



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

**QUALIFY** FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!



Agensi Kelayakan Malaysia  
Malaysian Qualifications Agency

# The Comparability of Qualifications in New Zealand and Malaysia:

## A Comparative Analysis of Bachelor's, Master's and Doctoral Degrees

Images on pages 1, 5, 9, 15, 51, 54-55, 58-59  
Courtesy of Education New Zealand

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# Acronyms

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<b>AQA</b>	Academic Quality Agency for Universities New Zealand
<b>CUAP</b>	Committee on University Academic Programmes
<b>EER</b>	External Evaluation and Review
<b>EQAF</b>	Evaluative Quality Assurance Framework
<b>EQF</b>	European Qualifications Framework
<b>HEP</b>	Higher Education Provider (Malaysia)
<b>IEAA</b>	International Education Appeal Authority (New Zealand)
<b>ITO</b>	Industry Training Organisation (New Zealand)
<b>ITP</b>	Institute of Technology and Polytechnic (New Zealand)
<b>MQA</b>	Malaysian Qualifications Agency
<b>MQF</b>	Malaysian Qualifications Framework
<b>MQR</b>	Malaysian Qualifications Register
<b>NZMFTA</b>	New Zealand-Malaysia Free Trade Agreement
<b>NQF</b>	National Qualifications Framework
<b>NZQA</b>	New Zealand Qualifications Authority
<b>NZQF</b>	New Zealand Qualifications Framework
<b>PTE</b>	Private Training Establishment (New Zealand)
<b>TEO</b>	Tertiary Education Organisation (New Zealand)
<b>UNZ</b>	Universities New Zealand

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# Foreword

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The New Zealand Qualifications Authority (NZQA) and the Malaysian Qualifications Agency (MQA) are pleased to release this publication on the comparability of New Zealand and Malaysia's Bachelor's, Master's and Doctoral Degrees.

This publication showcases the work that NZQA and MQA have carried out together since 2011, first on the comparability of Bachelor's Degrees, completed in August 2012, followed by the comparability of Master's and Doctoral Degrees, completed in November 2015.

While this work contributes to the *New Zealand-Malaysia Free Trade Agreement*, it marks yet another chapter in the longstanding and close educational relationship between New Zealand and Malaysia, which dates back to the Colombo Plan scholarships of the 1950s and 1960s.

NZQA and MQA are dedicated to continually improving their national qualifications frameworks (NQFs), which play an important role in their national quality assurance arrangements. This joint project has enabled both agencies to increase their knowledge on NQF implementation, and to identify areas for enhancing their respective frameworks and quality assurance systems. This project has therefore increased the capacity of NZQA and MQA to contribute to emerging regional qualifications frameworks, such as the ASEAN Qualifications Reference Framework, and support other countries in the initial stages of developing or implementing their NQF.

This publication is valuable in many respects, including the way it illustrates in detail the characteristics of our NQFs and the robustness of our quality assurance systems. We are particularly pleased that it documents the way NZQA and MQA improved their methodology for comparing qualifications and the frameworks that carry them as they moved from the initial phase to the second. As more education agencies throughout the world undertake similar projects, this publication provides them with a case study on the possibilities for enhancing the methodology for validating the compatibility of NQFs.

The testimonials we received from the international experts involved in the Master's and Doctoral Degrees phase of the project attest to this point. Dr Bryan Maguire praised the project as one that "reflects the state of the art in terms of bilateral comparison of NQFs," while Dr Michael Coles acknowledged the "rigorous way" in which the project had been conducted and the "zone of trust" that had emerged.

We take this opportunity to acknowledge the contribution others have made to this project, including our international experts (Professor Jack Keating, Dr Maguire and Dr Coles), MQA's Council, NZQA's Board, Universities New Zealand (the quality assurance body for the university sector), and the New Zealand Advisory Group. We particularly acknowledge the work of Karen Chalmers (NZQA) and Prof Zita Mohd Fahmi (MQA), who led and drove these projects through to completion.

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The outcomes of our project work include two joint statements signed by our respective agencies, which attest to the level of confidence and trust in the quality and comparability of Bachelor's, Master's and Doctoral Degrees awarded in New Zealand and Malaysia. This confidence and trust will facilitate the recognition of these qualifications by employers, educational institutions and other stakeholders, and support the mobility of people between New Zealand and Malaysia.



**Dr Karen Poutasi**  
**Chief Executive**  
New Zealand Qualifications Authority



**Dato' Prof Dr Rujhan Bin Mustafa**  
**Chief Executive Officer**  
Malaysian Qualifications Agency

# Executive Summary

Gate	Departures	Time	Flight no.
A2	AUCKLAND	09:45	ANZ230
B2	DUBAI	10:15	UAE335
B1	GENEVA	10:50	DLH405
C2	NEW YORK	11:00	ATA780
A2	HONG KONG	11:20	ANK025
B2	SEOUL	11:45	KAL125
A1	KUALA LUMPUR	12:00	MAS447
B3	LONDON	12:25	ANZ250



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# Executive Summary

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## Context

New Zealand and Malaysia's close and longstanding educational relationship emerged from the Colombo Plan scholarships of the 1950s and 1960s, which established strong New Zealand alumni links in Malaysia. The New Zealand and Malaysian Governments formalised this relationship in 1996 when they signed a Memorandum of Understanding on Education Cooperation. This sought to facilitate the development of contacts and cooperation between government agencies and educational institutions. It also initiated Joint Working Group (JWG) meetings that have been held, usually biannually, in Malaysia and New Zealand. The cooperation between the countries also led to an ongoing relationship in the field of quality assurance, which began in the late 1990s between NZQA and MQA's predecessor, *Lembaga Akreditasi Negara* (National Accreditation Board).

More recently, the Malaysian Minister of Higher Education and the New Zealand Minister for Tertiary Education, Skills and Employment signed an *Arrangement on Higher Education Cooperation* in 2013, which signals the commitment of both countries to continue to work together and share their expertise and resources.

This project is situated in the context of the *New Zealand-Malaysia Free Trade Agreement* (NZMFTA), which was finalised in 2009. The NZMFTA includes an article with the aim of increasing the recognition and portability of New Zealand and Malaysian qualifications between the two countries, and in doing so, facilitate student and labour market mobility.

