in pursuing higher education and advanced skills training. The five clusters of learning outcomes are:</p> <p><b>Knowledge and understanding<sup>4</sup></b></p> <p><sup>4</sup>Knowledge and understanding is the name of Cluster 1. They do not refer to the taxonomy levels in Bloom’s Taxonomy. Both Clusters 1 and 2 need to address the lowest to the highest taxonomy levels of any cognitive taxonomy.</p> <p>MQF2024-(<b>Item 45</b>)</p>

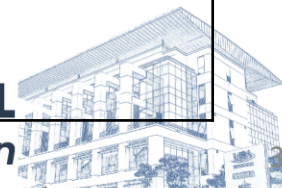
# REVISION ON – FIVE CLUSTERS LEARNING OUTCOMES

MQF 2017	MQF 2024
<p><b>2) Section on Domains/Clusters of Learning Outcomes – Item 53, page 17</b></p> <ul style="list-style-type: none"> <li>Interpersonal skills refer to a range of skills which, amongst others, include interactive communications; relationships and collaborative skills in managing relationships in teams and within the organisations; networking with people of different cultures; as well as social skills/etiquette</li> </ul>	<p>Interpersonal skills refer to a range of skills which, amongst others, include interactive communications, relationships and collaborative skills, as well as networking with people of <b>different faiths and cultures</b>.</p> <p>MQF2024-(<b>Item 54</b>)</p>



# REVISION ON – FIVE CLUSTERS LEARNING OUTCOMES

MQF 2017	MQF 2024
<p><b>3) Section on Domains/Clusters of Learning Outcomes – Item 58, page 18</b></p> <ul style="list-style-type: none"> <li>They are normally portrayed through enthusiasm for independent learning, intellectual and self-development; by demonstrating confidence, self-control; social skills and proper etiquette; and commitment to professionalism in the work place.</li> </ul>	<p>These skills are often portrayed through enthusiasm for independent learning, intellectual and self-development, as well as <b>flexibility, adaptability</b>, confidence, self-control, proper etiquette and a commitment to professionalism in the workplace.</p> <p>MQF2024-<b>(Item 59)</b></p> <p><b>Flexibility &amp; Adaptability may be treated as sub-attributes of Personal Skills. They are to be assessed at course levels (CLO) and will collectively contribute to the PLO related to Personal Skills.</b></p>



# REVISION ON – FIVE CLUSTERS LEARNING OUTCOMES

MQF 2017	MQF 2024
<p>New Information to be added at the end of Appendix 2</p>	<p>NOTE: This <u>Table</u> provides descriptors for qualifications level. The level descriptors must be interpreted rather than being directly transposed to any learning taxonomy.</p> <p><b>THE COMPETENCIES INDICATED AT EACH LEVEL ARE THE MINIMUM EXPECTATION TO BE ATTAINED AT THAT PARTICULAR QUALIFICATION LEVEL</b></p>



# SOME EXAMPLES OF EDITORIAL UPDATING OF MQF (2017)

[Link to editorial updating](#)



# CONCLUDING REMARKS

Since the review in 2017, additional changes have been observed in global higher education landscape. These changes are driven by the rapid globalisation of education, the rising demand for lifelong learning, the proliferation of digital and remote learning technologies, and a growing collective realisation that the Framework must be more values-based and integrate the global sustainability agenda.

It is important that MQA Programme Standards address the enhancements advocated in MQF 2024



# CONCLUDING REMARKS

The MQF (2024) remains as an overarching framework for all qualifications from the education and TVET sectors which is based on and maintains, the structure of the framework established in MQF (2017). The key features are as follows:

1. Renewed emphasis on VBE focusing on humanistic, communal and societal values in line with the National Education Philosophy.
2. A more comprehensive treatment of FLP encompassing flexible entry, progression and completion of an academic programme.
3. Renewed emphasis on Global Sustainability Agenda, requiring programmes to integrate sustainability competencies within the five clusters of learning outcomes.
4. Enables independent training providers the opportunity to align their module development with the MQA quality assurance procedures leading to verification of modules for credit transfer.



.....ku sempurnakan seikhlas hati.....

