CONTENTS

GLOSSARY OF TERMS ........................................... 4
PREFACE .......................................................... 6
SECTION A: A GLIMPSE OF MALAYSIAN HIGHER EDUCATION SPACE
  SECTION A: MALAYSIAN HIGHER EDUCATION IN BRIEF .................. 8
SECTION B: AQAF PRINCIPLES 1: THE EXTERNAL QUALITY ASSURANCE AGENCY
  SECTION B: MQA GOVERNANCE AND MANAGEMENT SYSTEMS ........... 12
  PRINCIPLE 1.1: MQA’S STRATEGIC DIRECTION .......................... 16
  PRINCIPLE 1.2: MQA STATUTORY MANDATE ................................ 18
  PRINCIPLE 1.3: INDEPENDENCE AND AUTONOMY ......................... 20
  PRINCIPLE 1.4: NOMINATION AND APPOINTMENT OF COUNCIL MEMBERS 23
  PRINCIPLE 1.5: ORGANISATIONAL ARCHITECTURE AND MANAGEMENT SYSTEM 26
  PRINCIPLE 1.6: CONTINUOUS IMPROVEMENTS AND INNOVATIONS ........ 29
  PRINCIPLE 1.7: RESOURCES ........................................ 32
  PRINCIPLE 1.8: STAKEHOLDER COLLABORATIONS – NATIONAL AND BEYOND BORDERS 38
  PRINCIPLE 1.9: EFFECTIVE MANAGEMENT SYSTEM .......................... 43
  PRINCIPLE 1.10: DISSEMINATION OF PUBLIC INFORMATION .............. 45
SECTION C: AQAF PRINCIPLE 2: EXTERNAL QUALITY ASSURANCE – STANDARDS AND PROCESS
  SECTION C: APPROACHES TO QUALITY ASSURANCE ......................... 52
  PRINCIPLE 2.1: STUDENTS AND SOCIETY-FOCUSED QUALITY ASSURANCE 57
  PRINCIPLE 2.2: STANDARDS AND QUALITY ASSURANCE .................. 59
  PRINCIPLE 2.3: DEVELOPING STANDARDS AND CONSULTATIVELY ......... 62
  PRINCIPLE 2.4: ACCESS AND APPLICATION OF STANDARDS ............. 64
  PRINCIPLE 2.5: QUALITY ASSURANCE PROCESSES ....................... 67
  PRINCIPLE 2.6: ASSESSMENT METHOD AND PROCESS ...................... 71
PRINCIPLE 2.7: ASSESSORS’ TRAINING
PRINCIPLE 2.8: ENSURING ASSESSORS’ PROFESSIONALISM
PRINCIPLE 2.9: CONTINUOUS QUALITY IMPROVEMENT (CQI) OF QUALITY ASSURANCE PROCESSES
PRINCIPLE 2.10: APPEAL MECHANISM

MQA SELF-ASSESSMENT REPORT TEAM

LIST OF TABLES

  Table 1: The List of MQA Council Members
  Table 2: The MQA Establishment by Categories
  Table 3: Approved and Filled Positions
  Table 4: Qualifications of MQA Staff
  Table 5: MQA Financial Standing
  Table 6: Systems Developed by MQA for External Use
  Table 7: Systems Developed by MQA for Internal Use
# GLOSSARY OF TERMS

The following abbreviations and acronyms are used in this Report:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>AACCUP</td>
<td>Accrediting Agency of Chartered Colleges and Universities in the Philippines</td>
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<tr>
<td>Act 679</td>
<td>Malaysian Qualifications Agency, MQA Act 2007</td>
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<tr>
<td>APEL</td>
<td>Accreditation of Prior Experiential Learning</td>
</tr>
<tr>
<td>APEL (A)</td>
<td>Accreditation of Prior Experiential Learning Access</td>
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<tr>
<td>APEL (C)</td>
<td>Accreditation of Prior Experiential Learning Credit</td>
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<tr>
<td>AQAF</td>
<td>ASEAN Quality Assurance Framework</td>
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<td>AQAN</td>
<td>The ASEAN Quality Assurance Network</td>
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<td>AQRF</td>
<td>ASEAN Qualifications Reference Framework</td>
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<td>BQA</td>
<td>Bahrain Qualifications Authority (BQA)</td>
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<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
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<tr>
<td>COPIA</td>
<td>Code of Practice for Institutional Audit</td>
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<tr>
<td>COP-ODL</td>
<td>Code of Practice for Open and Distance Learning</td>
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<td>COPPA</td>
<td>Code of Practice for Programme Accreditation</td>
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<tr>
<td>CQI</td>
<td>Continuous Quality Improvement</td>
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<tr>
<td>DAAD</td>
<td>The German Academic Exchange Services</td>
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<tr>
<td>E-Akreditasi</td>
<td>Programme approval monitoring system</td>
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<td>EUA</td>
<td>European University Association</td>
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<tr>
<td>ENQA</td>
<td>University of Potsdam, Germany and the European Association of Quality Assurance Agencies in Higher Education</td>
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<tr>
<td>EQA</td>
<td>External Quality Assurance</td>
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<tr>
<td>EQAA</td>
<td>External Quality Assurance Agency</td>
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<tr>
<td>GGP</td>
<td>Guidelines to Good Practices</td>
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<tr>
<td>HE</td>
<td>Higher Education</td>
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<tr>
<td>HEEACT</td>
<td>Higher Education Evaluation and Accreditation Council of Taiwan</td>
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<td>HEPs</td>
<td>Higher Education Providers</td>
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<tr>
<td>HKCAAVQ</td>
<td>Hong Kong Council for Accreditation of Academic and Vocational Qualifications</td>
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<tr>
<td>iCGPA</td>
<td>Integrated Cumulative Grade Point Average</td>
</tr>
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<td>INQAAHE</td>
<td>International Network for Quality Assurance Agencies in Higher Education</td>
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<td>ISO</td>
<td>International Organisation for Standardisation</td>
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<tr>
<td>IQA</td>
<td>The Association of Quality Assurance Agencies of the Islamic World</td>
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<td>JUAA</td>
<td>Japan University Accreditation Association</td>
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<tr>
<td>KPK</td>
<td>Competency Development Framework (Kerangka Pembangunan Kompetensi)</td>
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<tr>
<td>LAN</td>
<td>Lembaga Akreditasi Negara</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>MoHE</td>
<td>Ministry of Higher Education</td>
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<td>MOOC</td>
<td>Massive Open Online Courses</td>
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<tr>
<td>MQA</td>
<td>Malaysian Qualifications Agency</td>
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<tr>
<td>MQA-01</td>
<td>Programme Information, for application of Provisional Accreditation of a programme</td>
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<tr>
<td>MQA-02</td>
<td>Programme Information and Self-Review Report, for application of Full Accreditation of a programme</td>
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<tr>
<td>MQA-03</td>
<td>Self-Review Portfolio, for application of an Institutional Audit of a Higher Education Providers</td>
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<td>MQF</td>
<td>Malaysian Qualifications Framework</td>
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<td>MQR</td>
<td>Malaysian Qualifications Register</td>
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<td>NAAC</td>
<td>National Assessment and Accreditation Council, India</td>
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<td>NAAHE</td>
<td>National Accreditation Agency for Higher Education</td>
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<tr>
<td>NAQAAAE</td>
<td>National Authority for Quality Assurance and Accreditation in Education</td>
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<tr>
<td>NIAD-QE</td>
<td>National Institution for Academic Degrees and Quality Enhancement of Higher Education</td>
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<td>NZQA</td>
<td>New Zealand Qualifications Authority</td>
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<tr>
<td>NZQF</td>
<td>New Zealand Qualifications Framework</td>
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<tr>
<td>ONESQA</td>
<td>Office for National Education Standards and Quality Assessment, Thailand</td>
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<tr>
<td>PSD</td>
<td>Public Services Department</td>
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<tr>
<td>PAASCU</td>
<td>The Philippine Accrediting Association of Schools, Colleges and Universities</td>
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<tr>
<td>QA</td>
<td>Quality Assurance</td>
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<tr>
<td>QAA</td>
<td>Quality Assurance Agency in Higher Education</td>
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<td>QAD</td>
<td>Quality Assurance Division</td>
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<td>QQI</td>
<td>Quality and Qualifications, Ireland</td>
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<td>RPL</td>
<td>Recognition of Prior Learning</td>
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<tr>
<td>SAQA</td>
<td>South Africa Qualifications Authority</td>
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<tr>
<td>SIRIM</td>
<td>Standards and Industrial Research Institute of Malaysia</td>
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<tr>
<td>SLT</td>
<td>Student Learning Time</td>
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<tr>
<td>TEQSA</td>
<td>Tertiary Education Quality and Standards Agency</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical and Vocational Accreditation and Training</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
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<tr>
<td>WBL</td>
<td>Work-Based Learning</td>
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PREFACE

Sustainable development of a world class Higher Education (HE) depends critically on a national quality assurance system which inspires confidence in the quality of teaching, learning, research and innovation. Contrary to popular belief, the need for an effective Quality Assurance (QA) system has never been more important given the rapid globalisation of HE, intensive demand for access, growing variety of providers, borderlessness of Transnational Education (TNE), greater talent and student mobility.

MQA is Malaysia’s response to building a high quality education that can inspire both the Malaysians and internationals. In fulfilling this mandate, MQA is ever mindful of the need to continually test itself against international and regional guidelines and benchmarks. Through the various regional and international networks of Quality Assurance (QA) bodies, MQA has enriched its own understanding of the evolving practice of Quality Assurance.

MQA has always led by example by being transparent, accountable and effective through external reviews and examinations. The management of accreditation systems and processes are certified to ISO 9001:2008 international standard since August 2012 and subjected to a regime of regular checks for compliance and improvements. More importantly, MQA’s Quality Assurance (QA) approaches, principles and practices have been confirmed to be aligned with INQAAHE’s international benchmarks for Quality Assurance (QA) bodies since 2013.

In keeping with this spirit, we welcome AQAN’s pilot review of our Quality Assurance (QA) approaches, policies, practices and systems based on AQAF. The Self-Assessment Report (SAR) provides a concise description of MQA’s QA work with reflection of the challenges faced and the changes planned or in the pipeline. We welcome any and all suggestions which may emanate from this review to make us more effective and better aligned with good practices in Quality Assurance (QA).

We look forward to your feedback on our Self-Assessment Report (SAR) and the visit by assessors in November 2017.

MQA – Inspiring Quality

Sincerely,

Prof. Dato’ Dr. Rujhan Mustafa
Chief Executive Officer
Malaysian Qualifications Agency
SECTION A
A GLIMPSE OF MALAYSIAN HIGHER EDUCATION SPACE
"Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner, in order to produce individuals who are intellectually, spiritually, emotionally and physically, balanced and harmoniously, 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 a high level of personal well-being to contribute to the betterment of the nation, family and society." The National Education Philosophy – Education Act, 1996 (Malaysia)

1. Education plays an important role for Malaysia in building a resilient nation, encouraging the creation of a just society, and maintaining sustainable economic growth. It is also through education that a country can develop global competitiveness, build a K-economy, and maintain sustainable environmental development. The Government of Malaysia has been addressing these priorities in the development and the advancement of the Malaysian Education System through various strategic policies and implementation.

2. The education system is divided into preschool education, primary education, secondary education, post-secondary education and tertiary education (Figure 1). The pre-tertiary education sector (from pre-school to secondary education and teacher education) is under the jurisdiction of the Ministry of Education (MOE), while the post-secondary and higher education sector is under the Ministry of Higher Education (MOHE). While both ministries play the main role in shaping the national framework, policies and implementation of their respective sectoral roles, there are other government ministries and agencies undertaking specific manpower development roles such as the offering of skills programmes under the purview of the Ministry of Human Resources and training colleges under the purview of, among others, the Ministry of Youth and Sports, the Ministry of Health and the Ministry of Rural and Regional Development.
3. The main regulatory frameworks that govern the Malaysian education and training are as follows:
   - The Education Act 1996
   - The Private Higher Educational Institutions Act 1996 (Amendment 2009)
   - The Universities and University Colleges (Amendment) Act 1996
   - The National Council on Higher Education Institution Act 1996
   - The Malaysian Qualifications Agency Act 2007 (replacing the previous Act namely, the National Accreditation Act Board 1996 which has been repealed)
   - The National Skills Development Act 2006
   - The National Higher Education Fund Corporation Act 1997 (Amendment 2000)
   - The Skills Development Fund Act 2000

4. The post-secondary and higher education sectors in Malaysia has continued to evolve and diversify over the years in response to the government priority-implementations, institutional aspirations, market demands as well as regional and international developments and trends in education and training. These are reflected in the wide range of programme offerings at various levels, through various modes or deliveries approaches, with the involvement of different types of partners and through a variety of collaborative engagements.

5. The used-to-be alternative forms of learning have continued to develop their standings vis-à-vis the mainstream and new forms of learning continue to emerge predominantly facilitated with the advancement of technology. The private higher education institutions have a comparably prominent role to their public counterparts in providing education and training in all levels of postsecondary and tertiary qualifications. The participation of foreign institutions and substantial number of foreign students has also marked a significant influence on the landscape of post-secondary and higher education in Malaysia. The consistent improvement of Malaysian higher education and its institutions in international rankings and surveys in recent years has strengthened its reputation as a global player in tertiary education.

6. The multi-faceted diversifications of the post-secondary and higher education enrich the parity of esteem of every single type and level of programme or qualification designed and delivered for specified purposes. The Malaysian Qualifications Framework and its quality assurance system provide the foundation of trust, comparability, recognition and transferability of these programmes and qualifications by providing an overarching national framework that integrates all forms of learning that take place in either formal, informal or non-formal settings around a set of generic learning outcomes.
7. The advancement of post-secondary and higher education sectors in Malaysia, in years to come, will be predominantly geared to achieving the human resource development priorities as outlined by the Eleventh Malaysian Plan 2016-2020 as well as the longer term strategic trusts as set out by the Malaysian Education Blueprint 2015-2025 (Higher Education).
SECTION B

PRINCIPLE 1
THE EXTERNAL QUALITY ASSURANCE AGENCY
1.1 The 1990s witnessed a massive expansion of the higher education sector in Malaysia. This was a response both to the demands of globalization as well as national aspirations for a better and highly educated citizenry while simultaneously turning Malaysia into a regional hub for high quality tertiary education. The expansion was deliberate and by the end of 2013 the country was home to some 600 institutions of higher learning of every shape, size and purpose.


**Figure 2: Number of Malaysian Higher Education Providers as of 31st May 2017**

1.2 It would appropriate to say that while most of the institutions, especially the Universities and University Colleges (including those which are the branch campuses of foreign universities) are ‘demand absorbing’, five of the twenty public universities have been classified as research universities.
1.3 Globally, ‘demand absorbing’ institutions especially those founded by private capital, in developing countries, have been viewed with anxiety by policy makers regarding their quality assurance practices. Malaysia is no exception. Concerned with and by the rapid expansion, especially through the greater participation of private - for-profit enterprises the Government of Malaysia established its first agency to regulate and monitor the quality of all private providers of tertiary education in July 1997. The agency was called the Lembaga Akreditasi Negara (LAN). It was a precursor to the Malaysian Qualifications Agency (MQA).

1.4 Through LAN the Government signaled its intention and its seriousness to play a more active role in the management of higher education quality. This role was seen as critical for a variety of reasons but most importantly to protect the interests of the consumers of private higher education and also at the same time to protect the reputation of Malaysian higher education and the value of the qualifications awarded. The growth of private provision also acted as a catalyst for greater public participation to increase access, especially for those who could ill afford the tuition costs in the private sector.’