To implement this, MQA and NZQA signed a Memorandum of Co-operation (MoC) in April 2011, which was renewed in October 2014. The MoC largely focuses on cooperation in matters related to quality assurance in the higher/tertiary education sector. It also includes a clause that refers to the establishment of a working group on the recognition of Malaysian and New Zealand qualifications.

## Scope

The purpose of this report is to demonstrate the comparability of New Zealand and Malaysia's Bachelor's, Master's and Doctoral Degrees, and the compatibility of both countries' NQF and quality assurance systems. The focus of the project was on a comparative analysis of the qualifications that sit at the upper levels of the New Zealand Qualifications Framework (NZQF) and the Malaysian Qualifications Framework (MQF). Bachelor's Degrees were considered a suitable qualification to begin the project with because of the way they act as a reference point in NQFs, and because they are a feature of most countries' education systems.

## Approach

In 2011, NZQA and MQA formed a Working Group to analyse the compatibility of the NZQF and MQF, and the quality assurance systems that underpin these frameworks.<sup>1</sup> The Working Group approached this task by first analysing the comparability of Bachelor's Degrees (2011-2012), followed by an analysis of the comparability of Master's and Doctoral Degrees (2013-2015).<sup>2</sup>

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1 The Working Group comprised representatives from NZQA's Quality Assurance Division, International team and Qualifications Recognition Services, and from MQA's Quality Assurance Division, Standards and Qualifications Reference Division, Institutional Audit Division, and Public and International Affairs Unit.

2 This project contributed to NZQA and MQA's obligations under the New Zealand-Malaysia Free Trade Agreement (article 8.9 [7] Chapter 8) and Paragraph II 1 (e) of the Memorandum of Co-operation signed between MQA and NZQA on the 14 April 2011, which was updated on 13 October 2014.



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The Working Group used five criteria for determining the compatibility of the NZQF and MQF, which were based on those used in the Bologna self-certification process and for referencing NQFs to the European Qualifications Framework (EQF):<sup>3</sup>

- **Criterion 1:** Clearly demonstrate that the bodies responsible for the NZQF and the MQF have a clear legal mandate to develop and maintain their nation's respective national qualifications framework
- **Criterion 2:** Clearly demonstrate that there are transparent procedures for listing qualifications on the NZQF and the Malaysian Qualifications Register (MQR)
- **Criterion 3:** Clearly demonstrate that the NZQF and the MQF are based on learning outcomes and that the systems of credit are compatible
- **Criteria 4a, b & c:** Clearly demonstrate links between the level descriptors, qualification definitions for Bachelor's, Master's and Doctoral Degrees and non-outcomes features (e.g. the entry and credit requirements and the progression opportunities) of the NZQF and MQF
- **Criterion 5:** Clearly describe the national, and on-going, quality assurance systems regarding qualifications frameworks and qualifications for tertiary education in New Zealand and Malaysia.

To determine the comparability of the Bachelor's, Master's and Doctoral Degrees, the Working Group applied a method of *technical matching*, which involves comparing learning outcomes, the level descriptors for knowledge, skills and application, and non-outcome based measures such as entry and credit requirements.

One of the important contributions of this report is that it documents the ways in which the Working Group refined and strengthened their methodology in the Master's and Doctoral Degrees phase of the project (see *Lessons Learned* for a detailed discussion on this). The following approaches were added to the technical matching during the second phase:

- *contextual matching*, which includes study visits and engaging with key stakeholders to better understand processes and contexts related to quality assurance, teaching, learning and assessment
- *social effects matching*, which examines how qualifications are viewed in society and how their status is determined, by comparing the outcomes of graduates and how well qualifications are supported by their design, delivery and usage.

The approach also included the involvement of international experts, who provided independent judgement at three critical points of the project. The international experts play an important role in generating trust in the processes and overall judgements of the project.

NZQA and MQA also carried out consultation processes with their respective national education sectors and relevant bodies. These processes also increase the level of trust and confidence in the outcomes of project, particularly through an endorsement of the overall judgements. Further, informed stakeholder involvement constitutes the overall judgements of the project as representative of the national view.

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<sup>3</sup> See *Criteria and Procedures for referencing national qualifications levels to the EQF* ([https://ec.europa.eu/ploteus/sites/eac-efq/files/criteria\\_en.pdf](https://ec.europa.eu/ploteus/sites/eac-efq/files/criteria_en.pdf)). Referencing refers to the process that establishes a relationship between the levels of two different qualifications frameworks.

# Executive Summary (continued)

## Key findings

The overall judgements documented in this report confirm that:

- the Bachelor's, Master's and Doctoral Degrees on the NZQF and MQF are comparable<sup>4</sup>

Degree	NZQF Level	MQF Level
Bachelor's	7	6
Master's	9	7
Doctoral	10	8

- the quality assurance systems that underpin the NZQF and MQF at the level of Bachelor's, Master's and Doctoral Degrees are compatible.<sup>5</sup>

The NZQF and MQF are unified and coherent frameworks. There are clear similarities in the way the NZQF and MQF describe learning outcomes. The definitions and purpose statements related to Bachelor's, Master's and Doctoral Degrees are based on similar concepts. Both frameworks are supported by similar entry and quality assurance systems, which are robust and transparent.

The NZQF and MQF share core design features. Both frameworks:

- operate under statutory governance for the development and maintenance of qualifications
- maintain a comprehensive list of all quality assured qualifications (for Malaysia, this is reflected in the MQR)
- describe learning outcomes in terms of knowledge, skill and attributes of graduates/ applications of learning
- enable and support the provision of high quality education and employment pathways
- include all forms of learning, whether formal, non-formal or informal
- include level descriptors, distinct qualification types, and credit values.

Although the outcome of the project does not guarantee automatic recognition of any New Zealand and Malaysia qualification, it seeks to support the ability of employers, educational institutions, government agencies and other stakeholders to make judgements about the value and comparability of particular qualifications in practice.

Holders of professional qualifications will also need to meet regulated occupational standards for the purpose of practice. Professional bodies and registration authorities in New Zealand and Malaysia have the right to make their own decisions and requirements for membership or registration purposes.