**Terima Kasih**



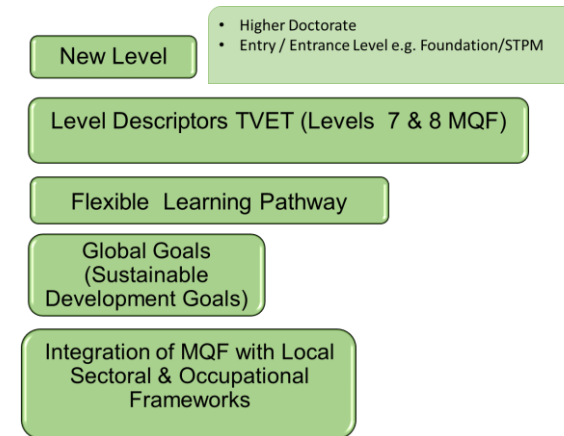


# METHODOLOGY – Modified Delphi Technique (MDT)

1. **Modified Delphi Technique (MDT)** was used in gathering opinions from eminent panellists through progressive discussions to reach a consensus. The focus was to determine the critical and current issues pertaining the implementation of MQF (2017).

2. The MDT session was held on the 9<sup>th</sup> June 2023 with the following five eminent expert panellists;

1. Prof. Datuk Ir. Ts. Dr. Wahid Razzaly
2. Prof. Zita Mohd Fahmi
3. Prof. Ir. Dr. Shahrir Abdullah
4. Sr. Ir. Dr. Suhaimi Abdul Talib
5. Mr. Mohammad Dzafir Mustafa



3. The session was moderated by Assoc. Prof. Ts. Dr. Syamsul Nor Azlan and was reported by Prof. Dr. Irfan Naufal Umar.

4. Opinions and ideas from these eminent panellists were gathered and conceptualised, leading to the establishment of the FGD protocols.

# METHODOLOGY – Focus Group Discussion (FGD)

1. [Findings from the MDT session](#) were deliberated and Protocol for the FGD sessions were developed in a dedicated workshop held at the Mercure Hotel, Glenmarie from the 23<sup>rd</sup> to the 25<sup>th</sup> of June.
2. Participants were selected from various stakeholder to ensure its representation from both the public and private sectors.
3. **Focus Group Discussions (FGD):** Four (4) FGD sessions were conducted sequentially from the 3<sup>rd</sup> July till the 11<sup>th</sup> July, comprising different stakeholders, namely, government and semi-government agencies, professional bodies, MQA Assessors, Higher Education Providers, Education Funder, Employers, Industry players and the Committee of Deputy Vice Chancellor/Rector. More than 40 experts participated in the FGD sessions.
4. The findings from each FGD session were transcribed and analysed. The findings from different sessions were then triangulated and key findings summarised based on the initial six scopes shown in slide No. 5



# Final Scopes for Review\*

Scope 1: Values-based Education (VBE)

Scope 2: Flexible Learning Pathway (FLP)

Scope 3: Global Sustainability Agenda (GSA)

Scope 4: Harmonization of MQF and other sectoral and occupational frameworks

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\* Established after:

- Modified Delphi Technique Session on 9<sup>th</sup> June 2023
- Four FGD sessions between 3<sup>rd</sup>-11<sup>th</sup> July 2023
- Second Meeting with MQA Top Management on 22<sup>nd</sup> August 2023