1.5 LAN was conceived as an experiment in preparation for a unified quality system of national higher education credentials. A future where both the private and public provisions will come under the oversight of a single national quality assurance agency with interconnected qualifications architecture framed around and premised upon competency standards, bringing into a common platform academic, professional, vocational, technical and skills qualifications supplied by both private and public enterprises came to be seen as both desirable and necessary.

1.6 LAN’s main function as defined by its Act (the Lembaga Akreditasi Negara Act 1996) was to manage the maintenance of quality of the rapidly expanding private higher education sector. This meant creating rigorous regulatory instruments to ensure private providers adhered to rules of ‘proper’ conduct imposed on them.

1.7 In 2007, almost a decade following the establishment of LAN, it was reorganized as the MQA. In the process, MQA was recast as an agent bringing change through nurturing self-confidence and mainstreaming the quality culture by the institutions of higher learning, themselves. This was quite different from LAN’s approach which was a highly centralized as a regulatory organization. The metamorphosis from one to the other, through the last six years has been a journey of continuous search to balance the demands of accountability and autonomy, of compliance and creative space.

1.8 Just before the establishment of the MQA, Malaysia also launched its National Higher Education Strategic Plan designed to transform her higher education system from one which was locally focused, highly elitist and mostly self-managing in terms of quality to one that was globally responsive, inclusive and subject to external scrutiny and accountability of its quality both in the public as well as private spheres.
Mandate and Activities of the MQA

1.9 Section 6 of the Malaysian Qualifications Agency Act 2007 (Act 679), requires the Agency to undertake the following viz:

i. implement and update the Malaysian Qualifications Framework (MQF);
ii. accredit programmes, qualifications and higher education providers
iii. conduct institutional audit and review of programmes and qualifications;
iv. act as a qualifications reference centre on accredited programmes and qualifications;
v. advice the Minister of Education on any matter relating to quality assurance in higher education.

1.10 In carrying out its responsibilities the Agency adopts two major approaches to assure the quality of higher education in Malaysia. The first is to accredit the programmes and qualifications and the second to audit the institutions of higher learning and/or its various components. Programme accreditation is a three-step process. The first is the granting of Provisional Accreditation which indicates that the programme has fulfilled the minimum requirement for it to be offered for consumption by learners. The second is the granting of Full Accreditation following a programmes audit by an external MQA panel of auditors, stating that the programme has met the relevant programme standards, in compliance with the requirements of the MQF observing all aspects of Good Practice as advocated through MQA’s Code of Practice for Programme Accreditation (COPPA). Third, is the accreditation compliance evaluation of all accredited programmes on a 5 yearly basis.

1.11 Though the provisions in MQA Act gives the Agency legal standing to carry out its tasks, it, however in practice, respects and recognises that the spirit behind the act is not to create an asymmetrical power relationship between MQA and the Higher Education Providers (HEPs) but operate more as a peer to peer partnership where MQA emphasises institutional responsibility and underscores the shift from quality regulation to quality enhancement to promote creativity and competitiveness.

1.12 MQA believes in the promotion of inclusiveness, policy engagement and collaboration between all parties involved. It recognises that the HEPs are responsible for designing and implementing programmes that are appropriate to their missions and goals. Thus, it is critical for institutions of higher learning to embrace the language of quality and to make quality and standards as institutionalised and routinised components of their provision.

1.13 Over the last six years the MQA has engaged the higher education community in Malaysia through a series of road shows, seminars, consultations, discussions and dialogues both as a prelude to the implementation of the MQA Act and subsequently to the various iterations of the act. This approach to engage genuine participation and to facilitate partnerships, shifting from hierarchical relationships to rational interplay of ideas and interests in collective problem solving ventures has meant that
providers of HE in both the public and private arena accept and own the various policy instruments and quality assurance requirements that is published from time to time as well as the need for an external agency to audit, review and support them as they progress in their own quality assurances practices.

1.14 On its part, the MQA has made a conscious effort to provide an efficient, single-window, “no wrong door”, citizen-centred, co-delivered, integrated services which rely on partnerships, networks and consultations with its stakeholders to bring those affected by policy to become an active part of the policy cycle. It has been a mutually learning experience for the MQA and its various stakeholders.

International Activities

1.15 Recognizing the global nature of the higher education sector, the Agency is also an active participant in developing partnership arrangements with similar agencies across the world. It is a key player providing leadership to two EQA agency networks within its sphere of influence. These are The ASEAN Quality Assurance Network (AQAN) and The Association of Quality Assurance Agencies of the Islamic World (IQA). These networks provide a platform for sharing ideas, best practices, exchanges and capacity building.

1.16 MQA is also actively collaborating with its sister organizations outside the region. Among its earliest and most important collaborator is the New Zealand Qualifications Authority (NZQA). An important outcome of this collaboration is the comparability exercise undertaken by both agencies, to determine the comparability of qualifications of the two countries. Based on the exercise, the New Zealand Qualifications Framework (NZQF) level seven bachelor degree and the MQF level six bachelor’s degrees are found comparable. We are in the midst of exploring the possibility to extend the exercise to other levels in both qualifications frameworks.

Conclusion

1.17 MQA recognises and believes that quality assurance is about nurturing confidence in qualifications, in teaching and learning processes, and in outcomes produced by Malaysia’s higher education institutions. It calls for the Agency’s behaviour and processes to be carried out in the true spirit of good practices in quality assurance which is fair, transparent and professional to ensure its evaluation, judgments and recommendations are credible and authoritative by following, adopting and adapting international benchmarks.

1.18 For the Agency, the journey began some six years ago and the road ahead is long and by no means smooth. MQA is determined to make quality the very essence of the nation’s higher education landscape as it progresses forward.
MQA’s STRATEGIC DIRECTION

Principle 1.1: The EQAA of ASEAN countries have mission and common goals statements

1.1.1 MQA was established in 2007 through an Act of Parliament. Its purposes and functions as defined by the Act are to ensure implementation of the Malaysian Qualifications Framework (MQF), to accredit higher educational programme and qualifications, to supervise and regulate the quality and standard of the providers and to establish and maintain the Malaysian Qualifications Register (MQR).

1.1.2 Since its establishment, MQA is guided by its vision “to be a global authority on quality assurance of higher education.” This vision has been slightly restated to reflect the twin purposes enshrined in the MQA Act – develop and administer the national qualifications framework and to accredit programmes. In pursuit of this vision, MQA’s mission is “to put in place a system of quality assurance and best practices that is recognised internationally”.

1.1.3 While the vision serves to guide the Agency in terms of its long term aspirations, the mission statement reflects the agency’s desire to have its feet firmly planted on the Malaysian soil. The Agency intends to play its role as an effective partner in the nation’s higher education development. Its immediate main goal is to develop and implement the MQF (the basis for quality assurance of higher education and the reference point for standards and criteria of national qualifications) and quality assure the programmes and institutions via accreditation as well as monitor the quality assurance practices of higher education providers.

1.1.4 To reach this goal, MQA has consistently implemented, monitored and reviewed its five year Strategic Plan (starting from 2007-2010 to 2011-2015 and 2016-2020) which were developed in conjunction with other national higher education plan and economic blueprint and in consultation with its stakeholders.

1.1.5 The vision, mission and the 5 year strategic plan goals are developed taking into account the needs and interests of all our stakeholders. The draft plans have been open to review by HEPs, their associations, professional bodies, staff, students and MoHE before formally endorsed by the Council. The Council’s 16 members represent various ministries, professional bodies, public and private providers, higher education experts including one foreign QA expert and practitioners. While MQA is desirous of directly engaging with all stakeholders in the crafting of its vision, mission and goals, for practical purposes it has to use the digital space to connect with and solicit feedback to the plans.
Reflections and Changes

1.1.6 In view of rapid changes in HE, MQA is rethinking its mandate, QA methodologies, business processes, the relationship with professional bodies, incentivisation of quality assurance and enhancement within providers. Malaysian providers are slowly making inroads into other regions. MQA is seeking to extend both directly and indirectly to other regions.

1.1.7 MQA’s evolving international collaborations go beyond the usual capacity building to strategically cultivate confidence in traditional and new markets of the Malaysian HE in support of the education hub plans to enrol 250,000 foreign students by 2020.

Evidences

b) Workshops to develop the Vision, Mission and Goals
c) Consultations and comments from stakeholders
d) Malaysian Education Blueprint 2015-2025 (Higher Education)
MQA’s STATUTORY MANDATE

Principle 1.2: The EQAA has an established legal basis and is formally recognized and trusted by competent public authorities in its home country

1.2.1 MQA was established on the 1st November 2007 with the coming in force of the Malaysian Qualifications Agency Act 2007 (Act 679) (“the Act”). Its purposes and functions as defined by the Act is to ensure the implementation of the Malaysian Qualifications Framework (MQF), to accredit higher educational programmes and qualifications, to supervise and regulate the quality and standard of higher education providers (“HEP’s”) and to establish and maintain the Malaysian Qualifications Register (MQR). With the establishment of the MQA, its precursor, National Accreditation Board or Lembaga Akreditasi Negara (LAN), was dissolved and its entire personnel absorbed by the MQA.

1.2.2 Prior to the establishment of MQA, the quality assurance of public universities was handled internally by the public universities through their quality assurance mechanisms or system and monitored by the Quality Assurance Division (QAD) of the Ministry of Education (MOE). The liberalization of higher education in Malaysia started with the enactment of Private Higher Education Institutions Act 1996 (Act 555) which facilitated the entrance of private enterprise into higher education in the form of colleges, university colleges and full-fledged universities, new forms of higher education delivery in the form of open universities, on-line and e-learning establishments and the establishment of branch campuses of foreign universities. The growth in higher education provision through private sector participation was also matched equally by the expansion of publicly funded institutions in the form of new universities, polytechnics and community colleges.

1.2.3 While the growth was largely in response to public demand for greater access to higher education, it was also at the same time an acknowledgement by the government that for it to move from a low-income economy to a high-income economy required highly trained and educated citizens. It was recognised that growth does not come without challenges and concerns. One such was public accountability of value for money and the other was the integrity of quality. There was evidence that despite our historical legacy of decent internal quality control, through faculty boards, senates and councils of institutions and systems of assessments, by the few institutions themselves, rapid growth risked eroding the legacy and therefore could benefit from and through external scrutiny, as well.
1.2.4 Due to the tremendous development in higher education, the government established a national body as a main quality assurance and accrediting body with necessary legislation to be responsible of assuring the quality of both public and private higher education. The establishment of MQA is a response to the changing nature and expectations from the public of its value, cost and quality of higher education in Malaysia.

**Reflections and Changes**

1.2.5 The Act is undergoing review. A series of discussion were held with legal experts, former CEO, professional bodies to review the collaboration. The role of MQA as envisage under the act has and is changing.

i. MQA is called to be more financially independent although full independence may not be the best arrangement for regulative agencies such as MQA.

ii. MQA is called to assume many other QA related functions. Most notably, recognition of qualifications by the government has by Cabinet decision in Dec 2016, transferred to MQA from a MoHE committee.

iii. The powers pertaining to APEL for access, credits and qualifications must be strengthened to give effect to lifelong learning.

iv. Equivalency evaluations must be extended to include modules, programmes and any

v. More appropriate and commensurate sanctions for non-compliance standards in addition to withdrawal or denial of accreditation.

vi. A slimmer Council but a more eclectic, inclusive and balanced representation in keeping with good practices in corporate and public governance.

vii. Powers to obtain and maintain update database of programmes and institution for better and institution-based monitoring of quality.

**Evidences**

a) MQA Act
b) Gazette Notification
c) Regulations
d) Proposal on amendments to MQA Act
INDEPENDENCE AND AUTONOMY

Principle 1.3 The EQAA has autonomous responsibility for its operations and its
decision making processes and judgments are free from undue influences

1.3.1 MQA is an independent self-governing body with its own authority and
mandate operating under the purview of under the Ministry of Higher
Education. It derives its powers from the MQA Act and is accountable to
Minister in charge of higher education. Although the Agency receives 60-70% of
its funding from the government, MQA operates independently and
accreditation and policy decisions are finalised within the Agency.

1.3.2 The government expectations of MQA are enshrined in the 11th Malaysia Plan
and Malaysian Education Blueprint for Higher Education (2015-2025) with the
objective of transforming the nation’s higher education sector into a world
class higher education destination.

Governance

1.3.3 In carrying out its functions as stipulated in the Act, the Agency is governed by
a Council, which provides policy directions and makes decision on all policy
matters pertaining to the qualifications framework, standards setting and
quality assurance and also the Agency’s financial management.

1.3.4 The Council is made up of a Chairman and 16 members who are high-level
officials representing various ministries, public and private higher educational
institutions and members of civil and professional societies appointed by the
Minister of HE for a term of 3 years.

1.3.5 The Council’s mandate as stated in Section 12(1) of the Act is as follows:

i. to approve plans and policies for the management of the Agency;
ii. to approve amendments and updates of the MQF;
iii. to approve policies and guidelines relating to audit processes and the
    accreditation of programmes, qualifications and HEPs;
iv. to receive and monitor reports, returns, statements and any other
    information relating to accreditation, institutional audit and evaluation;
    and
v. to continuously guide the Agency in its function as a quality assurance
    body and do all things reasonably necessary for the performance of its
    functions under the Act.

1.3.6 MQA also establishes committees for various purposes, including providing
input for policy decisions. Experts who possess in-depth knowledge and
experience in their respective fields populate these committees.
1.3.7 Presently there are three standing committees:

i. The Accreditation Committees which has two components i.e. the Accreditation Committee for the Arts and Social Sciences and the Accreditation Committee for Sciences. These two committees are responsible to evaluate and analyse programme accreditation reports submitted by external assessors; and to make decisions on applications of higher education providers for Provisional and Full Accreditation of programmes and qualifications. The assessment report prepared by the panel of assessors are tabled and deliberated in the Accreditation Committee Meetings chaired by MQA Chief Executive Officer together with members who are experts in their respective fields.

ii. The Equivalency Committee is responsible for evaluating equivalency reports of programmes and qualifications, and for making decisions on equivalency of programmes or qualifications in terms of its comparability to levels in the MQF. All qualifications offered in Malaysia must establish their level vis-a-vis the MQF as there are qualifications, within as well as those originating from outside of Malaysia, whose level in the MQF is unclear and needs to be determined. The equivalency statement is generally used for purposes of admission (binding) and employment which is not legally binding on the authorities but are nevertheless, respected.

iii. The Self-Accreditation Committee receives audit reports on the invited universities evaluated for the conferment of this status. In addition, it also reviews bi-annual reports and 5 yearly Maintenance of Self-Accreditation Reports. This committee comprises members from the Council, the two Accreditation Committees, public and private university vice chancellors or Presidents and MoHE senior officials.

1.3.8 As a federal statutory body, MQA follows the personnel and financial management system of the federal government in managing this closed service. It also adopts various circulars issued from time to time by central agencies.

1.3.9 Notwithstanding the requirement to follow federal personnel and financial management system as a funded agency, MQA is managerially and operationally free to set the standards and guidelines develop the accreditation processes and make accreditation decisions professionally without interference.
Reflections and Changes

1.3.10 MQA is reviewing function, powers and the governance system after 10 years of operation. There are proposals to have a balanced, eclectic, inclusive and a slimmer Council in keeping with good practices in corporate governance. MQA is also mindful of the usefulness of having the various ministries responsible for the higher education eco-system for optimum optimal connectivity and collaboration.

1.3.11 Plans are also afoot to re-organise the structure to enhance the accreditation function along an institutional and performance lines. A revised OC will be presented to PSD and MoHE to due time.