<sup>4</sup> Comparable qualifications are similar enough to be compared and recognised. Comparability of qualifications means qualifications are similar in terms of the qualification level, intent, purpose and content. In other words, taking into account the diversity of education systems, they are not substantially different.

<sup>5</sup> The term compatibility is used to establish a system-to-system level agreeability or harmony of national qualifications frameworks level descriptors and qualifications definitions. Compatibility is used in the Bologna self-certification process and for referencing NQFs to the EQF.



A photograph of a modern library interior. The foreground features a light-colored stone wall with a grid pattern. A wooden study area is built into the wall, with several students sitting at a long counter, focused on their work. In the background, rows of bookshelves filled with books are visible under bright, recessed lighting. The ceiling has a dark, industrial look with exposed beams and hanging lights. A blue decorative overlay with white scrollwork is on the left, and a large, faint white graphic is on the right.

# Lessons Learned



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# Lessons Learned

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One of the important contributions of this report is that it documents the ways in which the Working Group refined and strengthened their methodology for comparing qualifications and qualifications frameworks. The opportunity to make enhancements to the methodology was enabled by a process in which the project took place in two phases over a five-year period. It was also enabled by the Working Group's positive working relationship and open-minded approach, which contributed significantly to the success of the project and the zone of trust that emerged. As the bilateral comparison of NQFs is an emerging practice, this type of relationship played an important role in the way the Working Group embraced new methodological approaches, to ensure they were using the best available practices.

During the five-year period, the process of referencing has deepened largely due to the work of the EQF Advisory Group. The learnings from these processes were incorporated into the methodology during the Master's and Doctoral Degrees phase of the project. The Working Group's reflections and the feedback from the international experts on the Bachelor's Degree phase of the project also contributed to the enhancements to the methodology, which included:

- technical exchanges, which provided an opportunity for staff from NZQA and MQA to visit each other's organisation, and to participate in, observe and verify the policies and procedures described under the five criteria used for comparing the qualifications frameworks. The technical exchanges created an environment for transparency, openness and sharing, which provided a constructive understanding of the context in which both agencies operate, as well as the core similarities in the qualifications system. These exchanges, which were recommended by Dr Maguire, also contributed to the positive working relationship and zone of trust between NZQA and MQA.
- the addition of social effects matching to the comparative analysis framework (see Appendix E), which added depth to the analysis and further support to the overall judgements. Social effects matching examines how qualifications are viewed in society and how their status is determined. It situates a qualification in its social and economic context, and highlights the way labour market outcomes and earning capacity are related to the level of qualification gained. In other words, salaries generally increase as the level of a qualification increases. Social effects matching has now become a secondary check on the technical matching component. NZQA and MQA use it to provide a more holistic picture of how their NQFs relate internationally.
- colour coding the text, so that descriptions in the frameworks related to **knowledge** are blue, **skills** are green and **application** are red, for example, which facilitates the assessment and demonstration of similarities and differences. The difference in the structure and appearance of the judgement statements for the Master's and Doctoral Degrees (Criteria 4b & c), as compared to the Bachelor's Degrees (Criterion 4a), highlight this refinement (see pages 26-34). The comparative tables for the Master's and Doctoral Degrees, as seen in Appendices B and C, also illustrate this.
- changing the focus of the content to remove the appearance of an NZQF bias towards the analysis. This can be seen in the format of the comparative tables for the learning outcomes for Master's and Doctoral Degrees. As seen in Tables 7 (see pages 68-70) and 11 (see pages 76-77), this means that the tables have columns that first present an NZQF to MQF comparison, followed by an MQF to NZQF comparison. Doing this enabled a fuller and more objective analysis of the learning outcomes.

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**There are a number of other learnings from the project, which are set out below.**

1. In setting out the project's objectives, scope, criteria, timeline and schedules before commencing the comparison, it is important to agree on a flexible approach and allow for contingencies. The Working Group's flexibility created a platform for including additional criteria, having frank discussions and negotiating interpretations of the material, which added value to the project.

The Working Group's positive working relationship, which developed from a mutual respect for each other's systems, meant that it was able to navigate different cultural and linguistic contexts, and was dedicated to sustaining the project for five years through to its completion.

2. In the comparative analysis of the Bachelor's Degrees, the Working Group initially attempted a more granulated approach in the way it made judgements. A scale of weak/moderate/strong compatibility was used and judgements were made in the comparative table for level descriptors at the level of knowledge, skill, and application. A judgement of weak, moderate or strong was determined by the percentage of similarities between the two frameworks. Similarly, in the table for non-outcome features, judgements were made at a granular level on *entry requirements*, *credit requirements*, and *progression opportunities* using the Lisbon Recognition Convention terminology of *similar or substantial difference*.

This approach made the number of smaller differences appear to outweigh the more substantive similarities. Following the international expert's recommendations, the Working Group adopted a more holistic assessment of all the facets and used the concept of best-fit to make a single judgement for each of the comparative tables. Interestingly, Hungary's referencing report, published in January 2015, shows that the experts' recommendations for matching the levels of the Hungarian Qualifications Framework to the EQF were based on a scale of weak/medium/strong.<sup>6</sup> This suggests that there is indeed merit in the initial approach of the Working Group. However, the approach is better used for a holistic assessment rather than the way the Working Group initially used it.

3. The Working Group acknowledges the extent to which the EQF Advisory Group and European Qualifications Framework Series of Notes (1-3) informed the approach for this project. However, there are differences between a project on referencing an NQF to a meta-framework such as the EQF and a bilateral comparison of degrees and the NQFs that carry them. The Working Group needed to adopt the best available practices as they emerged from the EQF context, but they also needed to adapt them to ensure they were fit for purpose for this project. The inclusion of non-outcome criteria such as entry and credit requirements in the comparative analysis is an example of this.
4. It is important to engage the right international experts, who are experienced, and able to professionally review the Working Group's findings and advise on other developing dimensions that may enhance the project's process and outcomes.

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<sup>6</sup> Referencing and Self-certification Report of the Hungarian Qualifications Framework to the EQF and to the QH EHEA (Budapest: The Educational Authority, Hungarian National Coordination Point, 2015), 28 ([http://www.ehea.info/Uploads/SubmittedFiles/2\\_2015/090700.pdf](http://www.ehea.info/Uploads/SubmittedFiles/2_2015/090700.pdf)).