# METHODOLOGY – Stakeholders Engagement

1477 participants

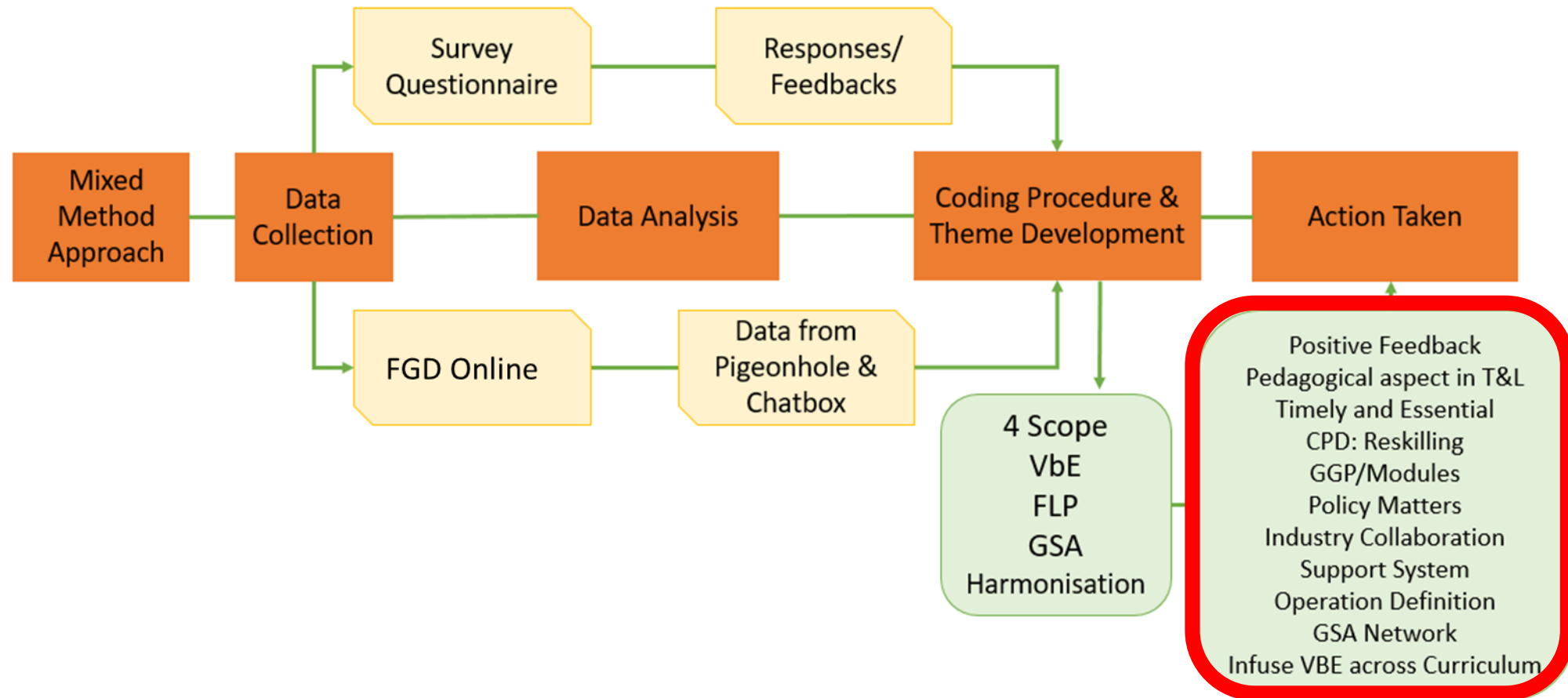
600 int. stakeholders

877 ext. stakeholders

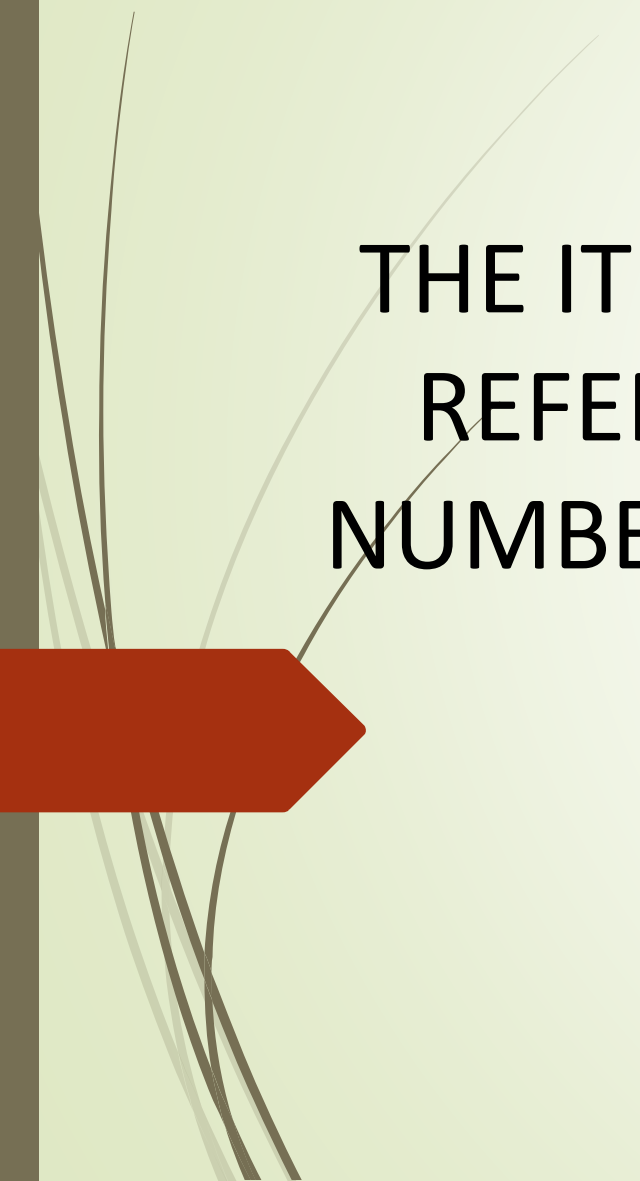


# ANALYSIS OF STAKEHOLDERS FEEDBACK

## Stakeholders Engagement: Mixed Method Approach



## **EDITORIAL UPDATING OF MQF (2017)**



**NOTE:**  
**THE ITEM NUMBERS IN THE LEFT COLUMN  
REFER TO MQF (2017), WHILE THE ITEM  
NUMBERS IN THE RIGHT COLUMN REFER TO  
MQF (2024)**

# EDITORIAL UPDATING MQF 2017

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UPDATE NO. 1 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 6</b> (Page 3) – add sentence “both in 2017 and 2024”	The purpose of the reviews, both in 2017 and 2024, are not to revise the MQF fundamentally but strengthen and address the developing needs,.... <b>MQF2024-Item 6</b>

UPDATE NO. 2 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 6</b> (Page 3) – add sentence “seventeen”	At the same time, with the experience of over seventeen years of implementation, since the first edition of the MQF, interpretations on specifics of the Framework must now be updated and incorporated in the revised Framework. <b>MQF2024-Item 6</b>



Updating (inclusion/improvement)



Updating (omission)



# EDITORIAL UPDATING MQF 2017

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UPDATE NO.3 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 7</b> (Page 3) – sentence on iCGPA replaced “system for monitoring and reporting the achievement of learning outcomes”	<p>The review seeks to ensure MQF continues to serve the National Education Philosophy (Preamble of Education Act 1996) as well as the various policy goals stated in the Malaysia Education Blueprint 2015-2025 (Higher Education). In particular, the goal is to develop a system for monitoring and reporting the achievement of learning outcomes. <del>the integrated Cumulative Grade Point Average (iCGPA) instrument is to ensure effectiveness and consistency in the achievement of learning outcomes.</del> <b>MQF2024-Item 7</b></p>