Evidences

a) MQA Act  
b) Council Appointments  
c) Minutes of Meeting Councils  
d) Appointments of the Accreditation Committee  
e) Term of Reference (TOR) of the Accreditation Committee  
f) Minutes of Meeting Accreditation Committee  
g) SAC appointments, TOR and sample minutes  
h) Equivalency Committee, appointments, TOR and sample minutes
NOMINATION AND APPOINTMENT OF COUNCIL MEMBERS

Principle 1.4 The EQAA has a standard and transparent system for appointing or electing members of the Board.

1.4.1 The Council is an apex decision making organ of the Agency. MQA is governed by the Council which reviews and endorses all policies pertaining to the qualifications framework, standards setting and quality assurance and also the financial management.

1.4.2 The Council is made up of a non-executive Chairman and 16 members who are high-level officials from the various ministries, education institutions, and members of civil and professional bodies representing a large part of the higher education eco-system. As provided by the Act, the appointment of the Council members must be gazetted as public announcement. The list of the Council members and their qualifications is provided in Table 1.

Table 1: The List of MQA Council Members

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAME</th>
<th>DESIGNATION</th>
<th>CURRENT POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Professor Emeritus Tan Sri Datuk Seri Panglima Dr. Abu Hassan Othman</td>
<td>Chairman</td>
<td>Chairman, Board of Governance YTL- International College of Hotel Management</td>
</tr>
<tr>
<td>2.</td>
<td>Dato’ Prof. Dr. Rujhan Mustafa</td>
<td>Member</td>
<td>Chief Executive Officer of MQA</td>
</tr>
<tr>
<td>3.</td>
<td>Dato’ Seri Zainal Rahim Seman</td>
<td>Member</td>
<td>Director General of Public Services</td>
</tr>
<tr>
<td>4.</td>
<td>Dato’ Sri Alias Hj. Ahmad</td>
<td>Member</td>
<td>Secretary General Ministry of Education</td>
</tr>
<tr>
<td>5.</td>
<td>Tan Sri Dr. Noorul Ainur Mohd Nur</td>
<td>Member</td>
<td>Secretary General Ministry of High Education</td>
</tr>
<tr>
<td>6.</td>
<td>Datin Paduka Ir. Dr. Siti Hamisah Tapsir</td>
<td>Member</td>
<td>Director General of Higher Education</td>
</tr>
<tr>
<td>7.</td>
<td>Dato’ Sri Adenan Ab. Rahman</td>
<td>Member</td>
<td>Secretary General Ministry of Human Resources</td>
</tr>
<tr>
<td>8.</td>
<td>Datuk Dr. Noor Hisham Abdullah</td>
<td>Member</td>
<td>Director General of Health Ministry of Health</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Position</td>
<td>Institution/Role</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Dato’ Sri Ir. Dr. Roslan Md. Taha</td>
<td>Member</td>
<td>Director General of Public Works</td>
</tr>
<tr>
<td>10</td>
<td>Prof. Datuk Dr. Shahrin Sahib @ Sahibuddin</td>
<td>Member</td>
<td>Vice Chancellor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Universiti Teknikal Malaysia Melaka (UTEM)</td>
</tr>
<tr>
<td>11</td>
<td>Prof. Datuk Dr. Paul Chan Tuck Hoong</td>
<td>Member</td>
<td>Vice Chancellor &amp; President, HELP University</td>
</tr>
<tr>
<td>12</td>
<td>Dato’ Prof. Emeritus Ir. Dr. Zainai Mohamed</td>
<td>Member</td>
<td>Profesor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UTM Razak School of Engineering and Advanced Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UTM Kuala Lumpur</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chairman of Board Directors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Universiti Malaysia Perlis (UNIMAP)</td>
</tr>
<tr>
<td>13</td>
<td>Dato’ Dr. R. Thillainathan</td>
<td>Member</td>
<td>Board of Directors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>University of Malaya</td>
</tr>
<tr>
<td>14</td>
<td>Prof. Ir. Dr. Ewe Hong Tat</td>
<td>Member</td>
<td>Vice President Internationalisation &amp; Academic Development, Tunku Abdul Rahman University</td>
</tr>
<tr>
<td>15</td>
<td>Prof. Dr. Awang Bulgiba Awang Mahmud</td>
<td>Member</td>
<td>Deputy Vice-Chancellor (Academic &amp; International)/ Provost &amp; Professor of Public Health, University of Malaya</td>
</tr>
<tr>
<td>16</td>
<td>Dr. Elizabeth Lee Fuh Yen</td>
<td>Member</td>
<td>Senior Executive Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sunway University</td>
</tr>
<tr>
<td>17</td>
<td>Dr. Ir. Illah Sailah (Ms)</td>
<td>Member</td>
<td>Director of Coordinating of Private Higher Education Institutions for Jakarta Region</td>
</tr>
</tbody>
</table>

1.4.3 The Council’s terms of reference or functions as provided in the Act, shall be as follows:

i) to approve plans and policies for the management of the Agency;

ii) to approve any amendments and updates of the MQF;

iii) to approve policies and guidelines relating to audit processes and the accreditation of programmes, qualifications and HEPs;

iv) to approve any matter relating to the functions, powers, duties, remuneration, allowance, honorarium, benefits and code of conduct of officers, employees, agents and consultants of the Agency;
v to receive and monitor reports, returns, statements and any other information relating to accreditation, institutional audit and evaluation; and
vi to continuously guide the Agency in its function as a quality assurance body and do all things reasonably necessary for the performance of its functions under the Act.

1.4.4 The Council members are appointed by the Minister of Higher Education for a 3 year term. The Councillors can hold office for 2 consecutive terms. The Act has specified several public officers as Councillors. These Councillors are appointed to the Council and retain the membership so long as they are in the specified post at the relevant ministries.

1.4.5 The nominations for the rest of the open Council positions come from MQA, MoHE, Association of Universities and Colleges etc. These candidates are reviewed and recommendations made to the Minister by MQA for approval and appointment. To ensure an international flavour to the Council, one council member is appointed from among the QA bodies in the ASEAN region. The present Councillor is from Indonesia who succeeded the Thai representative.
Reflections and Changes

1.4.6 At the time of the formulation of the MQA Act, the permanent secretaries of ministries overseeing key professional bodies was given a prominent place on the Council to provide fair representation to important stakeholders in the higher education eco-system. This inclusivity allayed unfounded fears that MQA will remove, weaken or erode powers of professional bodies under their surveillance. In the revision of the MQA Act, a smaller Council will be proposed to make it more balanced, inclusive and effective.

1.4.7 Notwithstanding the proposed revisions involving the Council, the Council Chair and the members have listened, evaluated, counselled and guided MQA to its present state and continue to do.

Evidences

a) MQA Act
b) Draft Gazette Notification
c) Web posting
ORGANISATIONAL STRUCTURE AND MANAGEMENT SYSTEM

Principle 1.5: The EQAA’s policies and management practices are based on good governance, transparency and accountability.

Organisational Structure

1.5.1 The organizational structure shown in Fig. 1 shows the functional division, the chain of command and communication right up to the Council. At the highest level, MQA is organized into 3 key sectors viz., CEO and corporate function, Deputy CEO (QA) and quality assurance function, and Deputy CEO (M) and management services function. The CEO and corporate functions includes Secretariat Unit, Integrity and Enforcement Unit, Legal Advisor and Public and International Affairs.

1.5.2 The QA function is further organized into 2 broad sub-functions of Accreditation and Policy and Expertise Development. The divisions encompass Standards, Coordination and Quality Assurance Reference, Training Centre and Policy and Strategic Planning. For the Accreditation Sub Sector, there are the Institutional Audit and 4 Accreditation Divisions namely Social Sciences, Science and Medicine, Engineering and Technology and Arts and Humanities.

1.5.3 The Management services which include Human Resources and Financial management, Information Technology and General Administration provide valuable support for the implementation of MQA mandate.

---

Figure 3: MQA Organisational Structure
Management System

1.5.4 To ensure effective decision making to drive and to coordinate the functionally architected management system, there is a system of committees chaired by the CEO or the deputy. The Directors and heads of divisions and units plan, organize and control the activities within the annual plans and budget agreed to with the overall guidance of the CEO, 2 Deputy CEOs and 2 Senior Directors subject to a suite of manuals, standard operating procedures, internal memos, and applicable circulars from central agencies like Public Service Department (human resource management) and Treasury (financial management).

1.5.5 The division and units that handle the core functions accreditation under the Deputy CEO (QA) assisted by 2 senior directors are subject to a quality management system certified to ISO 9001:2008. All the policies, processes and procedures are under close monitoring including regular external surveillance by SIRIM QAS Sdn. Bhd. The accreditation of programmes and maintenance of accreditation are ultimately tabled at and decided in the two accreditation committees namely; Science Accreditation Committee and Social Science and Humanities Accreditation Committee. Matters relating to self-accrediting universities are concluded in the Self-Accreditation Committee. All these committees which are chaired by the MQA, CEO The meeting schedules made public and so are the decisions made by these committees.

1.5.6 In similar manner, the management services which relates to HRM, IT and physical resources and logistics, and finances are under the charge of the second Deputy CEO. The HRM function is closely based on the schemes approved by the government and all federal rules issued and adopted by the Council. The financial planning and management functions are subject to a strict set of financial procedures issued the Treasury and adopted or adapted by the Council. The Management Committee, Quotations Committee, Staff Appointments and Promotions Committees review and endorse the plans and actions. Financial performance is tabled at the Quarterly Finance and Accounts Management Committee meeting and at every Council Meeting. The annual reports which include audited annual financial statements are tabled at the Council, the Cabinet Meeting and eventually to the Parliament. The annual reports are available on the MQA’s website.

Reflections and Changes

1.5.7 The existing organisational structure has served MQA well. However, the accreditation function will be restructured consistent with MQA strategic plan to transform into an institutionally-oriented performance or risk-based system where annual monitoring of the institution will be coupled with programmed-based accreditation evaluation.

1.5.8 Further, MQA is now invested the authority to provide recognition programmes for public service employment. The rationalisation and functional integration is welcome, MQA the recognition unit must be strengthened and so must the international unit.
1.5.9 As a regulating body, MQA’s integrity is precious. Therefore, MQA has worked diligently to fortify ethical probity through training, no gifts policy, Corporate Integrity Pledge and the impending launch of Whistle Blower Policy.

1.5.10 MQA in the process of commissioning a complete, seamless and end-to-end enterprise system which will integrate accreditation and other functions, enable the management of accreditation operations electronically.

Evidences

a) Organisational Structure
c) ALL SOPs – accreditation, training, International, Enforcement Unit,
d) TOR, composition, Minutes of All Permanent Committees
e) Annual Reports
f) Financial Management System Documents (SAGA)
g) HRMIS
h) E-Akreditasi
i) E-Semakan
j) Procurement system
k) Strategic Plan
l) Financial Procedures
CONTINUOUS IMPROVEMENTS AND INNOVATIONS

Principle 1.6: The EQAA keeps abreast with new developments and innovations in quality assurance as part of its internal continuous improvement system.

1.6.1 As an agency vested with the responsibility of promoting the highest standards of quality assurance amongst the nation’s higher education providers, MQA has a number of ways by which it reviews, refreshes, improves and innovates its QA operations to implement its mandate.

1.6.2 Institutionally, the formulation of the 5 year strategic plan provides the platform to review of current practices, their effectiveness and consider alternative and new ways to enhance EQA and IQA, learning from our practices and those of other QA bodies. The current plan envisages structural, organisational and operational changes some of which calls for major reorganisation. For enhancement, MQA is constantly scanning the QA industry for leads and ideas to improve its capacity to establish, maintain and enhance a QA system where IQA is paramount and EQA plays a catalytic role. The QA networks and networking, and the outbound and inbound staff exchanges are key platforms that provide fresh new perspectives to our processes.

1.6.3 The core accreditation related operations are certified to ISO 9001:2008 standard and subject to external review which, among others, evaluate the use of feedback from providers, staff, assessor and other parties to improve the management system. For example, the assessors have suggested that MQA consider raising the bar on the client charter.

1.6.4 In terms of HE educations eco-system, the standards require providers to have mechanisms to stay informed of latest changes in teaching and learning through access to educational experts and advanced technologies. The standards are designed to leave much room for the providers to innovate and improve all aspects of the curriculum.

1.6.5 Besides our MQA staff who attend local and international conferences and seminar learning of and also sharing our experiences, MQA has a huge reservoir of 1600 trained assessors who are subject specialists. They form a valuable source of ideas of teaching, learning and assessment which informs the policies, standards and guidelines.
1.6.6 The key reviews and revisions are;

a) MQF 2.0

The epitome of MQA’s persistent effort in keeping itself abreast with new developments is the review of MQF which is near completion. The review of MQF started with the lessons from other national frameworks, need for greater interoperability with regional framework, concerns of the industrial revolution 4.0 and rapid changes in the world of work as well as the need to harmonise TEVT and higher education. It is hoped that the revised MQF can better prepare students to face those challenges.

b) Single QA System

In terms of QA approach and operation, MQA and the Department of Skills Development (DSD) have been involved in an initiative to harmonise the QA processes and operations towards the eventual goal of a single QA system for both skills and technical programmes accreditation. To support this, a national Code of Practice for TVET Programme Accreditation has been developed and is now awaiting approval.

c) Recognising Unconventional Providers

MQA does not only quality assure new approaches in programme design and delivery and make this good practices known to the industry, it actively promotes these new approaches. MQA’s promotion of flexible learning and its brave and unconventional ventures into assuring the quality of flexible higher education has drawn attention and admiration from around the world. Malaysia is recognized as the first nation to develop the national policy on recognizing the learning gained through Massive Open Online Courses (MOOC) via the Guidelines of Credit Transfer for MOOC developed by MQA. Inspired by this policy, more providers have launched MOOCs courses and even exploring the idea of internal MOOCs in place of classroom teaching and learning.

d) Lifelong Learning

To realise the spirit of MQF, MQA has actively developed mechanisms to recognise all forms and types of learning to enable adults gain access to new knowledge and skills offered via the HE sector. APEL A and APEL C enable prior experience to be evaluated and accepted for admission and also for credits. To overcome the perennial employers’ gripes about antiquated curriculum and ill-equipped graduates, MQA has developed guidelines to facilitate work-based learning which turns the workplace into an effective real life teaching space. A variant of WBL called the 2u2i is an expanded WBL programme where considerable part of the curriculum is delivered and assessed by the industry partners.
e) Work-based Learning

The GGP: WBL is designed to provide a general guideline on the development and implementation of WBL approaches at the programme/course levels. It does this by highlighting the various approaches of WBL, WBL curriculum design and delivery methods, assessment, roles and responsibilities of WBL key players, as well as the administration and monitoring of successful WBL implementation. The WBL delivery method involves a programme which is delivered through formal learning and industry.

f) Global Networking

MQA’s global connectivity with national, regional and international QA bodies is a rich source of ideas to transform our practice. In fact, MQA has lead initiatives to form regional bodies like IQA and AQAN to share and learn from other. MQA continues to value participation in various working groups within ASEAN, the Asia-Pacific and beyond. These fora provide valuable learning opportunities in qualifications recognition, credit transfer systems, QA of online education etc. (move as last para)

Reflections and Changes

1.6.7 The policy unit is MQA’s workhorse in collecting, reviewing and formulating new policies and approaches. The standards, the accreditation units and expertise development units regularly seek feedback from providers and assessors for process and policy improvements. Primary research in QA and education has not been a key feature of MQA although it uses local and international research to inform its policy and practice. There are plans to establish a research unit to carry out institutional and policy research. This unit is expected to develop a network of research fellows who can be driver of the proposed areas of study. In a small way, a research programme has been developed leveraging on university experts.

