QF Conference on Global mobility
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Day 2 -Improvement of Higher Education Quality-Linking Education and Training with industry

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Points

➢ National Initiatives

➢ Improving Industry Linkages - Quality Framework

➢ Programme Standards & Skills Certification systems-NOSS

➢ Conclusion

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National Focus on Human Capital

- Economic Transformation Plans -10th Malaysian Development Plans –a high income nation by 2020

- Intense focus on key economic sectors

- National Higher Education Strategic Plans
- TVET/Skills mainstreaming, coordinating and enhancement Project

- Demands closer collaborations with industry

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At the same time- National Focus on TVET

1 Employer demand

- Address demand for skilled workforce (About 60% of new jobs created under NKEA initiatives are skilled, of which 1/3 requires TEVT qualification.) .To be involved training

2 Students

- Professional pathway also need to support students' career advancement
- Better articulation to support students' advancement and provide better alignment with industry needs

3 TEVT providers

- Performance and quality of TEVT can be further enhanced with better collaboration with industry

4 TEVT offerings

- Opportunity to rationalise and consolidate TEVT course offerings to improve delivery, quality and cost efficiency as well as better match industry requirements-higher levels-More industry standards

5 Governance

- Optimise coordination between Ministries, agencies and institutes
- Need to increase cooperation and linkages with industry players, improve employability and demand of TEVT graduates

(Adapted from EPU' PP)

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The Challenge : Up-grading and up skilling of workforce to ensure quality flow and stock to support economic growth and industries demand

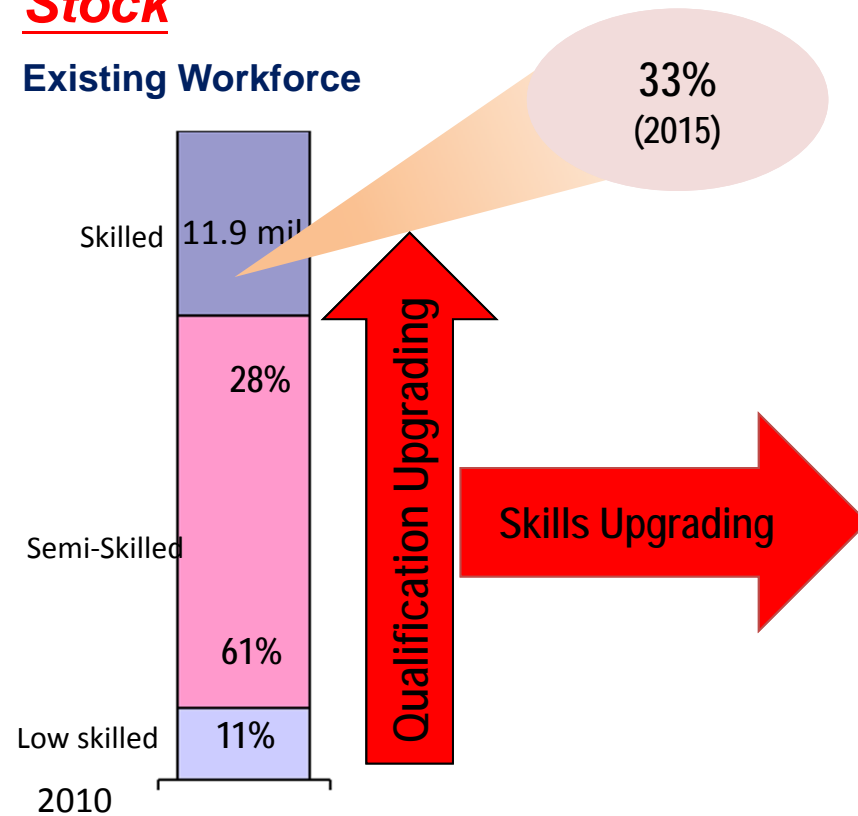## *Flow*

New entry to workforce

Meet industry demand

Bridging Programme/
Finishing School

Output from Educations Institutions

Stock

Existing Workforce

33%
(2015)

Skilled 11.9 mil

28%

Semi-Skilled

61%

Low skilled 11%

2010

Qualification Upgrading

Skills Upgrading

OECD : Labour Force with tertiary education -24.7 % (27.74)
Skilled labour 28.7%   (37.6%)

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5/ adapted
EPU

Improving Linkage between Higher Education and Industry -initiatives

- National Higher Education Strategic Plans Going Beyond 2020 Phase 2
  - increase Industry/Academic smart partnership – facilities for training & attachments; sharing experts, industry class rooms, flexible academic systems, intensifying industry consultation, industrial employees in academic activities,
  - Identifying Skill Gaps and future needs ⟶ Graduate Employability Blue Print 2012
  - Professional programmes & finishing schools
  - Expanding Industry standards
  - Recent launching of Industry-university Center of Excellence for specific field- e.g. Biotechnology (wide range of activities)

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Industry Role within Quality Assurance Systems

Recap: Quality Framework

- The Malaysian Qualifications Framework
- Overarching Framework -3 sectors with common level descriptors
- Industry/employers a key stakeholder
- Quality assuring of Programmes:
  - Accreditation of all types of onshore programmes
  - MQA 's accreditation
  - Jointly with statutory professional bodies
  - Skills Qualifications by Department of Skills Development

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Industry in Qualifications Standards and QA activities