Updating (inclusion/improvement)



Updating (omission)

# EDITORIAL UPDATING MQF 2017

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UPDATE NO. 4 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 7</b> (Page 3) – add sentence “and 12th” and “more flexible learning pathways”	These revisits also intend to address the directives in the 11 <sup>th</sup> and 12 <sup>th</sup> Malaysian Development Plans for more flexible learning pathways and stronger quality TVET workforce with qualifications to be driven by the requirements of the industry. <b>MQF2024-Item 7</b>



Updating (inclusion/improvement)



Updating (omission)

# EDITORIAL UPDATING MQF 2017

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UPDATE NO. 5 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 10</b> (Page 4) – Add sentence “where applicable”	Learning outcomes are verified and evaluated <b>where applicable</b> when HEPs submit their programmes for provisional accreditation, full accreditation and continuous maintenance through the periodic audit cycles.. <b>MQF2024-Item 10</b>



Updating (inclusion/improvement)



Updating (omission)

# EDITORIAL UPDATING MQF 2017

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UPDATE NO.6 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
TVET <b>Item 22</b> (Page 9) – add community colleges	The qualifications are mainly issued by HEPs including both public and private universities/colleges, polytechnics, community colleges and <del>the recently established</del> vocational colleges, and are governed by the Education Act 1996 and the Private Higher Educational Institutional Act 1996. <b>MQF2024-Item 23</b>



Updating (inclusion/improvement)



Updating (omission)