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## Lessons Learned (*continued*)

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**5.** This project highlighted the importance and multiple dimensions of the 'zone of trust' concept. This facet of the project seeks to provide national stakeholders and the international community with trust and confidence in the robustness and transparency of the process and overall judgements. The international experts play an important role in this through their independent judgement, as does the consultation process with the national education sector and relevant bodies. Further, consultation with stakeholders generally gives legitimacy to the findings and is essential for reporting the overall judgements of the project as representative of the national view.

A zone of trust developed between NZQA and MQA during the project through a number of ways, including the technical exchanges (see Appendix D). Importantly, it was cultivated through the frank discussions that were required during the Working Group meetings, which relied on the mutual understanding that no NQF is perfect and that all NQFs encounter similar issues.

**6.** Criteria 1, 2 and 5 required the Working Group to clearly demonstrate that NZQA and MQA were the national authorities for functions such as developing and maintaining their NQFs, listing qualifications and for quality assurance. While both NZQA and MQA perform these roles, there are differences in other areas. For example, NZQA is the body responsible for providing a qualifications recognition service, whereas this function is performed by a different body in Malaysia.

**7.** The Working Group discovered that NQFs do not contain all the relevant information required for a comparative analysis project of this type. Both NZQA and MQA were required to draw on the content of other supporting documents in order to enable a more complete picture and comparative analysis of their qualifications and quality assurance systems. NZQA, for example, provided information from the *NZQF Listing and Operational Rules (2012)*, while MQA supplemented the information in the MQF with the *Standards for Master's and Doctoral Degree* and also a series of *Programme Standards* booklets.<sup>7</sup> The Working Group's use of other supporting documents highlights the necessity of a flexible approach, as mentioned above.

**8.** The dynamic nature of NQFs and quality assurance systems presents an additional challenge in this regard. Projects of this type are completed at a particular stage of an NQF's evolution. The Working Group needed to update certain parts of the text under the criteria to reflect the changes that had been made between the two phases of the project. This point highlights the need to consider and agree on a suitable periodic review such as the one presented on page 53.

**9.** Through the process of carefully studying a foreign qualifications framework and broader context in which it is situated, this project has provided both agencies with an opportunity to reflect on the ways they can improve their own framework and quality assurance system. This means that NZQA and MQA can update their NQF to better meet the needs of learners, communities, industry and the broader national economy.

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<sup>7</sup> MQA's *Programme Standards* booklets provide specific guidelines in a particular field or course of study (such as Computing, and Engineering and Engineering Technology), to contextualise the learning outcomes and to fulfil the requirements of the MQF.

# Introduction





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# Introduction

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In 2011, NZQA and MQA formed a Working Group to analyse the compatibility of the NZQF and MQF, and the quality assurance systems that underpin these frameworks.<sup>8</sup> The Working Group approached this task in two steps: first, by analysing the comparability of Bachelor's Degrees (2011-2012), followed by an analysis of the comparability of Master's and Doctoral Degrees (2013-2015).<sup>9</sup>

NZQA and MQA agreed to a set of principles to frame their collaboration, in which they sought to:

- establish, strengthen, promote and develop cooperation on the basis of mutual benefit
- contribute to the development of a zone of mutual trust that will promote confidence between qualifications systems through a shared understanding of each other's NQFs.

## Structure

The remainder of the introduction sets out the purpose and methodology of the project.

The body of the report presents the information the Working Group compiled in response to the five criteria used for determining the compatibility of the qualifications frameworks. These compare legal requirements, policies and procedures, and the quality assurance arrangements of NZQA and MQA, as well as the judgements on the comparability of the Bachelor's, Master's and Doctoral Degrees. This is followed by the *International Experts' Comments* on the project, and the Working Group's arrangements for a *Periodic Review*.

The Appendices include the comparative analysis documents for Bachelor's Degrees (Appendix A), Master's and Doctoral Degrees (Appendices B & C); and the contextual matching (Appendix D) and social effects matching (Appendix E) documents for Master's and Doctoral Degrees.

## Purpose

The overarching purpose of the project was to increase the recognition and portability of New Zealand and Malaysian qualifications between the two countries. In an increasingly global and mobile world, individuals want their qualifications recognised in other jurisdictions for a variety of reasons, including admission to further study, occupational registration/licensing, employment and migration.

The outcomes of the project provide a systematic basis for improving mutual trust and understanding of the recognition of qualifications, supporting the ability of employers, educational institutions, government agencies and other stakeholders to make judgements about the value and comparability of particular qualifications in practice.

These outcomes will also facilitate transparency and provide reliable information on the comparability of the Bachelor's, Master's and Doctoral Degrees in both countries, validating the credibility and robustness of each country's qualification systems, including the quality assurance processes that underpin the qualifications frameworks. The confidence and trust in the comparability of these qualifications is supported by two joint statements, which have been signed by the Chief Executives of NZQA and MQA.<sup>10</sup>

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8 The Working Group comprised representatives from NZQA's Quality Assurance Division, International team and Qualifications Recognition Services, and from MQA's Quality Assurance Division, Standards and Qualifications Reference Division, Institutional Audit Division and Public and International Affairs Unit.

9 This project contributed to NZQA and MQA's obligations under the New Zealand-Malaysia Free Trade Agreement (article 8.9 [7] Chapter 8) and Paragraph II 1 (e) of the Memorandum of Co-operation signed between MQA and NZQA on the 14 April 2011, which was updated on 13 October 2014.

10 The NZQA-MQA Joint Statement on the Recognition of Bachelor's Degrees (signed in August 2012) and the NZQA-MQA Joint Statement on the Recognition of Master's and Doctoral Degrees (signed in November 2015) are available on the NZQA website at: <http://www.nzqa.govt.nz/about-us/our-role/our-role-in-international-education/country-specific-recognition-arrangements/malaysia/> and the MQA website at <http://www.mqa.gov.my>



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This publication intends to supplement the information available to qualification recognition authorities and is not intended to replace processes for assessing an individual's qualification.