Industry professional input in Quality assurance documents

Programme Discipline Standards

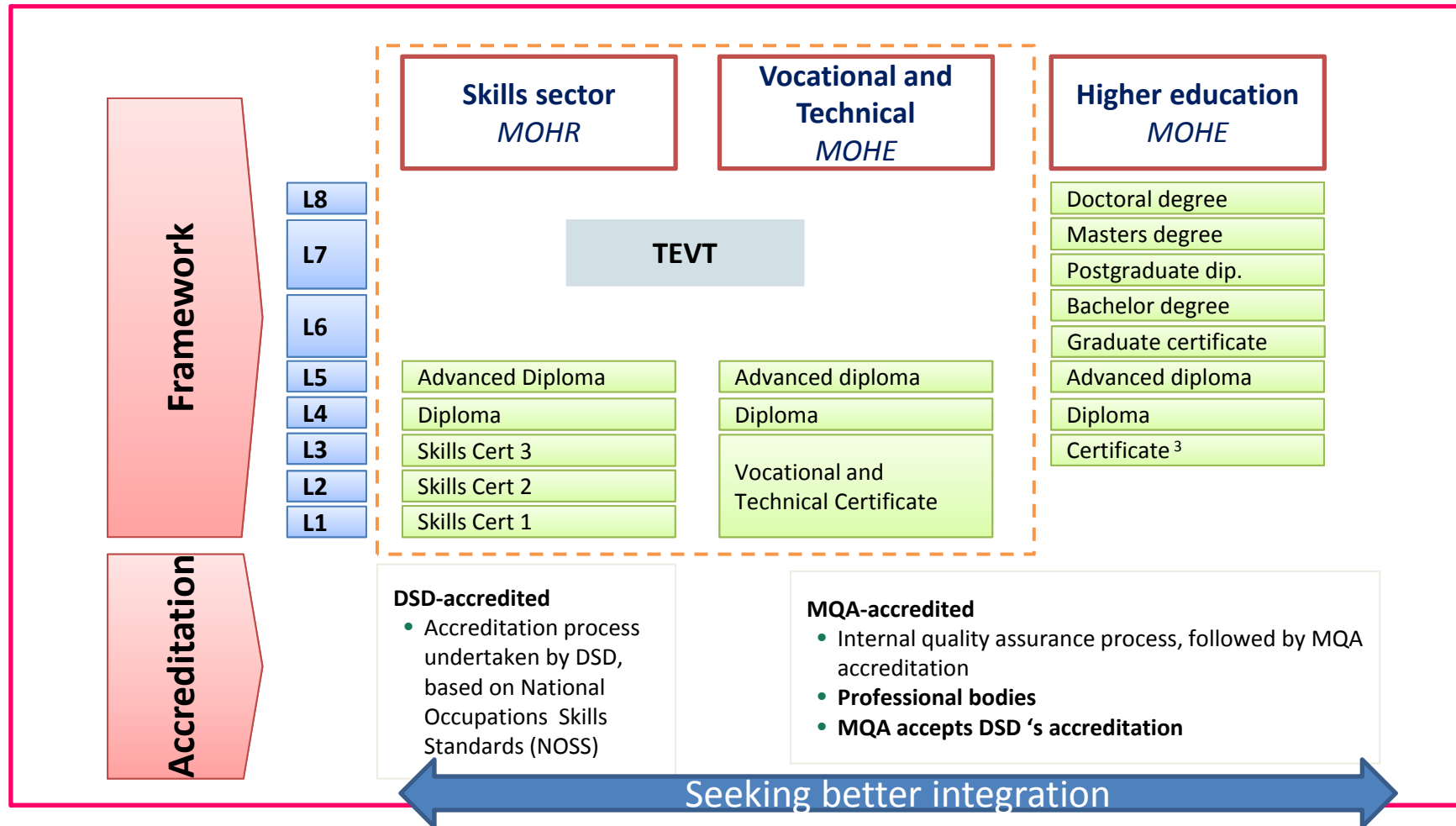**Quality Assurance standards incorporated industry roles in programmes**

Programme assessment
Also examines
Industry involvement

Building and reviewing Skills Qualification - Annual National Report (industry feedback) by Department of Skills Development

1,690 NOSS (29 sectors)

NOSS DEVELOPMENT
Industry Lead bodies
STANDARD PRACTICE (SP)
STANDARD CONTENT (SC)
CURRICULUM OF COMPETENCY UNIT (CoCU)

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MQF- Levels and Accreditation agencies

Framework		Skills sector *MOHR*	Vocational and Technical *MOHE*	Higher education *MOHE*
	L8			Doctoral degree
	L7	TEVT		Masters degree
				Postgraduate dip.
	L6			Bachelor degree
				Graduate certificate
	L5	Advanced Diploma	Advanced diploma	Advanced diploma
	L4	Diploma	Diploma	Diploma
	L3	Skills Cert 3		Certificate [3]
	L2	Skills Cert 2	Vocational and Technical Certificate	
	L1	Skills Cert 1		

Accreditation

DSD-accredited
- Accreditation process undertaken by DSD, based on National Occupations Skills Standards (NOSS)

MQA-accredited
- Internal quality assurance process, followed by MQA accreditation
- **Professional bodies**
- MQA accepts DSD 's accreditation

← **Seeking better integration** →

Some of Challenges

- Need to increase harmonisation and translation of occupational skills or competency based standards into programme curricular

- Increase current Skill Occupational / Competency based standards beyond MQF level 5 – highly skilled workers

- Increase appropriate Industry based standards or establish industry as accreditation bodies?

- Or witness a proliferations of new professional bodies?

- Sustaining and enhancing serious industry commitment to higher education (industry as the classroom and laboratory)