# EDITORIAL UPDATING MQF 2017

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UPDATE NO.7 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<p>TVET <b>Item 22</b> (Page 9) – reference to MARA is deleted, replaced “Ministries” to “Ministry” and replaced “Resource” to “Resources”</p>	<p>In addition, the accredited skills training institutions, regulated under the National Skills Development Act 2006 issue qualifications to trainees. Some Institutions deliver training programmes incorporating specific National Occupational Skills Standard (NOSS) with certifications conferred by the Department of Skills Development of the <b>Ministries</b> <b>Ministry</b> of Human <b>Resource</b> <b>Resources</b>. <del>There are also other awarding sectors such as the <i>Majlis Amanah Rakyat</i> (MARA) and State Skills Development Centres.</del> <b>MQF2024-Item 23</b></p>



Updating (inclusion/improvement)



Updating (omission)

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UPDATE NO.8 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<p>TVET <b>Item 23</b> (Page 9) – TVET programmes require significant practical components which enhances learning and psychomotor skills development.....</p>	<p>The differences in the various programmes and levels include specialised technical and vocational knowledge as well as agreed occupational standards of specific industries <b>At least 60% of the programmes will be made up of practical components emphasise psychomotor skills, strengthened further through industrial exposure and training as part of the curriculum.</b> TVET programmes emphasise on substantial practical component in the industry environment which enhances learning and industrial exposure as part of the curriculum <b>MQF2024-Item 24</b></p>
UPDATE NO. 9 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<p>TVET <b>Item 24</b> (Page 10) – TVET learners should be able to continue with their education in either the TVET or academic track</p>	<p>TVET learners should be able to continue with their education in either the TVET or academic track. <b>At levels 4 and 5, learners should be able to continue with their education, in a similar or related TVET field programme, at an HEP offering higher technical/vocational programme of study.</b> <b>MQF2024-Item 25</b></p>



Updating (inclusion/improvement)



Updating (omission)

# EDITORIAL UPDATING MQF 2017

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UPDATED NO.10 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 36</b> (Page 12) – to improve the sentence	1. The level descriptors differentiate depth, complexity and comprehension of: i. <del>depth, complexity and comprehension of</del> knowledge; MQF2024-Item 37
UPDATE NO.11 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 47</b> (Page 15) – to delete “practical skills and tools to use”	Knowledge and understanding refers to a systematic understanding of facts, ideas, information, principles, concepts, theories, technical knowledge, regulations, numeracy, <del>practical skills, tools to use,</del> processes and systems. MQF2024-Item 49



Updating (inclusion/improvement)



Updating (omission)

# EDITORIAL UPDATING MQF 2017

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UPDATE NO.12 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 52</b> (Page 17) – add “practical skills”	These are generally work skills and operational skills applicable in common employment environment such as planning; organisational skills; <b>practical skills</b> , selection of tools, material, technology methods and procedures, while in study context, it may include study skills and preparations, undertaking procedures, scientific skills, designs, research and so forth. <b>MQF2024-Item 54</b>
UPDATE NO.13 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 53</b> (Page 17) – add “different cultures and faith”	Interpersonal skills refer to a range of skills which, amongst others, include interactive communications; relationships and collaborative skills in managing relationships in teams and within the organisations; networking with people of different <b>faiths</b> and cultures; as well as social skills/etiquette. <b>MQF2024-Item 55</b>



Updating (inclusion/improvement)



Updating (omission)



# EDITORIAL UPDATING MQF 2017

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UPDATE NO.14 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 58</b> (Page 18) – add “flexibility, adaptability...”, delete “social skills”, delete “work place”	Personal skills are life skills that learners are expected to use daily. These skills are often portrayed through enthusiasm for independent learning, intellectual and self-development; as well as <b>flexibility</b> , <b>adaptability</b> , confidence, self-control; <del>social skills</del> proper etiquette; and commitment to professionalism in the <b>workplace</b> <del>work place</del> . <b>MQF2024-Item 60</b>
UPDATE NO.15 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 63</b> (Page 19) – Bachelor of Accountancy	In the case of bachelor’s programmes, the award may use the designated field as a qualifier e.g. Bachelor of <b>Accountancy</b> <del>Accounting</del> . <b>MQF2024-Item 65</b>



Updating (inclusion/improvement)



Updating (omission)

# EDITORIAL UPDATING MQF 2017

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UPDATE NO.16 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 75</b> (Page 23) – add “of...”	The Advanced Diploma qualification carries 40 credits learning load which generally requires one year <b>of</b> full-time study. <b>MQF2024-Item 76</b>