## Methodology

One of the important contributions of this report is that it documents the ways in which the Working Group refined and strengthened their methodology for comparing qualifications and qualifications frameworks. A description of the Working Group's enhancements to the methodology appears in the *Lessons Learned* section (see pages 6-8).

The methodology used by the Working Group to compare the NZQF and MQF can be divided into the following categories:

- criteria for comparing the qualifications frameworks
- the comparative analysis framework
- the involvement of international experts
- consultation
- technical exchanges.

## Criteria for comparing the qualifications frameworks

The criteria the Working Group selected for determining the compatibility of the NZQF and MQF were based on those in the Bologna self-certification process for verifying the compatibility of NQFs to the Qualifications Framework for the European Higher Education Area, and for referencing NQFs to the European Qualifications Framework (EQF). The criteria aim to ensure that the information and documentation on the compatibility of the qualifications frameworks is relevant and transparent. This allows trust to develop in the outcomes of the comparison.

The Working Group used five criteria for this project:

- Criteria 1, 2, 3 and 5 compare legal requirements, policies and procedures, and the quality assurance arrangements of NZQA and MQA
- Criteria 4a, b and c compare Bachelor's, Master's and Doctoral Degrees, through an extensive analysis of the level descriptors, qualification definition and purpose, and learning outcomes, as well as non-outcomes features, such as the entry and credit requirements and the progression opportunities, of the NZQF and MQF.

*"It also shows how the Bologna model can be adapted for this kind of bilateral comparison and this method variant may be emulated by other countries undertaking bilateral work of this kind. It demonstrates that NQFs and their associated quality assurance systems can enable countries to produce a more comprehensive and evidence-based model for asserting the comparability of their qualifications than was previously possible."*

Dr Bryan Maguire, International expert

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# Introduction (continued)

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**Criterion 1** *Clearly demonstrate that the bodies responsible for the NZQF and the MQF have a clear legal mandate to develop and maintain their nation's respective national qualifications framework*

**Criterion 2** *Clearly demonstrate that there are transparent procedures for listing qualifications on the NZQF and MQR*

**Criterion 3** *Clearly demonstrate that the NZQF and the MQF are based on learning outcomes and that the systems of credit are compatible*

**Criteria 4a, b & c** *Clearly demonstrate links between the level descriptors, qualification definitions for Bachelor's, Master's and Doctoral Degrees and non-outcomes features (e.g. the entry and credit requirements and the progression opportunities) of the NZQF and MQF*

**Criterion 5** *Clearly describe the national, and on-going, quality assurance systems regarding qualifications frameworks and qualifications for tertiary education in New Zealand and in Malaysia*

## **The comparative analysis framework**

The comparative analysis of qualifications such as Bachelor's Degrees is a key part of the process of assessing the compatibility of qualifications frameworks. The Working Group employed a comparative analysis framework that included the following three components, which together gave greater weight to the judgements on the comparability of the Bachelor's, Master's and Doctoral Degrees on the NZQF and MQF:

- *technical matching*, which involves matching the relevant levels of two frameworks by comparing their
  - learning outcomes
  - level descriptors for knowledge, skills and application, and
  - non-outcome based measures such as entry and credit requirements.
- *contextual matching*, which includes study visits and engaging with key stakeholders to better understand processes and contexts related to quality assurance, teaching, learning and assessment<sup>11</sup>
- *social effects matching*, which examines how qualifications are viewed in society and how their status is determined, by comparing the outcomes of graduates and how well qualifications are supported by their design, delivery and usage.

***"The overall finding of compatibility [of Bachelor's Degrees] is well grounded in the evidence presented. It is logical. The method adopted will be recognisable to those in the international qualifications recognition community... This report provides convincing evidence of the compatibility of the Master's and Doctoral Degrees included in the respective national qualifications frameworks of Malaysia and New Zealand."***

**Dr Bryan Maguire, International expert**

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<sup>11</sup> The Working Group also drew on a series of *Programme Standards* booklets, which are developed by MQA, and provide specific guidelines in a particular field or course of study (such as Computing, and Engineering and Engineering Technology) so as to fulfil the requirements of the MQF.

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The Working Group carried out the technical and contextual matching, while other parties provided information for the social effects matching. The addition of the social effects matching is an example of the improvements the Working Group made to the methodology as they moved from the first phase of the project to the second.

The Working Group used the concepts of *best-fit* and *substantial difference* when making judgements on the compatibility of the NZQF and MQF, and the comparability of Bachelor's, Master's and Doctoral Degrees.<sup>12</sup>

### ***Best-fit***

Best-fit is a long-standing mathematical and engineering idea for finding harmony between two sets of data or two or more devices. It assumes that perfect-fit is probably impossible and some judgement or approximation is necessary to make a link and solve a problem.

In the case of matching level descriptors, best-fit requires a common judgement from a range of stakeholders so that there can be confidence in the outcome of the approximation. Best-fit can be seen as a decision that is based on the collective professional judgements of stakeholders.

***"The process of comparison of the Master's and Doctoral Degrees in New Zealand and Malaysia has been conducted in a rigorous way across a full range of dimensions that have the potential to exhibit possible similarities or differences."***

**Dr Michael Coles, International expert**

### ***Substantial difference***

Substantial difference means that a foreign qualification is significantly different to a national qualification to the extent that it would most likely prevent the applicant from succeeding in the desired activity such as further study, research activities or employment. The burden of proof of a substantial difference lies with the competent recognition authority of the host country and the accompanying guidelines are as follows:

- not every difference should be considered a substantial one
- a substantial difference entails no obligation to deny recognition to the foreign qualification
- the difference should be substantial in relation to the function of the qualification and the purpose for which recognition is sought.

### ***International experts***

The involvement of international experts aims to increase the level of trust and confidence the international community has in the outcome of the process, particularly through their advice on the transparency of the process and their endorsement of the overall judgements. The international experts provided the Working Group with insightful feedback throughout the course of the project, which contributed to the application of the methodology, the robustness of the overall judgements, and the accessibility of the documents to an international audience (see page 52 for *International Experts' Comments*).

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<sup>12</sup> *Best-fit* is used in the EQF process. *Substantial difference* is used in the Lisbon Recognition Convention and the Bologna self-certification process.