1.6.8 Be that as it may, MQA has been in the forefront in promoting flexible learning, including extending access to higher education to experienced adults via APEL A and C. MQA is a learning organisation – a capability that will be enhanced in the future.

Evidences:

a) Strategic Plan
b) MOOCs Guidelines
c) APEL A and APEL C Guidelines
d) WBL Guidelines
e) Proposed new structure – Research Unit
f) Discussion Paper on Dual Award
g) Conference attended and paper presented if any.
h) Staff publications
i) MyQAN Seminar 1-3
RESOURCES

Principle 1.7: The EQAA has sufficient and adequate resources.

Human Resources

1.7.1 MQA has staff strength of about 331 staff. MQA as a federal funded entity is required to follow the HRM systems of the federal government even though it is a closed service. The establishment of post and the recruitment, selection, appointment, promotion, remuneration and benefits, and separation of staff are based on and subject to the policies and rules of Public Service Department (PSD). The Council can moderate some aspects of government staff management policies and approve acquisition of staff resources on contract.

1.7.2 Over two thirds of the staff are in accreditation-related services with balance providing valuable support services in HRM, finance, IT, and corporate services. The bulk of the staff are accreditation officers who have at least bachelors qualification (detail staff data is provided in Appendix). Thus far, MQA has been able to exceed its quality objective of completing at least 75% of applications for provisional accreditation within 15 weeks and the same extent for full accreditation in 7 months. The current attainment level for both types of accreditation is about 80-85%.

Table 2: The MQA Establishment by Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management</td>
<td>4</td>
</tr>
<tr>
<td>Officers</td>
<td>166</td>
</tr>
<tr>
<td>Support Staff</td>
<td>180</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
</tr>
</tbody>
</table>

*All data is as at 31st Dec. 2016*
Table 3: Approved and Filled Positions

<table>
<thead>
<tr>
<th>Sectors</th>
<th>Approved Posts</th>
<th>Percentage (out of 350 approved posts)</th>
<th>Filled Posts</th>
<th>Percentage (out of 331 filled posts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO’s Office</td>
<td>44</td>
<td>12.57</td>
<td>40</td>
<td>12.08</td>
</tr>
<tr>
<td>Quality Assurance Sub Sector</td>
<td>146</td>
<td>41.71</td>
<td>136</td>
<td>41.09</td>
</tr>
<tr>
<td>Policy and Expertise Development Sub Sector</td>
<td>73</td>
<td>20.86</td>
<td>71</td>
<td>21.45</td>
</tr>
<tr>
<td>Management</td>
<td>87</td>
<td>24.86</td>
<td>84</td>
<td>25.38</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td></td>
<td>331</td>
<td></td>
</tr>
</tbody>
</table>

*All data is as at 31st Dec. 2016

Table 4: Qualifications of MQA Staff

<table>
<thead>
<tr>
<th></th>
<th>PhD</th>
<th>Masters</th>
<th>Degree</th>
<th>Diploma</th>
<th>Certificate</th>
<th>School Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Management</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Officers</td>
<td>1</td>
<td>36</td>
<td>116</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Support Staff</td>
<td>-</td>
<td>1</td>
<td>26</td>
<td>43</td>
<td>12</td>
<td>92</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>38</td>
<td>142</td>
<td>44</td>
<td>12</td>
<td>92</td>
</tr>
</tbody>
</table>

*All data is as at 31st Dec. 2016

1.7.3 MQA has in place the Competency Development Framework *(Kerangka Pembangunan Kompetensi-KPK)* to address MQA staff’s training needs and requirements in terms of skills and knowledge. MQA-KPK covers both generic and functional competencies. Continuous and professional staff development is an important commitment in MQA. At the minimum 85% of MQA staff must undergo at least of five-days of training a year. Special focus in all of MQAs training activities and appropriate financial allocation is given to ensure that productivity improvement, enhanced customer service, acquisition of new skills especially in the use of new technologies and gain knowledge and further insight on global developments relating higher education, policies and practice as well as keep abreast of QA related matters.

1.7.4 Most new staff already have a masters qualification and MQA supports existing staff for further studies and short courses to expand their capabilities to respond to new challenges. To expand the range of experience and expertise of all staff, a job rotation scheme in place. All staff
reaching their 8th year of service at a unit or division are rotated to other units to ensure a cross-functionally competent set of staff. A staff succession plan is being developed to ensure adequate opportunities are provided to promising talents to assume higher management responsibility in due time.
1.7.5 Since January 2017, the recognition of qualifications has been devolved onto MQA. More staff resources will be allocated to support this new mandate. The existing staff strength is adequate to cope with volume of applications expected in 2017 and beyond. The applications are not expected to increase dramatically.

1.7.6 Not unlike all QA bodies, MQA has and relies heavily on the pool of 1,794 trained assessors as at 31st December 2016 to carry out the evaluations. The adequacy of assessors is regularly reviewed and experts added in new fields in response to applications from providers.

1.7.8 A new organisational structure with additional positions has been approved for submission to PSD. MQA has proposed for more posts (staff resources) to support expansion of its function in APEL and in recognition of qualifications. To supplement internal staff resources, MQA also has seconded senior officers from the universities and ministries to lead key areas. MQA has 6 seconded staff in senior executive positions including its CEO and Deputy CEO. The former Deputy CEO continues to serve MQA as an expert fellow to drive the revision of MQF and comparative studies of MQF with key partners.

Finances

1.7.9 MQA is a federal statutory body with almost 70% of its operating expenditures funded by government grants provided through the annual budgetary allocations. The rest of the funding is internally generated from fees and income. Since 1996, LAN and MQA as the successor agency, has accumulated reserves up to 140 million ringgit. The reserve has been invested to generate income or reduced operational cost. The most significant of these investments is the purchase of ‘Mercu MQA’ in Cyberjaya which will be new office for MQA. The higher fees for accreditation commencing in 2018 will enable MQA to cope with rising operational costs.

1.7.10 The MQA Act is under review to enable more QA related services including extending its services offshore. The opportunity to invest in a wider range of equities will also be explored with the authorities to further reduce dependence on government funding.

Table 5: MQA Financial Standing

<table>
<thead>
<tr>
<th>Year</th>
<th>Operating Grant (MYR)</th>
<th>Earning (MYR)</th>
<th>Reserves (MYR)</th>
<th>Total Expenditure (MYR)</th>
<th>% internal fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>27,638,108</td>
<td>12,923,352</td>
<td>79,055,504</td>
<td>33,775,518</td>
<td>18.17</td>
</tr>
<tr>
<td>2013</td>
<td>32,530,000</td>
<td>15,603,614</td>
<td>86,112,145</td>
<td>36,163,051</td>
<td>10.04</td>
</tr>
<tr>
<td>2014</td>
<td>37,174,992</td>
<td>16,523,826</td>
<td>122,597,721</td>
<td>35,867,406</td>
<td>0</td>
</tr>
<tr>
<td>2015</td>
<td>25,393,400</td>
<td>19,063,718</td>
<td>124,240,129</td>
<td>38,696,422</td>
<td>34.38</td>
</tr>
<tr>
<td>2016</td>
<td>31,074,652</td>
<td>17,083,344</td>
<td>125,869,664</td>
<td>38,980,298</td>
<td>20.28</td>
</tr>
</tbody>
</table>
IT Resources

1.7.11 MQA is highly dependent on the IT resources for internal management and provision of accreditation and other services. The Information Technology Department plans, acquires, manages and maintains all requires IT infrastructure and services to support the needs of operation. A suite of e-services namely, e-Akreditasi, e-Semakan, e-Aduan, e-Storage, available for the planning, organising and control of internal management and external services. MQA web is a key gateway for the public, providers and students etc., to interface with MQA and a repository of standards and guidelines for reference. MQR and Provisional Accreditation List (PAL) are critical and high demand services which must be accessible always. Hence, maintaining an operational, functional and customer friendly web service is mission critical. In keeping with the growing trend towards the use of social media, MQA is set to develop this channel for active engagement with our stakeholders.

1.7.12 Realising the mission critical nature of IT, MQA has provided for and is in the process of developing an end-to-end enterprise system which will completely automate all accreditation and internal management services.

Table 6: Systems Developed by MQA for External Use

<table>
<thead>
<tr>
<th>No</th>
<th>System</th>
<th>Purpose</th>
<th>Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>eSP</td>
<td>Checking the status of application for accreditation</td>
<td>HEPs</td>
</tr>
<tr>
<td></td>
<td>(e-Semakan Permohonan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sp2u</td>
<td>Enable access to e accreditation database from outside MQA</td>
<td>MQA officers</td>
</tr>
<tr>
<td></td>
<td>(eAkreditasi)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>PASP</td>
<td>To check whether the program is granted the provisional accreditation</td>
<td>Public</td>
</tr>
<tr>
<td></td>
<td>(Perakuan Akreditasi Sementara)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>PortalAPP</td>
<td>Portal for the assessors</td>
<td>Assessors</td>
</tr>
<tr>
<td></td>
<td>(Portal Ahli Panel Penilai (APP))</td>
<td>Officers use the portal to check assessors load, performance review and relevant personal data</td>
<td>MQA officers</td>
</tr>
<tr>
<td>5</td>
<td>MQR</td>
<td>Listing of the accredited programs</td>
<td>Public</td>
</tr>
<tr>
<td></td>
<td>(Malaysian Qualifications Register)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>JobsMQA</td>
<td>Portal for staff recruitment which includes job application and application status checking, call for interviews and results</td>
<td>Job seekers</td>
</tr>
<tr>
<td></td>
<td>(Portal Jawatan Kosong MQA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>System</td>
<td>Purpose</td>
<td>Users</td>
</tr>
<tr>
<td>----</td>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>7</td>
<td>KKPL</td>
<td>Use for the survey on clients satisfaction</td>
<td>Public</td>
</tr>
<tr>
<td></td>
<td>(Kajian Kepuasan Pelanggan Luaran)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Pembekal</td>
<td>Used for vendors’ registration, rotation and performance review</td>
<td>Vendors</td>
</tr>
<tr>
<td></td>
<td>(Sistem Pengurusan Pembekal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>APEL</td>
<td>APEL</td>
<td>Public</td>
</tr>
<tr>
<td>10</td>
<td>SSAPEL</td>
<td>Used for Survey on Students Acceptance and Achievements</td>
<td>HEPs</td>
</tr>
<tr>
<td></td>
<td>(Soal Selidik Penerimaan dan Pencapaian Pelajar)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>MesyMajlis</td>
<td>To access documents related to Council Meetings</td>
<td>Council of MQA members and the Secretariat</td>
</tr>
<tr>
<td></td>
<td>(Portal Mesyuarat Majlis)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>MJA</td>
<td>To access documents related to Accreditation Committee Meetings</td>
<td>Accreditation Committee members and the Secretariat</td>
</tr>
<tr>
<td></td>
<td>(Portal Mesyuarat Jawatankuasa Akreditasi)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>MJSA</td>
<td>To access documents related to Self-Accreditation Committee Meetings</td>
<td>Self Accreditation Committee members and the Secretariat</td>
</tr>
<tr>
<td></td>
<td>(Portal Mesyuarat Jawatankuasa SWA Akreditasi)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>MQATC</td>
<td>To register training participants and updates on training events</td>
<td>HEPs</td>
</tr>
<tr>
<td></td>
<td>(Sistem Latihan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>SPPAv2</td>
<td>Registering inquiries and complaints</td>
<td>Public</td>
</tr>
<tr>
<td></td>
<td>(Sistem Pengurusan Pertanyaan dan Aduan)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All data is as at 31st May 2017

**Table 7 Systems Developed by MQA For Internal Use**
<table>
<thead>
<tr>
<th>No.</th>
<th>System</th>
<th>Description</th>
<th>User Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AuditDept</td>
<td>Data base on institutional audit</td>
<td>Institutional Audit Div</td>
</tr>
<tr>
<td>2</td>
<td>ASC</td>
<td>Used for Best Staff Voting</td>
<td>MQA officers</td>
</tr>
<tr>
<td>3</td>
<td>ASC</td>
<td>(Anugerah Staf Cemerlang)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>eParlimen</td>
<td>Registering issues and answers related to MQA brought up during Parliament sessions</td>
<td>MQA officers</td>
</tr>
<tr>
<td>5</td>
<td>Pdbdr</td>
<td>Database on QA policies for staff reference</td>
<td>MQA officers</td>
</tr>
<tr>
<td>6</td>
<td>SPSM</td>
<td>Databased used to store personnel information</td>
<td>Human Resources Management Div</td>
</tr>
<tr>
<td>7</td>
<td>Filing System</td>
<td>Files management system used to record and track files movement</td>
<td>Administration Div and Registration Unit</td>
</tr>
<tr>
<td>8</td>
<td>e-Library</td>
<td>Library management</td>
<td>MQA officers</td>
</tr>
<tr>
<td>9</td>
<td>SPSv2</td>
<td>To record and track letters or documents received.</td>
<td>Administration Div</td>
</tr>
<tr>
<td>10</td>
<td>eProject</td>
<td>ICT project monitoring</td>
<td>Information Technology Div</td>
</tr>
<tr>
<td>11</td>
<td>Penilaian360</td>
<td>System use in peer reviews for the purpose of staff promotion</td>
<td>Human Resource Management Div</td>
</tr>
<tr>
<td>12</td>
<td>Sistep_v2</td>
<td>Fleet management which includes application to use an office car</td>
<td>Administration Div</td>
</tr>
<tr>
<td>13</td>
<td>AduanKerosakan</td>
<td>Complaints on damage, malfunction of ICT items or office furniture and</td>
<td>Information Technology Div</td>
</tr>
<tr>
<td></td>
<td>Sistep_v2</td>
<td>(Sistem Aduan Kerosakan)</td>
<td>Administration Div</td>
</tr>
</tbody>
</table>

39
machines | MQA officers
--- | ---
14 | Cadangan (Sistem Cadangan) | System use to record suggestions and proposals from staff | Administration Div MQA officers
15 | APELAdmin | APEL management | Coordination and Qualifications Reference Div
16 | Travel | Enable the rotation of travel agents for the purpose of domestic travel arrangements | Senior Clerk
17 | Intranetv2 | Intranet | MQA’s officers

All data is as at 31st May 2017

**Reflections and Changes**

1.7.13 Government financial contribution to MQA operations is declining. For now, MQA has adequate resources to cope with the performance of its mandate. With rapidly changing HE scenario, MQA must wisely apply all its resources to do more in a customer friendly manner and with shorter delivery times. The staff resources must be developed, motivated and remunerated by performance to develop a high performance culture.

1.7.14 Equally important is the need to inculcate a learning organisation culture which continuously updates itself of new developments and responses to remain valuable. The proposed Research Unit and restructured International Unit will drive greater focus on MQA’s quest to be a global authority in QA and qualifications.

1.7.15 MQA management is acutely aware that it will be required to do more with less. Smart strategies are needed to leverage on new systems and partners. The investment in a new IT system will raise MQA’s capacity to deliver its services seamlessly and paperlessly, and with greater efficiency to an ever critical set of providers. The revision of fees and plans to accredit foreign programmes can expand the resource base and strengthen QA expertise of MQA staff.