UPDATE NO.17 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Item 78</b> (Page 24) – Board of Engineers Malaysia	A bachelor’s degree that fulfil the professional accreditation requirement set by key Malaysian professional statutory bodies such as the Board of <b>Engineers</b> <b>Engineering</b> Malaysia, the Malaysian Medical Council or the Board of Architects Malaysia, and is accredited jointly with MQA, underpins the recognition of the qualification by the respective professional bodies and MQA. <b>MQF2024-Item 80</b>



Updating (inclusion/improvement)



Updating (omission)

# EDITORIAL UPDATING MQF 2017

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UPDATE NO.18 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2</b> (Page 31) – Level 3 Certificate, Cluster 4  Demonstrate basic entrepreneurial knowledge and skills.	<b>Demonstrate basic entrepreneurial</b> <del>understanding of entrepreneurship</del> knowledge and skills. <b>MQF2024-Item 24</b>



Updating (inclusion/improvement)



Updating (omission)

# EDITORIAL UPDATING MQF 2017

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UPDATE NO.19 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2 –</b> Level 4 Diploma, Cluster 4	<ul style="list-style-type: none"><li>• Demonstrate adaptability to changes in work environment</li><li>• Explore and engage in activities/ projects with entrepreneurial mindset <del>relating to entrepreneurship.</del></li></ul>

UPDATE NO.20 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2 –</b> Level 5 Advanced Diploma, Cluster 4 Add new statement	Demonstrate adaptability to changes in work environment



Updating (inclusion/improvement)



Updating (omission)



# EDITORIAL UPDATING MQF 2017

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UPDATE NO.21 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2 –</b> Level 6 Degree, Cluster 4 Add new statement	Demonstrate flexibility and adaptability to changes in industry

UPDATE NO.22 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2 –</b> Level 6 Degree, Cluster 3 (Leadership, Autonomy and Responsibility) Add new statement	Demonstrates satisfactory level of autonomy (being the lowest level, conducts basic research, acceptable/considerable autonomy)



Updating (inclusion/improvement)



Updating (omission)

# EDITORIAL UPDATING MQF 2017

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UPDATE NO.23 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2 –</b> Level 7 Masters, Cluster 1	Demonstrate <b>innovation</b> <del>originality</del> and independence in undertaking analytical and critical evaluation, and synthesis of complex information, specialized concepts, theories, methods and practice in a field(s) of study/practice as a basis for research.
UPDATE NO.24 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2 –</b> Level 7 Masters, Cluster 3 (Digital & Numeracy Skills)	<b>Establish the mechanism,</b> <del>Apply</del> mathematical and other quantitative, qualitative tools to analyse and evaluate numerical and graphical data for study/work



Updating (inclusion/improvement)



Updating (omission)

# EDITORIAL UPDATING MQF 2017

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UPDATE NO.25 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2 –</b> Level 7 Masters, Cluster 3 (Leadership, Autonomy and Responsibility)	<del>Domanstrate significant autonomy, independence, leadership and interpersonal skills at work and class.</del> <ul style="list-style-type: none"><li>• Build engagement within professional environment with substantial autonomy, independence, and leadership.</li><li>• Demonstrates high level of autonomy (can conduct research independently but minimal guidance, substantial autonomy)</li></ul>
UPDATE NO.26 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2 –</b> Level 7 Master, Cluster 4	<ul style="list-style-type: none"><li>• Display flexibility and adaptability to new changes in industry</li><li>• Initiate and/or lead innovative entrepreneurial ventures/projects.</li></ul>



Updating (inclusion/improvement)



Updating (omission)

# EDITORIAL UPDATING MQF 2017

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UPDATE NO.27 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2</b> – Level 8 Doctoral, Cluster 1	Demonstrate <b>originality</b> and independence in undertaking critical, comprehensive, systematic evaluation of integrated, new, complex and abstract idea of current critical issues in the most advanced frontiers of knowledge of a field of study, discipline or practice.
UPDATE NO.28 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2</b> – Level 8 Doctoral, Cluster 3: Practical Skills	<del>Demonstrate</del> <b>Portray</b> ability to design and implement or adapt highly advanced, specialized research methodologies which is at the forefront of one or more area of specialization.