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## Introduction (continued)

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The international experts were tasked with providing comment and advice on the draft documents as they were developed, with a focus on:

- the suitability of the criteria and methodology for the project
- the way NZQA and MQA addressed the criteria and methodology
- the Working Group's judgements on the comparability of the Bachelor's, Master's and Doctoral Degrees on the NZQF and MQF.

Professor Jack Keating (for NZQA) and Dr Bryan Maguire (for MQA) were the international experts for the Bachelor's Degree phase of the project.<sup>13</sup> Dr Michael Coles (for NZQA) joined Dr Maguire (for MQA) for the Master's and Doctoral Degrees phase.<sup>14</sup>

### Consultation

NZQA and MQA were responsible for consulting their respective education sectors and relevant bodies on the project. As in the case of the international experts, these relevant bodies have given their endorsement of the overall judgements.<sup>15</sup> MQA consulted the Council of MQA, which included representatives from the Malaysian Public Service Department, Ministry of Higher Education, Ministry of Education, Ministry of Human Resources, Ministry of Health, Public Works Department, public and private higher education providers, Committees of Vice Chancellors/Rector (Academic and International) and an international representative from the Ministry of Research, Technology and Higher Education, Republic of Indonesia.

NZQA consulted the New Zealand Advisory Group. This group included representatives from Universities New Zealand; Te Taihū o Ngā Wānanga; New Zealand Institutes of Technology and Polytechnics; the Metro Group; Independent Tertiary Education New Zealand; Secondary Principals' Association; Business New Zealand; New Zealand Council of Trade Unions; Industry Training Federation; New Zealand Students Union; Education New Zealand; the Ministry of Education; the Ministry of Business, Innovation and Employment; and the Ministry of Foreign Affairs and Trade.

### Technical exchanges

The technical exchanges were recommended by Dr Maguire during the final stages of the Bachelor's Degrees phase of the project, and implemented during the second phase.<sup>16</sup> The purpose of the technical exchanges was to provide an opportunity for staff from NZQA and MQA to visit each other's organisation, to participate in and observe the policies and procedures described under Criteria 2 and 5.

These activities provided a clearer understanding of the processes and procedures for listing qualifications on the NZQF and MQR (as outlined under Criterion 2), and of NZQA's and MQA's quality assurance systems (as described under Criterion 5). In doing so, the technical exchanges verified these processes and procedures and increased NZQA and MQA's confidence in each other's systems, which contributed to the zone of trust that emerged during the project. More information about the technical exchanges appears in Appendix D.

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<sup>13</sup> The late Professor Jack Keating was the Director of the Education Policy and Leadership Unit at the University of Melbourne. Dr Bryan Maguire, Director of Academic Affairs of Higher Education Training Awards Council (HETAC), Ireland, has vast experience in quality assurance and qualifications frameworks.

<sup>14</sup> Dr Michael Coles, Consultant International and Qualifications Systems, United Kingdom, has extensive experience in analysis, design and evaluation of national and international qualifications systems and frameworks.

<sup>15</sup> Universities New Zealand (the quality assurance body for the university sector) also agreed to the overall judgements of the project.

<sup>16</sup> NZQA hosted the first technical exchange from 31 March – 4 April 2014, and MQA hosted the second from 9 – 13 June 2014.





# Criteria for Comparison

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# Criterion I

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*Clearly demonstrate that the bodies responsible for the NZQF and the MQF have a clear legal mandate to develop and maintain their nation's respective national qualifications framework.*

## New Zealand

NZQA is responsible for setting the overarching statutory rules for the quality assurance of qualifications and the tertiary education organisations that provide them (section 253 of the Education Act 1989). To implement these rules, New Zealand has two quality assurance agencies with responsibilities for separate parts of the tertiary education sector (section 159AD of the Education Act 1989):

- NZQA for the non-university tertiary education sector, and
- Universities New Zealand for the university sector.

Under the Education Act 1989, Universities New Zealand has delegated authority for university programme approval, accreditation, listing of university qualifications on the NZQF, training scheme approval, and ancillary powers under section 253A of the Education Act 1989.

### ***NZQA and the New Zealand Qualifications Framework***

NZQA is responsible for the development and maintenance of the NZQF and the related Directory of Assessment Standards. The NZQF was established in July 2010 as a single, unified framework for all New Zealand qualifications. It replaced the National Qualifications Framework and the New Zealand Register of Quality Assured Qualifications (the Register).

The Education Amendment Act 2011 established the NZQF and the Directory of Assessment Standards in law, replacing general references to a 'qualifications framework'.

### ***NZQA's other responsibilities***

NZQA is designated as New Zealand's *National Education Information Centre* under the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (also known as the Lisbon Convention).

NZQA is also responsible for maintaining effective relationships with overseas certifying and validating bodies. This work allows NZQA to recognise overseas educational and vocational qualifications in New Zealand and have New Zealand educational and vocational qualifications recognised by other countries (see section 246A(h) of the Education Act 1989).

NZQA administers the *Code of Practice for the Pastoral Care of International Students*, which provides a framework for service delivery by education providers and their agents to international students.

NZQA has some responsibility for secondary schools, but the Education Review Office evaluates and reports on the education and care of students in early childhood services, and in primary and secondary schools.

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## NZQA's governance structure

NZQA has an independent Board of Directors that are appointed by the relevant Minister of the Crown. The NZQA Board ensures that NZQA carries out its legislative functions effectively and efficiently.

## NZQA honours the Treaty of Waitangi

NZQA actively upholds the principles and spirit of the Treaty of Waitangi, which is a founding document of New Zealand that establishes the relationship between the Crown and Māori and recognises Māori as the tangata whenua (indigenous peoples) of New Zealand. The Treaty protects Māori knowledge and skills (mātauranga Māori as a national taonga (treasure) and ensures that Māori have full and equal participation in society, including education, as Māori.

NZQA's Office of the Deputy Chief Executive Māori provides cultural advice and services to NZQA, and has a strategy for raising the achievement of Māori learners as Māori. This strategy is called *Te Rautaki Māori 2012-2017*.