**Evidences**

a) MQA Training policy Booklet
b) Kerangka Pembangunan Kompetensi
c) Training Plan 2016-2017
Principle 1.8: The EQAA collaborates with key stakeholders, both nationally and internationally

1.8.1 As the national body responsible for implementing MQF and quality assurance HE, MQA cannot but collaborate with various stakeholders to seek the acceptance of the national qualifications framework. It has been and still continues to be a work in progress to fully appreciate the outcomes and credit-based HE.

Collaboration with Co-regulators

1.8.2 The MQA Act, HE regulation and the complex HE ecosystem requires active collaboration for effective QA of HE. The MQA Act through the stipulated Council membership institutionalises inter-ministerial engagement and collaboration. This collaboration has enabled MQA to develop and implement a wide array policies and standards, and resolve any resulting tensions. In addition, the Act also provides for an institutionalised form of collaboration with professional bodies by empowering them in the accreditation of professional programmes so that recognition will go hand in hand with accreditation. The establishment of a Joint Technical Committee is provided for as a forum for coordination of programme evaluation decisions with the participation of MQA.

1.8.3 Beyond this, MQA has continual engagement with a key stakeholder - MoHE at the top management level to inform and to be informed about impending HE developments and responses. With Higher Education Department (HED) invested with powers on establishment and regulation of HEIs, collaboration is the key to comprehensive quality assurance of HE. Quarterly, an MQA-Higher Education Department Policy Meeting is held to discuss, review and determine QA and HE policies Mesyuarat Kajian Semula Dasar-dasar Berkaitan Jaminan Kualiti KPT-MQA*

Collaboration with Employers and Industry

1.8.4 Since 2015, MQA through the weekly Client’s Day has opens its doors to all stakeholders to visit us to dialogue, propose, inquire and complaint about our services. Employers and industry groups are one of the stakeholders who have visited us. We the ICT industry group – DTAB to work with MQA in programme evaluation. We have had plantation industry association seeking certification of their programmes.
1.8.5 But the more significant forum for employer and industry engagement is when we develop standards. We identify and invite panel members from the employer association together with subject matter experts to develop standards which meet employers’ expectation and reflect the best practices in curriculum design, teaching and learning, assessment, governance and programme management. All the standards follow the same standard protocol in panel composition. The TVET standard which is nearing completion epitomises MQA’s commitment to employers’ engagement.

1.8.6 MQA standards development protocol requires that the draft standards are open for comments by all interested parties. The web-based engagement is complemented by a f2f gathering to meet and exchange views on the effectiveness of the proposed standards. Employers have been vocal in asking for higher English language proficiency, an observation which MQA and MoHE has taken cognizant of and revised language requirements for local and foreign students.

1.8.7 The Accreditation, Equivalency and Council members are also appointed from the employer and industry or those with extensive experience with these sectors. The Council has the biggest employer representative – the Director General of Public Service Department, education industry representatives and independent experts with vast industry experience. In the revised Council after the amendment of the MQA Act more industry representation is expected. In both accreditation committees, there are 2 industry experts each who help review the recommendations for programme accreditation from the employers and industry perspective.

1.8.8 To further enhance employer engagement, there is a plan to hold a Roundtable Meeting of key employers in the 4th quarter of the year to solicit feedback on graduate readiness, new competencies, new programmes, technologies, jobs of the future and new forms of industry-academia partnerships.

Collaboration with Providers

1.8.9 As an EQA body, MQA interacts with all the providers including foreign establishments having local operations for the purpose of accreditation without which programme approvals will not be given by MoHE. The provider industry groups meet with and exchange views on regulation and quality of HE with MQA through roadshow to introduce and explain changes in accreditation of standards. MQA also frequently meets with MAPCU and NAPEI through the MOHE, MITI and PMO to improve our services and to consider new ideas. Most recently, the issue of English language proficiency was dialogued with provider associations to find a mutually acceptable approach. The weekly Client’s Day (CD) is the forum to meet providers and resolve all types of grouses and issues. In fact, the Minister of HE has recommended Client’s Day his own staff at the ministry. HED now holds CD on a monthly basis. MQA also uses the weekly meetings to disseminate information on impending changes to guidelines or policies.
Collaboration with National and International QA bodies

1.8.10 MQA always seeks to establish policies, practices and systems which are nationally appropriate and internationally benchmarked. Hence, MQA values highly its international connectivity forged through a wide network of national, regional and international QA bodies. Realising its immense value, MQA itself led the formation of ASEAN Quality Assurance Network (AQAN), Association of Quality Assurance Agencies of the Islamic World (IQA) and ASEAN Young Quality Assurance Officers Network (AYQON).

1.8.11 These networks enable MQA to learn from and to share with the sister QA bodies the world over. Thus far MQA has signed 21 MoUs with QA bodies, in ASEAN, South Asia, Asia-Pacific, Africa, Europe and Middle East. In some cases these initial approaches and liaison has given rise to stronger collaboration through joint comparative studies of our NQFs and the QA systems underpinning it to reference our respective qualifications levels. MQA has concluded two such exercises with New Zealand Qualifications Authority (NZQA) and Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT). Statement of Confidence (SoC) in the QA systems has been agreed between MQA with HEEACT, Taiwan and NZQA, New Zealand. MQA is in the last leg of concluding similar agreements with National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE) and South African Qualifications Authority (SAQA), South Africa.

1.8.12 MQA has maintained close collaboration with ASEC (ASEAN Secretariat), EU-SHARE which comprises of British Council, DAAD, Nuffic, ENQA and EUA in capacity building on many fronts. MQA has worked closely with these agencies to train senior assessors, work on cross border QA, developing NQF, developing referencing expertise and staff development. In fact, over time, MQA has develop a very close and personal relationship NAAHE, CDGDC, HKCAAVQ, ONESQA, PAAHC, AACCUP, NIAD-QE, JUAA, QQI, NZQA and TEQSA which enables MQA to call on their expertise whenever needed.

1.8.13 In addition, MQA also participates in many inter-regional working groups to forge better understanding of Malaysian MQF and QA systems. Notable among these are APEC ASEM regional working groups on Credit Transfer Systems, UNESCO and Asia-Pacific Conventions on Recognition of Qualifications, QA of TNE and Online Education and MOOCs.

1.8.14 In the true spirit of sharing our experience in QA and NQF, MQA has also offered opportunities to newer QA bodies in and outside this regional to learn from our experience. MQA has provided assistance via training for officers and assessors includes Myanmar, Cambodia, LAO PDR, BDS, Afghanistan, Maldives, Timor Leste, and Mauritius. Bhutan, Tonga, Seychelles, JUAA, Japan Bahrain Qualifications Authority (BQA).
Collaboration with Media

1.8.15 MQA recognises the strategic value of media services in fulfilling its mandate as a QA body. Given the need to actively cultivate an informed public about quality, quality assurance, qualifications framework, programme standards and MQR, MQA has invested in electronic broadcast media services such as TV and radio interviews, TV and radio advertisements, online news portal and also printed medium such as billboard advertisements and advertisements in the mainstream media. We contracted with BERNAMA Corporation – national new services to report MQA events and activities. To get greater visibility among the people especially the young, MQA is collaborating with Sistem Televisyen Malaysia Berhad – private TV station to leverage on a highly popular event known as “Jom Heboh” Carnival.

1.8.16 The media is not only a bridge between MQA and the public, it also functions an early warning mechanism to detect compliance issues and bring this to the attention of MQA for action. To appreciate the role of media, MQA has events to honour them and to develop strong rapport.

Reflections and Changes

1.8.17 Despite the multitude of ways MQA seeks employer and industry engagement in QA in the discharge of the QA mandate, there is much more we aspire to do. MQA like to strengthen the quadruple helix partnership by intensifying industry involvement in shaping the new curricula.

1.8.18 MQA would like to develop stronger engagement with the learners. All of MQA’s QA work is premised on creating better learning opportunities and co-producing holistic, entrepreneurial and balanced graduates as envisaged in the Higher Education Blueprint (2015-2025). MQA needs them to actively participate in the mainstream of QA like MQF, programme standards, learning outcomes, new pedagogies etc. Malaysian students and their student body need to be encouraged to play a significant role in quality reviews.

1.8.19 In the maintenance of accreditation audits, MQA is more focused on employer engagement by providers and how such engagement shapes the changes in the curricula. In the new graded accreditation system, employer/industry engagement will be assessed, rated and incentivised.

1.8.20 MQA avowed vision of being a global authority in QA qualifications begs a strong and continued engagement and collaboration with national, regional and international QA bodies. The recent top rating for QA of Internationalisation (2016) by British Council is a strong validation of how much MQA has matured in international QA. The need for these collaborations is even more pronounced now with MQA taking charge of qualification recognition function from MOHE. Evaluation of foreign qualifications calls for even closer collaborations with QA and qualifications reference bodies.
1.8.21 In the coming years, MQA will also evolve a more strategic view of these collaborations to optimise resources and to achieve highest impact. The referencing of MQF to AQRF and the alignment to AQAF will gradually link Malaysian QA and MQF with the rest of the 9 members of ASEAN. The rising stature of Malaysian universities in international ranking will offer alternative and closer destinations to ASEAN.

1.8.22 In recognition of this challenge, the International Unit in MQA will be reorganised to solely focus international engagements.

Evidences

b) MoUs and MoAs
EFFECTIVE MANAGEMENT SYSTEM

Principle 1.9: The EQAA has a reliable system for controlling, auditing and assessing all processes of its operations

1.9.1 To manage all quality assurance and administrative operations MQA has in place a set of documented practices which involves annual planning, approval, reporting, assessing, auditing and enhancement. All divisions and unit develop the annual targets based on the strategic plan, feedforward from past periods, current priorities, and internal capacity which is presented to the management for approval. A PDCA cycle is followed to ensure effectiveness of all operations.

1.9.2 An annual budget is also prepared to seek resources for the plan. Once approved, the operations are carried out and the results reported through a quarterly management review of achievements and which also examines the budgetary allocations. These reviews examine the attainments and shortfalls and provide directions on the next steps.

1.9.3 To demonstrate reliability and transparency of the core accreditation operations and the management system is documented is certified to meet ISO 9001:2008 QMS standard. This certification requires that internal quality audits (link to appropriate ISO procedure) are carried out on a planned and risk-based manner, and correction and prevention measures are instituted. The certification requires all management processes and procedures be checked in a 6th monthly review by the certifying agency – SIRIM QAS Sdn. Bhd. These external reviews have not reported a major non-compliance testifying to the fidelity to internal procedures.

1.9.4 In addition, the internal audit team carries out planned audits of operations to check for compliance with policies and procedures, and provide a report to the management and to the Council. This regime of internal reviews and checks are also complemented by mandatory and annual financial audits by the Auditor General which has given MQA clean bill of health.

1.9.5 As a statutory body, MQA is also monitored by the Prime Minister’s Office on two aspects. The statutory bodies’ Unit reviews MQA adherence to all applicable federal rules governing the governance and management of statutory bodies. In addition, the security of public reception, storage, retrieval, use and disposal of data and information is from time to time audited.

1.9.6 Besides internal checks, MQA Customers’ Satisfaction Survey (Kajian Kepuasan Pelanggan Luran - KKPL) was developed to identify quality level of MQA services as a quality assurance body in Malaysia and also to measure effectiveness of system management and service quality. The results from the survey are used to improve quality assurance services.
provided to the public. This KKPL MQA distributed through form and online via link www2.mqa.gov.my/kkpl/index.cfm. KKPL MQA for year 2016 was presented in MQA Top Management Meeting on 9th June 2017.

1.9.7 MQA is confident that it has in place a robust system of checks and balances to carry out its mandate and responsibilities to our stakeholders. It has adopted the good practices of the older and more matured EQAAs of the world while designing many that are unique to its own environment.

1.9.8 MQA is aware as a regulating body it must establish and implement all operations in an efficient, effective and client-friendly manner. The performance-based approach will vary the intensity of the review and monitoring based on IQA performance.

Reflections and Changes

1.9.9 Judging by the client charter achievement, ISO 9001 QMS external audits, Auditor General’s Certificate, and MQA Client Satisfaction Survey, MQA has an effective system to manage its operation. However, there are still shortfalls in the system that need to be attended to.

1.9.10 The new ICT project will, when operational, be a huge boost to the efficiency of the management system. All operations will be systems-based and systems-driven, raising reliability of operations to level higher level.

Evidences

a) Strategic Plan
b) Budgetary Allocations
c) Feedforward documents
d) ISO 9002 QMS documents
e) Internal Quality Audit Procedures
f) Internal Audit reports and Actions
g) APP Satisfaction Reports
h) Client Charter Achievement
i) Quarterly Management Review Meeting.
j) Division Management Meeting
k) MJS Induk
Principle 1.10: The EQAA keeps the public informed of its current policies, procedures, criteria, standards and assessment results

1.10.1 The establishment of the MQA and through it the design and creation of the MQF, as part of the Malaysian higher education transformation programme, was intended to enhance the accountability, transparency, objectivity and fairness in the national quality assurance system of higher education.

1.10.2 In fostering the above values, MQA constantly endeavours to increase its efforts in strengthening its relations with the stakeholders i.e. higher education providers, students, parents, counselling teachers, employers, professional bodies, other quality assurance agencies as well as governmental and nongovernmental agencies worldwide.

1.10.3 The MQA makes every effort in keeping its stakeholders and the larger community informed by reporting, exchanging and sharing information on quality assurance good practices, policies, procedures and criteria as well as evaluation decisions to the public through various mechanisms and approaches. These include;

i. the publication and maintenance of MQA’s portal,
ii. publication of quality assurance documents and the Agency’s annual reports, press releases, issuance of circulars and notification letters,
iii. public disclosure of evaluation decisions through the Malaysian Qualifications Register (MQR),
iv. organization of exhibitions and road shows as well as the handling of
v. monthly advisory clinics and daily consultation services.

Malaysian Qualifications Register (MQR)

1.10.4 The MQR is the reference point for accredited programmes offered by higher education providers. These programmes or qualifications (i.e. certificate, diploma, advanced diploma or degree) must conform to the MQF for it to be registered in the MQR.

1.10.5 The objectives of the MQR are:

i. to provide information on accredited programmes and qualifications;
ii. to enable stakeholders to know, understand and make comparison on the features of a qualification and its relationship with other qualifications; and
iii. to facilitate the credit transfer process.
1.10.6 The MQR plays a significant role in ensuring that accredited higher education qualifications are registered and made available for reference to all stakeholders. Higher education providers both local and international may apply to have their qualifications registered in the MQR provided that the programme fulfils the standards and criteria set, and subjects itself to be accredited.

1.10.7 At the international level, the MQR has been linked to the UNESCO Portal on Higher Education Institutions. This portal offers access to online information on higher education providers which are recognised or sanctioned by competent authorities in participating countries. Aiming to serve as a reference centre for the stakeholders locally and internationally, the MQR not only provides the list of accredited programmes and qualifications, but also includes other information such as the credit requirements of each programme or qualification. This information could be used to facilitate the credit transfer process from one level to another. The public may also use the information on the MQR for the purpose of certification or clarification of any registered qualification. An extract from the MQR can be requested for this purpose.

1.10.8 At the moment, other information in the MQR consists of the following:

i. Name and address of the higher education institution;
ii. Application reference number;
iii. Name of the qualification;
iv. Field of the qualification;
v. Validity period; and
vi. Qualification level.

1.10.9 MQA publishes all information on the registry under the MQR portal at www2.mqa.gov.my/mqr. This portal was developed in-house and is maintained by the Information Technology Division since 2007.

1.10.10 All accredited programmes and qualifications are registered under the MQR which was established in accordance with Section 81 of the MQA Act 2007 (Act 679). As of June 2017, the total number of accredited programmes registered in the MQR was 12104.