Updating (inclusion/improvement)



Updating (omission)

# EDITORIAL UPDATING MQF 2017

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UPDATE NO.29 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2 –</b> Level 8 Doctoral, Cluster 3: Interpersonal skills	<ul style="list-style-type: none"><li>• <del>Demonstrate</del> Build network in an advanced/sophisticated leadership skills and abilities to bring effective collaboration with a diversity of partners.</li><li>Or</li><li>• Encompass leadership qualities in social responsibilities</li></ul>

UPDATE NO. 30 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2 –</b> Level 8 Doctoral, Cluster 3: Leadership  Add new statement	<ul style="list-style-type: none"><li>• Demonstrates full autonomy (highest level, minimal or almost no guidance, critical analysis of problems n solutions)</li></ul>



Updating (inclusion/improvement)



Updating (omission)



# EDITORIAL UPDATING MQF 2017

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UPDATE NO.31 (MQF 2017)	SUGGESTED IMPROVEMENT (MQF 2024)
<b>Appendix 2 –</b> Level 8 Doctoral, Cluster 4 Add new statement	Possess flexibility and adaptability to new environment and changes in technology and industry



Updating (inclusion/improvement)



Updating (omission)

# INTEGRATING MQF LEARNING OUTCOMES (SKILLSETS) TO ESD COMPETENCIES

## PLOs

At the end of the programme, students will be able to design a safe, healthy and nurturing environment for good learning experience in early childhood setting incorporating different faiths and cultures.

At the end of the programme, students will be able to analyse problems using a broad range of analytical and numerical tools in caring for and educating young children accounting for conflicting needs

COGNITIVE SKILLS

COGNITIVE SKILLS  
NUMERACY SKILLS

## CLOs

At the end of the course, student will be able to:

- ..... systems thinking (integrated facilities)
- ..... anticipatory thinking (safety)
- ..... Strategic thinking (future expansion of facilities/ T&L)

At the end of the course, student will be able to:

- ..... Critical thinking (data interpretation)
- ..... Integrated problem solving (conflicting needs)

# INTEGRATING MQF LEARNING OUTCOMES (SKILLSETS) TO ESD COMPETENCIES

## PLOs

At the end of the programme, students will be able to show responsibility and accountability when engaging families and communities using strong communication and interpersonal skills in delivering ECE services.

## COMMUNICATION & INTERPERSONAL SKILLS

## CLOs

At the end of the course, student will be able to:  
..... normative (different faiths and cultures)  
..... collaborative (community projects/nf2f learning)

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# COMPETENCIES FOR SUSTAINABILITY

Competency	A student who displays this competency can:
Systems thinking competency	<ul style="list-style-type: none"><li>• recognise and understand relationships</li><li>• analyse complex systems</li><li>• consider how systems are embedded within different domains and scales</li><li>• deal with uncertainty</li></ul>
Anticipatory competency	<ul style="list-style-type: none"><li>• understand and evaluate multiple outcomes</li><li>• create their own visions for the future</li><li>• apply the precautionary principle</li><li>• assess the consequences of actions</li><li>• deal with risks and changes</li></ul>
Normative competency	<ul style="list-style-type: none"><li>• understand and reflect on the norms and values that underlie one's actions</li><li>• negotiate sustainable development values, principles, goals and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions</li></ul>
Strategic competency	<ul style="list-style-type: none"><li>• develop and implement innovative actions that further sustainable development at the local level and further afield</li></ul>

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March 2021



Collaboration competency	<ul style="list-style-type: none"> <li>• learn from others (including peers, and others inside and outside of their institution)</li> <li>• understand and respect the needs, perspectives and actions of others</li> <li>• deal with conflicts in a group</li> <li>• facilitate collaborative and participatory problem solving</li> </ul>
Critical thinking competency	<ul style="list-style-type: none"> <li>• question norms, practices and opinions</li> <li>• reflect on own one's values, perceptions and actions</li> <li>• take a position in the sustainable development discourse</li> </ul>
Self-awareness competency	<ul style="list-style-type: none"> <li>• reflect on their own values, perceptions and actions</li> <li>• reflect on their own role in the local community and (global) society</li> <li>• continually evaluate and further motivate their actions</li> <li>• deal with their feelings and desires</li> </ul>
Integrated problem-solving competency	<ul style="list-style-type: none"> <li>• apply different problem-solving frameworks to complex sustainable development problems</li> <li>• develop viable, inclusive and equitable solutions</li> <li>• utilise appropriate competencies to solve problems</li> </ul>