## Malaysia

The Higher Education sector is regulated through several legislations mainly the Education Act 1996, Universities and University Colleges Act 1971 for public universities and the Private Higher Educational Institutions Act (1996, Amended 2010) for all private higher education institutions. The establishment, registration and approval of programmes are provided by these Acts and their regulations.

MQA is the agency responsible for quality assurance of higher education in Malaysia. It is a statutory body established under the Malaysian Qualifications Agency Act 2007 and is answerable to the Minister of Higher Education, Malaysia.

The MQA is led by the MQA Council, whose members are appointed by the Minister of Higher Education, and represent the interest of different higher education and training sectors as well as the industry and professional bodies. The function of the Council is to oversee the management of the Agency, to approve policies on quality assurance matters, and oversee the implementation of the MQF.

The functions and responsibilities of MQA are clearly defined in Part II, section 6 of the MQA Act 2007. The responsibilities of the MQA are to:

- implement the MQF as a reference point for Malaysian qualifications
- develop, with the cooperation of stakeholders, standards and criteria and instruments as a national reference for the conferment of awards
- quality assure higher education providers (HEPs) and programmes
- accredit programmes that fulfil a set of criteria and standards
- facilitate the recognition and articulation of qualifications
- establish and maintain the MQR
- advise the Minister of Higher Education on any matter relating to quality assurance in higher education.

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## Criterion I (continued)

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To facilitate recognition and articulation of qualifications, the MQA Act 2007 provides for evaluation of equivalency of qualifications obtained from a higher education provider within or outside Malaysia. Such equivalency evaluation will refer to the MQF. In order to establish the equivalency, MQA has established an Equivalency Committee, which is comprised of representatives from government agencies, higher education providers, academic staff, professional bodies, and employers.

Higher education providers under the purview of MQA are defined as body corporate, organisation or other body of persons which conducts higher education or training programmes leading to the award of a higher education qualification, which includes universities, university colleges, institutes, colleges, polytechnics, and community colleges.

### *Judgement for Criterion I: Similar*

*Both NZQA and MQA are the bodies responsible for their respective national qualifications frameworks, having a clear mandate to develop and maintain their respective national qualifications framework.*

NZQA and MQA functions are clearly defined and published. The two agencies are mandated as the competent authorities to decide on the comparability of qualifications and qualifications systems from other countries to their own qualifications frameworks.



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## Criterion 2

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*Clearly demonstrate that there are transparent procedures for listing qualifications on the NZQF and MQR.*

### New Zealand

NZQA's rules for listing qualifications on the NZQF are transparent and publicly available on the NZQA website.<sup>17</sup> There are general requirements for all qualifications, and additional requirements for qualifications at levels 1-6. The design of a qualification must be based on the needs of the learner, industry and community. It must also focus on outcomes, and demonstrate flexibility, trust and accountability.

Stakeholders including industry, employers and the community are involved in the development of qualifications. This is to ensure there is appropriate support for the development of a qualification.

#### **Requirements for listing qualifications on the NZQF**

*The New Zealand Qualifications Framework Listing and Operational Rules 2012* set out the general listing requirements for qualifications at levels 1 to 10 on the NZQF. The Education Act 1989 (sections 248(2) and 253) mandates NZQA to make rules associated with listing requirements. All qualifications listed on the NZQF are:

- quality assured
- publicly available
- defined by a qualification type and level
- allocated a credit value

- given a subject area classification (New Zealand Standard Classification of Education (NZSCED) code, which classifies a qualification into a subject area)
- described as current, expiring or discontinued.

NZQA lists qualifications at levels 7-10 on the NZQF after it approves and accredits the programme leading to the qualification. This applies to programmes and qualifications from across the tertiary sector (universities, institutes of technology and polytechnics [ITPs], wānanga, and private training establishments [PTEs]) and is distinct from the process for qualifications at levels 1-6 in the non-university sector.

#### **Additional requirements to list a qualification at levels 1-6 on the NZQF**

Within the non-university sector, there are additional listing requirements for qualifications at levels 1-6, including an approval to develop a qualification and approval to list a qualification. The additional information required for listing at levels 1-6 includes:

- a title beginning with 'New Zealand'
- a statement of strategic purpose that clearly describes the qualification's use and relevance to learners, industry and any relevant communities, and demonstrates that the qualification is substantially different to other qualifications listed on the NZQF

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<sup>17</sup> NZQF Listing and Operational Rules 2012 <http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/nzqf-qualification-listing-and-operational-rules-2012/>

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## Criterion 2 (continued)

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- a specification containing mandatory (including quality assurance arrangements, and arrangements for credit transfer and recognition of prior learning) and optional (such as the context for delivery or assessment) conditions for programmes leading to the award of the qualification
- evidence of clear stakeholder support for the qualification and involvement in its development, confirming the national need for the particular qualification.

The additional listing requirements for qualifications at levels 1-6 reflect NZQA's intention to increase flexibility in the delivery of these qualifications, and to remove any unnecessary distinctions between qualifications apparent in some subject areas under the previous system (e.g. whether a qualification is delivered in the workplace or in the classroom). Specific qualification outcomes at levels 1-6 may be achieved through a variety of means, so the qualification itself is separate from the programme of study or training leading to it.

There are a number of approaches qualification developers use when deciding the level of a qualification on the NZQF. The first is to compare the descriptors of the qualification with the level descriptors on the NZQF. This is achieved through a discussion on the role of the qualification, and the knowledge, skills and application of the qualification. Often the 'best fit' principle is applied for this approach. Another approach is to assess at what level the qualification needs to sit on the NZQF and develop the qualification based on the learning outcomes of that level.

### Qualification developers

A qualification must be developed by one or more organisations that NZQA accepts as a legal entity. Those organisations automatically recognised by NZQA include: industry training organisations (ITOs), ITPs, PTEs, wānanga, universities and current programme owners.

NZQA and the Ministry of Education are directly involved in developing some qualifications. NZQA develops qualifications for Māori, Pasifika,<sup>18</sup> and for generic skills that are not the responsibility of an industry training organisation. The Ministry of Education develops the National Certificates of Educational Achievement (NCEA) for senior secondary school. Other government agencies may participate in or initiate the development of qualifications to meet particular government policy objectives.