**MQA Portal**

1.10.11 Through its portal - www.mqa.gov.my - MQA ensures that most of the relevant information is made available and accessible to public. MQA also ensures that the information is periodically updated.

1.10.12 The information posted on the website includes, amongst others, a brief introduction of the Agency, list of officers and their contact details, all downloadable quality assurance documents, application forms, news and activities of the Agency, relevant press releases and information on accredited programmes, qualifications and higher education providers which are accessible through the linked MQR.
1.10.13 Enquiries relating to any of the above as well as additional information relating to the Agency or its activities may also be forwarded via email to ‘akreditasi@mqa.gov.my’, ‘webadmin@mqa.gov.my’ or via the Inquiry and Complaint Management System which is available online. The MQA portal is kept up to date and accessible to the public.

Public Disclosure of Evaluation Decisions

1.10.14 The MQA Act only requires MQA to make public the decision of the accreditation exercise via the MQR. For the time being, MQA does not publish the full report of the accreditation evaluation and the negative accreditation decisions for programmes which are not in compliance with the set standards. MQA is aware of such practice elsewhere and is currently reflecting on it. One of our concerns is the legal aspect of it as most of our providers are private, for profit institutions.

1.10.15 MQA also operates an open door policy for members of the public to enquire about the accreditation status of any named programmes offered by the higher education providers. Others making avail of this facility includes sponsors of study scholarships and student loans, potential employers as well as students themselves. The most important source for this purpose is the MQR. Enquiries can also be made by writing to the MQA or by calling the MQA’s Customer Service Unit and Qualifications Reference Unit. MQA conducts weekly Customer Open Day (Thursday) for stakeholders to come and meet the officers. MQA also operates a kiosk at its headquarters where the public can walk in and seek assistance on all of the above subjects. The MQR is also promoted continuously through several methods including exhibitions and mobile advertisement (vehicle graphics wrap) to boost public awareness of its existence and usefulness.

Publication of Quality Assurance Documents and MQA's Annual Report

1.10.16 A quality assurance evaluation is guided by:

i. The MQF;
ii. Standards for specific level qualification;
iii. Programme Standards;
iv. The Codes of Practice; and
v. Guidelines to Good Practices.

1.10.17 The quality evaluation process explained in COPPA and COPIA covers the following nine areas:

i. Vision, mission, educational goals and learning outcomes;
ii. Curriculum design and delivery;
iii. Assessment of students;
iv. Student selection and support services;
v. Academic staff;
vi. Educational resources;
vii. Programme monitoring and review;
viii. Leadership, governance and administration; and
ix. Continual quality improvement.

1.10.18 Each of these nine areas contains quality standards and criteria. These criteria have two distinct levels, i.e., benchmarked standards and enhanced standards. The degree of compliance to these nine areas of evaluation (and the criteria and standards accompanying them) expected of higher education providers depends on the type and level of assessment.

1.10.19 The QA documents published as stated earlier in this document are as follows:
   i. MQF;
   ii. Code of Practice for Programme Accreditation and Institutional Audit; Code for Practice for Open and Distance Learning (COP-ODL)
   iii. Standards for Executive Diploma; Masters and Doctoral Degree by Coursework and Mixed Mode; Masters and Doctoral Degree by Research; Graduate Certificate and Graduate Diploma;
   v. Guidelines to Good Practices of Accreditation of Prior Experiential Learning; Assessment of Students; Curriculum Design and Delivery; Monitoring, Reviewing and Continually Improving Institutional Quality; Malaysian Qualification Statement; Work-Based Learning; Academic Staff; Academic Staff Workloads; Accreditation of Prior Experiential Learning for Credit Award for Credit Award [APEL(C)]; Credit Transfer for MOOC; Guidelines on Terms Used for External Examiner, External Advisor and Advisory Board.

1.10.20 MQA’s publications were prepared with inputs from experts and stakeholders via a series of focus group discussions and exchanges and were continuously reviewed to ensure its relevancy and adaptability. The guidelines have been benchmarked against international good practices. All the documents are accessible and downloadable by the public from MQA’s official website –www2.mqa.gov.my/QAD/

1.10.21 MQA also publishes its Annual Report which documents its overall performance of the various activities particularly those quality assurance exercises that are conducted throughout the year. This report is tabled in Parliament and distributed to the relevant governmental and non-governmental departments and agencies, higher education providers and the National Library.
Outreach Programmes

1.10.22 In order to ensure that important information concerning quality assurance matters is well-disseminated to all stakeholders nationwide and to increase their understanding of the prescribed policies and regulations, MQA hosts various outreach programmes throughout the year. These include educational expositions and exhibitions, road shows and dialogue sessions with targeted stakeholders such as students, parents, counselling teachers, higher education providers and other relevant organizations. These programmes are also held as a continuous effort to obtain feedback on matters relating to MQA services and quality assurance processes.

1.10.23 MQA also participates in exhibitions organised by the Ministry of Education and other governmental and nongovernmental departments and agencies. This is aimed to boost public confidence and awareness of the quality of our higher education and the importance of MQA’s accreditation.

Monthly QA Consultative Clinics and Daily Consultation Service

1.10.24 In response to the continuous requests from the higher education providers, MQA provides monthly QA consultative clinics for higher education providers to guide them on the preparation of accreditation application documents.

1.10.25 The coverage of the clinics comprises application procedures and work processes as well as current policies, standards and criteria relating to submission of application for evaluation. The information about the clinics is also available on the MQA’s website. Apart from that, daily consultation service is provided for stakeholders who seek advice over the telephone or face-to-face.

Press Releases, Issuance of Circulars and Notification Letters

1.10.26 From time to time MQA issues circulars and notification letters to all the relevant on policies, procedures and quality assurance criteria updates in higher education. These circulars and notification letters are also made accessible through the MQA portal.

1.10.27 Current news and information relating to accreditation and higher education are also announced through the media through press releases, press conferences, periodical bulletin published by local media and interviews at radio and television stations.

1.10.28 MQA is currently maintaining a number of social media accounts on platforms such as Facebook, Twitter, Instagram and YouTube in order to disseminate information via other channels other than the official website. This is to ensure information should reach the public by all means possible and also a way to interact with all of them.

- www.mqa.gov.my
Reflections and Changes

1.10.29 Conscious of the fact that it is important to disseminate information on accreditation outcomes as well as other MQA’s activities to the stakeholders at every level, the Agency always makes every effort to inform and engage both its local as well as international collaborators in dialogue for better mutual understanding.

1.10.30 MQA is working to have every accreditation report made public. In due time, a summary is will be available for interested parties.

Evidences

a) MQR portal at www2.mqa.gov.my/mqr
d) www.mqa.gov.my
e) www.facebook.com/AgensiKelayakanMalaysia/
f) www.twitter.com/mqamalaysia
g) www.instagram.com/mqamalaysia
h) www.youtube.com/user/MQAMalaysia
SECTION C

PRINCIPLE 2
EXTERNAL QUALITY ASSURANCE—STANDARD & PROCESS

A  B  C
1. As a national qualification and quality body for higher education, MQA has the responsibility to quality assure all programmes and qualifications offered by registered higher education providers. At the heart of MQA quality framework is MQF. Its introduction came out of a realisation by the state that many issues concerning the quality of the qualifications conferred by Malaysian higher education relate to the lack of a national qualifications framework. In addition, studies carried out by a number of government agencies seemed to also indicate that despite graduates scoring very highly in their academic work, they lacked sufficient work place skills such as communication, leadership as well as working as part and in teams.

2. Furthermore, the global developments in higher education, the increasing mobility of the highly educated and skilled workforce and the attention to various pathways for lifelong learning require a system wide approach to facilitate learning for individuals throughout their life.

3. The government is also cognizant on the need for the international recognition of the credentials awarded by its higher education providers. The integration of all qualifications under a common qualification and quality frameworks are expected to reinforce international confidence on Malaysian qualifications.

4. The MQF has been agreed to, and accepted nationally by all stakeholders. It is benchmarked against best international norms and is an instrument that develops and classifies qualifications based on a set of criteria. The framework clarifies the academic levels, learning outcomes and credit system based on student academic load. These criteria are accepted and used for all qualifications awarded by various types of higher education providers.

5. MQF offers a great potential of linking qualifications systematically and opening various pathways of learning. This will enable the individual to progress in higher education through transfer of credit and recognition of prior learning, acquired from formal, non-formal and informal learning without taking into account the time and place in the context of lifelong learning.

6. However, it should be noted that MQA is currently reviewing the MQF to ensure that the Framework adapts to latest trends and developments of local, regional and global higher education. This is to ensure that MQF is able to serve as the main reference point for Malaysian qualifications.
7. MQA has adopted a tested international good practice in its approach to quality assurance. Its basic premise is to acknowledge that institutional quality assurance is first and foremost the responsibility of the providers. MQA’s role is to help, advice, support and ensure that the providers’ practices are robust and in conformity with the international norms and good practices.

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Figure 4: Illustrates the three-pillars of education system covered by the MQF which are characterised as ‘academic’, ‘technical-vocational’ and ‘skills’ pillars
8. Given its statutory responsibilities, MQA is mandated by legislation to audit and verify that the higher education providers conform to the requirements of the MQF as well as QA standards and criteria which in turn requires the higher education providers to put in place a set of policies and practices to support its efforts at compliance. To carry out its task as the national quality assurance body, MQA has adopted two major approaches. The first is accrediting programmes and qualifications and the second is auditing institutions and its components.

9. The Programmatic approach, known as program accreditation is carried out in three phases; namely Provisional Accreditation, Full Accreditation and Accreditation Compliance Evaluation. The Institutional approach, known as the Institutional Audit, is carried out either comprehensively for the purpose of granting Self-Accrediting Institution or thematically for specified purposes.

10. **Programme Accreditation** is a three-phased process. The first phase is Provisional Accreditation where MQA undertakes an evaluation of programme proposals from the HEPs before it is offered. During this phase, assessors who are subject specialist appointed by MQA evaluate the programme design and preparatory arrangements provided by the HEP based on the nine evaluation areas (link COPPA). When the programmes meet all of the requirements, the HEP is given the Provisional Accreditation. The Provisional Accreditation is also a condition for a programme to be approved by the Ministry of Higher Education. Following the approval of the programme, the HEP can enrol students into the programme.

11. The second phase is when the HEPs seek Full Accreditation. HEPs are requested to seek Full Accreditation when the first cohort of students reaches their final year of study. Full Accreditation is only conferred following a full audit and that MQA, through its auditing panel is satisfied that the programme has complied with the MQF, relevant standards and nine evaluation areas stated in COPPA.

12. The third phase is the Accreditation Compliance Evaluation which MQA conducts on a three to five year cycle. Apart from ensuring that an accredited programme continues to comply with specified standards and quality requirements, the evaluation will also focus on continuous quality improvement undertaken by the HEPs to maintain the currency and relevancy of its programme.

13. The other approach to accreditation at MQA is the **Institutional Audit**. The comprehensive audit undertaken by MQA is for the purpose of granting the self-accreditation status to an institution. The self-accrediting institution will undergo one-off follow up audit after one year of the award and subsequently a cyclical monitoring which includes submission of biennial report as well maintenance audit for every five years.

14. MQA also undertakes Institutional Audit, either comprehensive or thematic, on need or project basis for specified purpose such as for the purpose of verifying academic performance, verifying data, public policy input or for rating of institutions and programmes.
15. MQA quality assessment is consistently guided by key documents as follows:
   The MQF;
   i. Standards on level of studies;
   ii. Programme Standards;
   iii. The Codes of Practice; and
   iv. Guidelines to Good Practices.
   v. Advisory Notes

16. The quality evaluation process in COPPA and Code of Practice for Institutional Audit (COPIA) covers the following nine areas:
   i. Vision, mission, educational goals and learning outcomes;
   ii. Curriculum design and delivery;
   iii. Assessment of students;
   iv. Student selection and support services;
   v. Academic staff;
   vi. Educational resources;
   vii. Programme monitoring and review;
   viii. Leadership, governance and administration; and
   ix. Continual quality improvement.

17. Each of these nine areas contains quality standards and criteria. These criteria have two distinct levels, i.e., benchmarked standards and enhanced standards. The expected degree of compliance to standards under these nine areas of evaluation shall depend on the types and phases of evaluation.

18. Generally, the MQA subscribes to the shift from a fitness of purpose to a fitness for specified purpose. However, in the current stage of the development of Malaysian higher education and its quality assurance processes, there is a need to ensure that the higher education providers fulfil the benchmarked or basic standards. Nevertheless, the size, nature and diversity of the institutions call for flexibility wherever appropriate. Where necessary, higher education providers may need to provide additional information to explain why certain standards are not applicable to their case when preparing their documents for submission to the MQA.

19. The long term plan for MQA is to ensure that all higher education providers achieve a high level of maturity by having a robust internal quality assurance mechanism and a strong sense of ownership of quality in order to seek or qualify for self-accreditation status. MQA is shifting towards performance-based quality assurance where the track record of higher education providers; their capabilities to comply with the standards set and their risk-free status, especially financially, will be a basis for accreditation decisions and other recommendations by MQA.

20. The governance and the quality assurance processes, including its decision making, developed and implemented by MQA proves that MQA is independent and autonomous in conducting its functions.
Figure 5: The Quality Assurance Process

Recognition of Qualifications for Employment and Professional Practices

21. MQA has always worked closely with professional bodies and employers to ensure accredited qualifications are recognised for employment and professional practices. The recognition of qualifications, whether local or foreign, which was previously handled by a high level ministerial committee since 1972 has been devolved onto MQA by the Malaysian Cabinet. Beginning January 2017, MQA accreditation, with few exceptions, will automatically lead to recognition by the government for employment in the public service, which has been long held criterion for qualifications recognition predating MQA and MQF.
STUDENT AND SOCIETY-FOCUSED QUALITY ASSURANCE

Principle 2.1: Interest of the students and society should be at the forefront of external quality assurance processes

2.1.1 The substantive focus of MQA on the learners and the broader society is self-evident. MQA’s establishment was, first and foremost, premised on the need to assure the students, parents, employers and other relevant stakeholders on the quality of higher education programmes and qualifications. The students and societal interests have always been a central feature of MQA’s QA work. This is evident in MQA’s corporate video opens with a strong statement of commitment to assuring the future of the young prospective students.

2.1.2. The MQF as an outcomes-based and learner-centred framework provides primacy to the learners (MQF, p.1). The student learning time-based credit recognises and places the students at the centre of the MQF and a key determination in the volume of learning effort needed for each level of qualifications. In fact, the MQF goes beyond the traditional learning setting in order to embrace learners at all stages of their life through recognition of lifelong learning. The APEL programmes are aimed at enabling adult learners to access and even exchange their experience for credits. In this regard, MQA has recorded some astounding successes.

2.1.3 The COPPA demands that providers respect the rights of students (COPPA: 2.4.1, p.14) and establish systems to seek their feedback in teaching and learning, programme management, and pastoral care services individually and through student representation (COPPA: 4.5, p.20). In the accreditation evaluations, students are a key informant and evidence of effective learning. No full accreditation can be carried out without access to and engagement with students to evaluate the effectiveness of the programme.

2.1.4 The Malaysian Qualifications Statement (MQS) and iCGPA are examples of initiatives with students at the centre. MQS is intended to help the learners with full information about their courses, grading systems, programme and qualifications levels in MQF which is useful in facilitating student mobility across institutions and borders. The iCGPA tool reports the achievement of a learner against the desired outcomes making it easier for students to articulate their value to employers.

2.1.5 MQA’s primary digital window to the public is organised to facilitate access to information by students and also general public. To protect the interests of students, parents, employers and funding agencies, MQR carries records of all accredited qualifications including also a list of provisionally accredited programmes.
2.1.6 In summary, although MQA’s declarative statements do not overtly invoke students or society, but its purpose and role signify MQA’s standing as a public agency providing a critical public service to society.

**Reflections and Changes**

2.1.7 MQA will continue to expand and refresh its activities with greater emphasis on learner centric services and responding to societal interest. MQA continues to leverage on social media to stay connected with public and in particular the students. These includes MQA plans to add more performance-based information which can be accessed and should be useful for students, parents and the society at large in making more informed decision. MQA will also continue to explore means of strengthening student involvement in QA and in particular IQA systems.

**Evidences**

a) MQF document (outcomes-based, learner-centred, SLT)
b) COPPA (protect and preserve student’s rights and interest)
c) Malaysian Qualifications Register (provide information)
d) Home page (facilitate information access)
e) Provisionally Accredited List (provide information)
f) Corporate Video
Principle 2.2: Standards must be comparable to international good practices and related to internal quality assurance of higher education institutions

2.2.1 As quality assurance frameworks indicate, standards are an essential component in a quality assurance system that specify the expected level of quality in education provision. It is intended to assist the HEPs to develop and enhance their academic performance and institutional effectiveness. In conducting the self-evaluation, the HEPs are guided by specific criteria and standards.

2.2.2 The standards adopted by MQA are reflective of the global experience in quality assurance of higher education. MQA has sought and incorporated advice from its counterparts across the world, before consultatively formulating them within the context of local needs. The criteria and standards in all MQA codes of practices are developed based on the nine areas of evaluation which are key determinants of quality education process and universally adopted in many quality assurance systems. These include programme development and delivery; assessment of student learning; student selection and support services; academic staff; educational resources; programme management as well as program monitoring, review and CQI. HEPs are also guided by other quality assurance documents such as the Malaysian Qualifications Framework (MQF), applicable Programme Standards and Guidelines to Good Practices.

2.2.3 These quality assurance documents are developed by a panel comprising of experts from the universities, industry and the profession. Input from stakeholders including representatives from international branch campuses operating in Malaysia provides valuable feedback from the international perspective. The standards development process involves a series of workshops and dialogues. The standards documents are also referenced to and benchmarked against international good practices which require clearly defined, transparent and fair criteria and standards that serve as reference for evaluations and reports of programmes and qualifications offered by HEPs. The ISO procedure (MQA-PK-01) for development of standards requires that the framework of the QA documents developed during the ground work stage must be based on current good practices.

2.2.4 Study visits are carried out, whenever possible and necessary, to foreign QA counterparts to have a better understanding on the implementation of certain standards before it is developed and implemented in Malaysia, i.e. visit to the relevant agencies responsible for Recognition of Prior Learning (RPL) and attendance at RPL Conference in Canada to look at the implementation of APEL (ACCESS) and visit to the National Institute of Lifelong Education of Korea prior to APEL (CREDITS) guidelines
development and implementation. Comparative exercises are also conducted to ensure the currency and relevancy of the documents, i.e., Code of Practice for TVET Programme Accreditation vs. ASEAN TVET QA Model. At times, international advisors are invited to provide expertise on certain standards.

2.2.5 MQA believes in and operates on the premise that institutional and programmatic quality is first and foremost the responsibility of the providers. MQA’s role is to help, advice, support and ensure that the providers’ practices are robust and in conformity with the international norms and good practices. These quality assurance documents are periodically reviewed and updated to ensure their currency, relevancy, reliability, adaptability and effectiveness to address the ever changing environment within which higher education operates.

2.2.6 Both the QA approach adopted and standards itself requires on a strong internal quality assurance system in the higher education institution. This is concordant with principle that quality is a shared responsibility of the providers and external quality assurance body. In furtherance of principle, both COPPA and COPIA as well as Guidelines to Good practices: Monitoring, Reviewing and Continually Improving Institutional Quality (MR-CIIQ) require institutions to undertake self-review at the programme and institutional level and propose changes to overcome any concerns that have been identified during the self-review.

2.2.7 Generally, the MQA subscribes to the shift from a fitness of purpose to a fitness for specified purpose. However, in the current stage of the development of Malaysian higher education and its quality assurance processes, there is a need to ensure that the providers fulfil the benchmarked standards. The self-accreditation status and the impending graded accreditation will incentivise providers to go beyond the minimum standard. Nevertheless, the size, nature and diversity of the institutions and the dynamic nature of higher education, call for flexibility in the application of the standards. MQA continues to consider request for flexibility especially when the enforcement might have perverse effect.

Reflections and Changes

2.2.8 Recognising the importance of an internal quality assurance system within the institution, the revised COPPA has made it mandatory for HEPs to establish and maintain a unit responsible for this function.

2.2.9 Accompanying the revision of the MQF and COPPA, there will be revision of the existing standards.

2.2.10 The Programme Standards will focus more on elaborating the programme learning outcomes knowing that providers are still unable to fully amplify the broad outcomes statement at the course level.
2.2.11 To adopt a common framework for all the programme standards to facilitate better mobility between programmes.

2.2.12 MQA will complement the standards with advisory notes which expand, amplify and elaborate the meaning and objective of a standard.

Evidences

a) Standards development protocol or procedures link PK01
b) Records of workshops, dialogues and consultation
c) Record of all standards panel
d) Comparative exercise
e) Standard TVET: Regional QA Model for TVET and TVET Personnel in ASEAN vs. COP:TVET
f) APEL (A) 2010 Visit and RPL conference in Canada 2010 (report)
g) APEL(C) 2015 visit to Korea
Principle 2.3: Development of standards must involve participation of relevant stakeholders to meet the current needs and demands

2.3.1 Standards development is the decision taken in consultation with the MQA’s stakeholders. Frequently, the impetus for standards development emanate from rising applications from providers in a discipline or programme. Standards may also be developed in response to request from national bodies as in the case of the TVET and Work-Based Learning standards.

2.3.2 When the need for a specific standard or guide becomes apparent, MQA will establish ad-hoc standards committees, consisting of experts in the field of study and/or practice to formulate the standard. The members of these committees are from the academia, ministries, professional bodies and industry. The selection of members of the standards committee is guided by the programme standards and suitability, expertise and experience of the prospective panel members. The main function of the standards committees is to develop or review the guidelines, standards and criteria for programme accreditation and institutional audit.

2.3.3 MQA will organize stakeholder engagements involving HEPs, MQA officers and panels of assessors, policy makers, professional bodies, industry players and others related stakeholders. This exercise is also conducted through seminars, road shows, discussions, consultations, negotiations and pilot visits. It is an approach to facilitate partnerships, shifting from hierarchical relationships to relational interplay of ideas and interests in collective problem solving ventures.

2.3.4 The review of MQF for instance, has gone through extensive consultation with stakeholders. The same applies to the formulation of other Codes of Practice, Standards, Programme Standards and Guidelines to Good Practices. For example, COPPA is currently being reviewed based on the feedback from the HEPs and assessors. These complex rounds of dialogues and discussions leading to the development of our quality assurance documents are a source of enormous confidence for the Agency in its fulfilment of mission objectives. Surveys are also carried out to get feedback from stakeholders and the survey reports are published in the portal. Members of the public are also encouraged to give suggestions from time to time for the standards’ continuous enhancement.

2.3.5 To address perennial employers’ complaints of ill-trained graduates, MOHE promoted the idea of teaching factories. MQA’s guideline for Work-based Learning (WBL) complements the Ministry’s initiative for 2u2i programme which provides opportunity for student learning experience at the work place. In addition, guideline on MOOCs for credit transfer encourages flexible learning, reduces duplication of learning and recognises the experience and
learning gained outside the conventional classroom. It also propels Malaysia as the first nation to formulate a national policy on credit transfer for MOOCs.

2.3.6 The standards are continuously reviewed and examined closely to remove unnecessary inflexibilities. For example, MQA and the Ministry, recognising the need for more flexible but still effective ways of ensuring competency in English language, has permitted many more exceptions to this requirement.

Reflections and changes

2.3.7 MQA will continue to make a conscious effort to encourage a wider and more active participation from relevant industries and students during the development of Quality Assurance documents. The work-based learning approach to curriculum delivery requires effective participation from the industries in terms of curriculum design, delivery and sharing appropriate facilities. MQA and the Ministry will continue to proactively engage with these constituents to ensure effective implementation.

Evidences

a) 2u2i Guidelines, JPT, 2017
b) ISO Procedure PK 01
c) ISO procedure requires stakeholders involvement
d) Stakeholders Workshop (HEI, Industries/Employer, Students)
e) Pilot Visit (diff. range of HEIs)
f) Feedback website
g) Review Programme Standard process (Impact Study step no. 5, dialogue with industry step no. 12.4 & 12.6)
ACCESS AND APPLICATION OF STANDARDS

Principle 2.4: Standards must be made publicly available and applied consistently and with due regard for cultural diversity

Publicly Available Standards

2.4.1 In the spirit of openness, MQA ensure that the quality assurance documents are made available and accessible to stakeholders at all times. During the development process of any standards, inputs from experts and stakeholders (via a series of focus group discussions and exchanges), are continuously sought and taken into consideration. Feedback from stakeholders obtained through survey reports are published in the portal. Members of the public are also encouraged to give suggestions from time to time for the standards’ continuous enhancement. Upon completion, these information regarding the quality assurance processes and documents are disseminated to all higher education providers as well as other stakeholders.

2.4.2 MQA believes that the feedback and openness would lead to standards that are fit for purpose and promote greater acceptance from the stakeholders.

2.4.3 Among activities carried out by MQA relating to standards and audits include, among others, the following:

i. All MQA QA documents are accessible online from MQA’s Portal. All published QA documents are also available in print or as e-book and can be purchase at a minimal cost.

ii. From time to time, MQA also issues circulars, advisory notes and notification letters to all relevant stakeholders on policies, procedures and criteria of quality assurance. This information is available in the MQA Portal. Current news and information relating to accreditation and higher education are also announced through press releases, press conferences, published by local media and interviews at radio and television stations.

iii. Advisory clinics are conducted regularly to guide the HEPs in the preparation of the accreditation documents. The clinics discuss application procedures, work processes, policies and criteria as well as standards for submission of application.

iv. Training, briefing and dialogue sessions are provided to the stakeholders (HEPs, standards committee members, panel of assessors, MQA officers and other relevant stakeholders) to enable them to be familiar with the standards and to ensure consistent understanding on its implementation.
v. MQA has a weekly client’s day (every Thursday) for the higher education providers, members of public, and other stakeholders to seek advice and to discuss accreditation issues.

Consistently Applied Standards

2.4.4 To ensure consistency of all programme accreditation, MQA is guided by the following QA documents:

i. MQF;
ii. Standards for specific level qualification;
iii. Programme Standards;
iv. Codes of Practice; and
v. Guidelines to Good Practices.

2.4.5 MQA ensures standardisation and consistency in accreditation through the nine areas of evaluation in the Code of Practice for Programme Accreditation (COPPA) and the Code of Practice for Institutional Audit (COPIA) which are as follows:

i. Vision, mission, educational goals and learning outcomes;
ii. Curriculum design and delivery;
iii. Assessment of students;
iv. Student selection and support services;
v. Academic staff;
vi. Educational resources;
vii. Programme monitoring and review;
viii. Leadership, governance and administration; and
ix. Continual quality improvement.

2.4.6 Each of these nine areas contains quality standards and criteria. These criteria have two distinct levels, i.e., benchmarked standards and enhanced standards. The expected degree of compliance to these standards depends on the types and phases of evaluation.

2.4.7 To facilitate and standardised the document submissions, MQA has developed the following forms to be used in the application for accreditation:

i. MQA-01, also known as Programme Information, for application of Provisional Accreditation of a programme;
ii. MQA-02, also known as Programme Information and Self-Review Report, for application of Full Accreditation of a programme; and
iii. MQA-03, also known as Self-Review Portfolio, for application of an Institutional Audit of a Higher Education Providers.
2.4.8 The above forms are documented in Section 3 (Submission for Provisional and Full Accreditation) of the COPPA for programme Accreditation and Section 3 (Submission for Institutional Audit) of the COPIA for Institutional Audit. The soft copy of the forms are posted in the MQA portal for easy access by the providers. More details on the accreditation process are provided in section 2.5.

2.4.9 To ensure consistency in the interpretation and application of standards and ultimately the accreditation decision, MQA undertake the following interventions:
   i. Chairperson is responsible to coordinate and consolidate the evaluation report;
   ii. HEPs are given the opportunity to raise any inaccuracies in the draft evaluation report; and
   iii. Verification Committee Meeting (Mesyuarat Jawatankuasa Semakan, MJS) and Accreditation Committee Meeting (Mesyuarat Jawatankuasa Akreditasi, MJA) ensure consistency in the application of standards and accreditation decisions across programmes and institutions.

2.4.10 MQA has adapted various standards to address diversity in teaching and learning such as Work-Based Learning (WBL), Open Distance Learning (ODL), Accreditation of Prior Experiential Learning (APEL) and Massive Open Online Courses (MOOCS). Recognising the presence of international students and international branch campuses, some key QA documents are also available in English.

Reflections and Changes

2.4.11 Whilst MQA continues its effort to ensure that standards are made publicly available and applied consistently given the diversified institutional needs, aspiration and climate, it also intends to promote greater transparency and accountability in its QA process. Among such efforts include educating the stakeholders on the importance and implications of accreditation and recognition as well as enhancing assessors’ competency through standardised training and certification.

Evidence

a) MQA Portal: MQA-01, 02, and 03
b) MQA portal : issues circulars, advisory notes and notification letters
c) Press release, press conference, in local media, radio/TV stations
Principle 2.5: The process normally includes a self-assessment report (SAR) of the programme or institution, site visit, feedback, formal decision, and follow-up procedures.

2.5.1 The quality assurance processes at MQA consists of five core elements namely Self-Assessment Reports, Site visit, feedback, formal decision and follow-up. Diagram below depicted the processes.

**Figure 6: Programme Accreditation and Institutional Audit Process**
Self-Assessment Reports (diagram/flowchart)

2.5.2 Self-assessment is integral in both MQA program accreditation and institutional audit. MQA requires higher education providers (HEPs) to carry out self-review at the programme and institutional levels in accordance to the areas of evaluation and use the outcomes as the basis for MQA submission. HEPs may propose changes to overcome any concerns that they have identified during the self-review. The purpose, procedures, processes and expectations of this self-review are clearly documented and communicated to the HEPs through the COPPA (Section 4) for full accreditation of programmes and in the COPIA (Section 4) for institutional audit.

Site visits

2.5.3 The report of the self-review covering the nine areas of evaluation with supporting evidence is submitted to the MQA which reviews the report through its team of appointed assessors. Submission of professional program will be coordinated with the relevant professional bodies for the involvement of their experts in accreditation process.

2.5.4 The assessors are required to undertake desktop evaluation prior to and as a preparation for the site visit. Pre-visit meetings are held to ensure good coordination of on-site audit and priorities. The assessors, in almost all cases, make a site visit to confirm the findings of the self-review, examine the documented evidences, ensure acceptable audit triangulation and make their judgments. As when necessary, Post-visit meetings will be held to finalise the findings.

2.5.5 The duration of the site visits varies according to the types of evaluation. Programmatic evaluation will normally take two to three days while institutional audit will normally take four to five days depending on the purpose, audit priorities as well as institutional size.

2.5.6 An oral exit report is presented to the HEPs at the end of the site visit. Subsequently, the panel of assessors will produce a draft report of their findings which will be provided to the HEPs.

Feedback

2.5.7 The HEP is required to verify all factual matters of the draft which must be returned to MQA within a specified time. All feedback from HEP will be reviewed by the assessors and the finalised report will be sent to MQA.

Formal Decision
2.5.8 To receive provisional or full accreditation of programmes or else its continuation or to receive self-accreditation status, higher education providers must demonstrate that they have met all relevant standards. However, provisional or full accreditation may also be granted with conditions.

2.5.9 Finalization of formal decision is taken up through several verification processes to ensure its transparency, credibility and fairness. Assessors’ recommendation will be vetted by Verification Committees consisting of directors and senior officers of the accreditation and other relevant divisions. Once the Verification Committee is satisfied with the assessors’ recommendation, it will be tabled to the two Accreditation Committees; one each for ‘the Arts and Social Sciences’ and ‘the Sciences’, or the Self Accrediting Committee. These three committees are responsible to evaluate and analyse programme accreditation or institutional audit reports and to make final decisions on applications of HEPs.

2.5.10 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.

Follow-up

2.5.11 If the accreditation, either provisional, full, continuation or self-accrediting status, is granted by MQA with conditions, HEPs are normally given between six to twelve months to take corrective actions after which compliance verification will be conducted. The verification may involve a follow up visit, as and when necessary.

Reflections and Changes

2.5.12 Understandably, HEPs face continuing challenges in designing their programmes for provisional accreditation and full accreditation particularly on Outcomes-Based Education (OBE) mapping and market need analysis. Among the initiatives under taken by MQA to assist the HEPs are:

i. Developing a system which can visualise the outcomes and their mapping more effectively; and

ii. Providing advisory notes to guide HEPs into creating more reliable market analysis.

2.5.13 To create a more effective evaluation process, MQA has since revised a simplified version of COPPA document. The revision, from the nine to seven areas of evaluation provides a more focus yet comprehensive and holistic view of evaluating the HEPs. All efforts will be carried out with the intention to provide an even more credible measure and facilitative environment to support the accreditation process.
Evidences

a) COPPA
b) COPPA version 2
c) COPIA
**ASSESSMENT METHOD AND PROCESS**

Principle 2.6 Assessment must be objective, fair and transparent and conducted within an appropriate time frame

**Standardised Assessment Instrument**

2.6.1 To ensure that the assessment process is conducted in an objective, fair, transparent and timely manner, MQA has employed several measures such as having clear instructions and guidance for the trained assessors; standardised procedures that are well disseminated among all stakeholders involved in the process; timeline for each individual process, and more importantly the use of common and standard report templates and evaluation instrument in the assessment process.

2.6.2 In the COPPA and COPIA, the criteria and standards for each of the nine areas of evaluation as well as the programme standards are used as reference points for the development and quality assessment of new programmes and institutions, for self-review (internal academic review) and for external evaluation (external academic review).

2.6.3 MQA uses a grading system to assists assessors in the evaluation of a programme or an institution or selected areas. The five-point grading system indicates the degree of achievement of the institution or programme on each of the standards in the nine areas of evaluation. In full accreditation exercises, the assessors are provided with an Excel-based worksheet to assess the achievement of the particular programme or institution. For each criterion being evaluated, the assessors shall identify the descriptor that best fits the findings for the item.

2.6.4 To monitor that the assessment is conducted in an orderly and timely manner, MQA has in its Client's Charter identified the time taken for its Provisional Accreditation process to be within 3 months and 3 weeks, while the Full Accreditation process to be conducted within 7 months. MQA monitors its client charter constantly and the achievement performance is reported to its stakeholders. The performance achievement of the accreditation process is also published on the MQA's Portal.

**Reflections and Changes**

2.6.5 To further promote transparency, the assessment reports and specific decisions by the Accreditation Committee will be made public.

2.6.6 In the interest of continuous improvement, MQA is committed to carry out and publish periodic reviews and analysis of assessment reports so as to keep HEPs informed of weaknesses in their submissions.
Evidences

a. Evaluation Instrument
b. Template of Report
c. ISO Process with Timeline
ASSESSORS TRAINING

Principle 2.7: The EQAA provides appropriate training at regular interval for development of assessors.

Specifications on the Characteristics, Selection and Training of Assessors

2.7.1 Assessors are the experts in their respective fields who come from different backgrounds and they include academicians, professionals and individuals from the industry.

2.7.2 As of June 2017, MQA has appointed 1,794 assessors in various fields of expertise. The fields can be categorised into four main areas; Engineering and Technology (532), Art and Humanities (474), Medical and Health Sciences (420) and Social Sciences (344). In addition, MQA also has appointed 24 assessors to assist MQA in Institutional Audit. For professional programmes, the various professional bodies have their own list of assessors many of whom are also on MQA’s list.

2.7.3 MQA has established a systematic approach to manage matters pertaining to assessors. Information about the assessors including personal details, academic and career background, records of quality assurance training and workshop as well as information on accreditation assignment are kept in a database. Since 2012, a portal on assessors is in operation which can be accessed by MQA officials. Starting from 2015, the portal is made available for assessors to view and update their profile, to peruse their history of assignments as well as to keep them informed on MQA announcements.

Procedures for Nomination and Appointment

2.7.4 As and when the Accreditation Divisions require new assessors, such request will be made to the Assessors Management Unit which will place an advertisement in the MQA Portal. Applications may come from individuals as well as nominations from HEPs. Candidates for the MQA assessors must meet the following criteria:

i. Minimum qualification of Bachelors degree (Level 6 in the MQF) or one level higher than the level of qualification which the assessor is assigned to evaluate and/or at least five years of experience in a related field;

ii. Relevant knowledge and expertise in a related field with teaching experience;

iii. Substantial knowledge and experience in curriculum design and delivery;

iv. Programme leader or experience in programme management;

v. Knowledge of higher education or further education and training; and

vi. Experience in research and scholarly activities.
2.7.5 MQA can appoint assessors with a considerable experience and achievement in industries, on case to case basis, even though they may not fulfil minimum academic requirement. This is largely to accommodate critical or specialised industry-based programmes.

Training

2.7.6 MQA regularly conducts training for its assessors to ensure that they are competent in assessing higher education programmes and informed with latest developments. These training programmes are designed to cater to different needs of assessors depending on their knowledge and experience in QA work.

2.7.7 Starting from 2016, all new assessors are required to attend a three-day workshop on the Code of Practice for Programme Accreditation (COPPA) and Outcome-Based Education (OBE) as a prerequisite for appointment as MQA assessors. Previously, the workshop was required prior to any accreditation assignment. The workshop consists of the following modules:

i. Overview of the Malaysian Quality Assurance System - Programme Accreditation;
ii. HEP Programme Submission;
iii. Role and Responsibilities of MQA Assessors;
iv. Evaluation Visit and Report Writing;
v. Guidelines on Criteria and Standard for Programme Accreditation;
vi. COPPA Assessment Instruments;
vii. Evaluation of Full Accreditation using Assessment Instrument;
viii. Preparation for Meeting; and
ix. Learning Outcomes.

2.7.8 Upon completing the workshop, all eligible assessors will be issued letters of appointment for one year on a probationary basis. Subject to their performance, assessors will then be appointed as full assessors for a three-year term which can be renewed.

2.7.9 In addition to this pre-appointment programme, the serving assessors, as part of their continuous professional development are required to attend refresher courses such as the Effective Audit Report Writing for Programme Accreditation, the Guidelines to Good Practices: Work-Based Learning, the Workshop for APEL Assessor (Access) and updates on programme standards.

2.7.10 In 2016, MQA trained a total of 396 assessors through various training programmes of which 93 are newly appointed assessors who have attended the COPPA and OBE Workshop.
2.7.11 In 2017, MQA has organized a series of engagements with its assessors on the COPPA 2nd Edition (2017) which has been approved by the MQA Council. This is to ensure all assessors are familiar with the latest changes of COPPA and are able to apply them during evaluation of programme accreditation. Details of the Panel of Assessors (PoAs) training can be accessed in the PoAs portal.

2.7.12 MQA has conducted a study to evaluate the effectiveness of these training programmes and to obtain feedback on areas where further training is required.

Procedures for Assigning Assessors for Evaluation of Programme Accreditation

2.7.13 The selection of assessors for a particular assignment is guided by the type, level and discipline of the programme to be assessed, and by the availability, expertise and experience of the prospective assessors. The assessors are identified based on the recommendation of the officer in charge of a particular programme and endorsed by the Director of Accreditation Division.

Reflections and Changes

2.7.14 In spite of all the training provided by MQA, there are still concerns about completeness and timeliness of the report. This has contributed to delays in completing the accreditation report within the promised timeline.

2.7.15 The report writing workshop was developed to overcome concerns in relation to clarity and completeness of the report.

2.7.16 To improve the management and optimise the pool of assessors, MQA is in the midst of classifying the assessors into the following categories: Certified Assessors, Lead Assessors, Senior Assessors and Assessors. Among the criteria used in this classification exercise are academic qualification and experience, number of assessments and quality of the reports, performance appraisal, leadership quality and the level of professionalism displayed by the assessors.

2.7.17 It is hoped that this initiative will improve the management and performance of assessors and help MQA to plan assessors training more effectively and with cost efficient.

Evidences

a) PoA Performance Appraisal Analysis
b) PoAs Portal
c) Impact study on effectiveness of assessor’s training programme
d) Training portal: www2.mqa.gov.my/mqatc
ENSURING ASSESSORS’ PROFESSIONALISM

Principle 2.8: The EQAA ensures professionalism and ethical conduct of assessors.

2.8.1 Assessors play a prominent role in providing expert verification which leads to accreditation decision. MQA undertakes both capacity building and performance monitoring to ensure that the assessors are competent and adhere to a high standard of professionalism in performing their accreditation assignment.

2.8.2 During the COPPA and OBE Workshop, the assessors are reminded of their roles and responsibility especially on issues relating to their professional conduct and work ethics. Among the key points highlighted are:
   i. remain within the scope of the programme accreditation;
   ii. exercise objectivity;
   iii. conclusions from the accreditation exercise must be based on sufficient and relevant evidence;
   iv. treat privileged information with discretion;
   v. declare their interest in the assignments to avoid personal, professional and ideological conflicts and last but not least; and
   vi. safeguard accreditation documents and ensure its confidentiality.

2.8.3 MQA takes professionalism and ethical conduct of the assessors seriously and this forms an integral part of Assessors Appraisal. At the end of every accreditation assignment, the assessors are evaluated via two sources i.e. the audited higher education and the MQA accreditation officer managing the institutional submission. The performance appraisal of the assessors also includes the quality and comprehensiveness of the report, timeliness of report submission, personal conduct and communication skills of the assessors.

2.8.4 The overall performance of assessors is measured using a five-point scale which is either ‘Excellent’, ‘Good’, ‘Satisfactory’, ‘Less than Satisfactory’ or ‘Unsatisfactory’. The performance data is analysed twice a year and sent to the assessors for their information. Those who score two or less (Less than Satisfactory and Unsatisfactory) will not be given any assignment and their appointment will not be renewed.

Reflection and Changes

2.8.5 Assessors are the most important component in the whole accreditation exercise. Invariably, their conduct and professionalism has a bearing on the quality and credibility of their assessment and eventually the outcome of the accreditation.
2.8.6 The monitoring of integrity and conduct of assessors requires a concerted effort by both the higher education providers and MQA officers in providing objective feedback and evaluation.

2.8.7 MQA is currently developing a system that links the assessors’ honorarium to their performance. The evaluation system will track the performance of the assessors in terms of the number of task assigned, quality of report, timeliness and their ethics and professionalism. This is done with the intention to motivate and encourage high professionalism among the assessors.

Evidences

a) Training modules
b) Declaration of conflict of interest
c) Code of Ethics
d) Assessor Evaluation form
e) Results of assessors evaluation
CONTINUOUS QUALITY IMPROVEMENT OF QUALITY ASSURANCE PROCESSES

Principle 2.9: Quality assurance activities and processes are assessed on a cyclical basis to promote continuous improvement.

2.9.1 As an agency vested with the responsibility of promoting the highest standards of quality assurance amongst the nation’s higher education providers, the MQA is committed to continuous improvement. The MQA has in place a robust system of checks and balances to carry out its mandate and obligation to the various stakeholders. It has adopted the good practices of many advanced EQAAs in the world while redesigning many that are unique to its own environment. It is acknowledged that QA is not a static but a dynamic endeavour requiring adaptability, creativity and courage from those vested with the responsibilities of maintaining the highest standards of quality in this nation’s higher education system.

2.9.2 To ensure the standards produced by MQA reflect the current needs of the stakeholders, all standards are required to be reviewed within a period of 5 years. The review process will start with a survey on the Effectiveness of the Standards which seeks to obtain stakeholders views on:
   i. the standards that have been developed (overall);
   ii. the impact of standards in the development process and review of curriculum at the HEPs;
   iii. the impact of the standards on the marketability of the graduate; and
   iv. the issues/area of concern that need to be addressed during the review process.

2.9.3 MQA applies various mechanisms to regularly monitor and analyse the performance of its QA undertakings, among others, through periodical management meeting and review provision as required by the ISO Certification. These have been elaborated in detail under section 1.9.

Reflections and Changes

2.9.4 MQA QA processes and procedures has undergone continuous improvement which has been acknowledged by many parties. However, MQA is aware that it has not fully leveraged on ICT to make the processes integrated and seamless. The new ICT project is expected to automate and also re engineer the QA processes for better outcomes.
Evidences

a) Minutes of Feedforward Meeting
b) Minutes of Management Meeting
c) Internal Audit Report
APPEAL MECHANISM

Principle 2.10: An appeal mechanism is established and accessible to all

2.10.1 MQA has appropriate policies and methods that allow HEPs to appeal for reconsideration on an accreditation decision. All decisions made by agency with regards to refusal or revocation of accreditation includes notification on the HEPs right to appeal as provided under Section 82 of the MQA Act 679.

2.10.2 According to the Act, any HEPs which is aggrieved by the refusal or revocation of accreditation may appeal in writing to the Minister within thirty days from the date on which the refusal or revocation is served on the institution. The Act also provides similar arrangement for any appeal of accreditation refusal or revocation of a professional programme. Any institution which is aggrieved by the decision made by the professional body may appeal in writing to an Appellate Committee within thirty days from the date of the refusal or revocation is served on the institution. The Appellate Committee constitutes representatives appointed by the relevant professional bodies and a representative of MQA.

2.10.3 The Minister or the Appellate Committee as the case may be, may, on an appeal being made under Section 82 of the Act, confirm, revoke or vary the decision appealed upon. The results of an appeal shall be communicated in writing to the Agency and the HEPs making the appeal. The decision of the Minister or the Committee as the case may be on an appeal shall be final.

Reflections and changes

2.10.4 While the MQA Act has provided the avenue for appeal, there still exist a number of gaps that would lead to misinterpretation of the Act. To resolve these gaps, MQA is committed to improve on the appeal process by means of having a more systematic and standardised procedure to be used in all appeal cases, either through the Ministerial process or the Appellate Committee. MQA is currently working towards establishing standardised appeal procedures involving the Appellate Committees under the purview of professional bodies. These include, among others, the terms of reference of the Committees, detailed appeal processes and other operational matters. This initiative is carried out to enhance the fairness and objectivity of the overall appeal process.

Evidences

a) Excerpts from MQA Act on Appeal
b) Flowchart for Appeal Process
MQA SELF-ASSESSMENT REPORT
TEAM

‘MQA SAR has been developed with inputs and collaboration from all divisions and units. Special thanks to all for their contributions and endless support in the preparation until completion of this report’

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