### Malaysia

The MQA has transparent policies and procedures for the inclusion of accredited qualifications in the MQR.

Section 81 of the MQA Act 2007 provides for the establishment and maintenance of the MQR, containing information of accredited programmes, qualifications and higher education providers.

The provisions of the MQA Act 2007 relating to inclusion of qualifications in the MQR are in the following sections:

- 46(2) for non-professional local programmes
- 52(2) for professional programmes
- 57(2) for foreign programmes and qualifications
- 62 for programmes of self-accrediting institutions

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<sup>18</sup> Pasifika are New Zealanders who identify with or feel they belong to one or more Pacific Island ethnicities. The seven largest ethnicities in New Zealand are Cook Island Māori, Fijian, Niuean, Samoan, Tokelauan, Tongan and Tuvaluan peoples. Refer to <http://www.nzqa.govt.nz/audience-pages/pasifika/>

- 66(4) and 70 for skills training programmes
- 72 for programmes of branch campuses.

The MQR lists programmes and qualifications that are accredited, which means that they have satisfied the expected quality standards and are in compliance with the MQF. Application and procedures for accreditation are provided and available in the gazetted Regulations as well as published documents.<sup>19</sup>

The MQF was implemented in November 2007 with the establishment of the MQA as the framework for all qualifications in Malaysia. The MQF was approved in 2003 by the National Higher Education Council, an authority for higher education which was set up under the National Higher Education Council Act 1996. The Council sets the overarching policy, standards and guidelines for both public and private higher education. The MQF is a consolidation of the overarching policy, standards and guidelines set earlier for higher education by the National Higher Education Council in 1999. Prior to 2007, the National Accreditation Board (*Lembaga Akreditasi Negara*, LAN), the predecessor of MQA, accredited higher education programmes offered by the private higher education institutions that fulfil the requirements set by the National Higher Education Council as well as the LAN. These accredited programmes were listed in the LAN website. For public institutions, before 2007, their academic programmes were quality assured by the Quality Assurance Division of the Ministry of Higher Education Malaysia and assessed by the Public Service Department (*Jabatan Perkhidmatan Awam*, JPA) for the purpose of recognition. In January 2008, the MQR was officially launched and all the above programmes and qualifications were listed in the MQR.

The following details for each accredited programme are available in the MQR:

- reference number
- name of qualification
- validity period
- details of the HEP
- MQF level
- field of study
- number of credits
- duration of study.

The MQR incorporated the National Education Code for each accredited programme.

The MQR also allows minimal comparisons of qualifications in the same level and discipline.

The accredited programmes registered in the MQR consist of programmes and qualifications accredited by MQA or jointly by professional bodies and MQA, or also recently by the self-accrediting HEPs.

Section 61 of the MQA Act 2007 specifies that a higher education provider may apply for the self-accreditation status upon invitation to do so by the Minister of Higher Education. In order to apply for the status, the HEI is required to submit its Self-Review Portfolio according to the Code of Practice for Institutional Audit<sup>20</sup> (COPIA) and the prescribed fee to MQA.

<sup>19</sup> *Code of Practice for Programme Accreditation* (Malaysian Qualifications Agency, 2008) and Programme Standards.

<sup>20</sup> See the *Code of Practice for Institutional Audit*, Second Edition (Malaysian Qualifications Agency, February 2009.)

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## Criterion 2 (continued)

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A self-accrediting institution may apply to MQA to register its programmes which are accredited based on their internal accreditation processes. MQA, upon receipt of the application, would verify that the programmes comply with the MQF as well as fulfil the expected quality standards and enter the programme into the MQR. At present, there are nine self-accrediting universities in Malaysia.

### *Judgement for Criterion 2: Similar*

*The procedures for listing qualifications on the NZQF and MQR are transparent.*

Whilst there are differences, and both systems evolve over time, the principles correspond to international good practice and the procedures are credible and robust to ensure transparency.

Qualifications listed on the NZQF and MQR remain valid through on-going quality assurance processes.

Criterion 2 should be considered alongside Criterion 5, to refer to the entire quality assurance process that underpins trust and confidence in the integrity of the qualifications.

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# Criterion 3

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Clearly demonstrate that the NZQF and the MQF are based on learning outcomes and that the systems of credit are compatible.

## New Zealand

The requirements for learning outcomes are set out in the *NZQF Qualification Listing and Operational Rules (2012)*. All qualifications listed on the NZQF contain outcome statements that describe the knowledge, skills and attributes of a graduate. Each outcome statement must include information on:

- **Graduate profile:** this describes the knowledge, skills, and attributes a graduate will have when they achieve the qualification
  - Knowledge refers to what a graduate knows and understands. It is described as a progression from 'basic general knowledge' through to knowledge that is 'factual', 'operational', 'theoretical', 'technical' 'specialised' and at the 'frontier'. Complexity of knowledge is described together with breadth and/or depth in the field of study or work
  - Skills refers to what a graduate can do. The dimension of integration, independence and creativity is important to describing skills progression
  - Application of knowledge and skills refers to the context in which a graduate applies knowledge and skills. Application is described in terms of self-management and leadership in a profession or responsibility for the performance of others
- **Education pathways:** this identifies how the qualification can lead the graduate to other education pathways or qualifications, if relevant

- **Employment pathways:** this identifies any relevant employment pathways for graduates or any contribution to the community, whānau, hapū, iwi, or hāpori Māori.<sup>21</sup>

The learner is progressively more autonomous and more accountable, more responsible for interacting and collaborating with, managing and leading others, within progressively less transparent, more dynamic contexts.

### *The NZQF and credit requirements*

All qualifications on the NZQF have a credit value. The credit value relates to the amount of learning for an average learner within a learning context. One credit is equal to ten notional learning hours. Notional learning hours include:

- direct contact time with teachers and trainers ('directed learning')
- time spent in studying, doing assignments and undertaking practical tasks ('self-directed' or 'on task' learning)
- time spent in assessment.

The minimum credit requirements for qualification types for quality-assured qualifications are outlined in the NZQF.

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<sup>21</sup> The requirement to list qualifications with graduate profiles, education and employment pathways was implemented in late 2011. Therefore, the majority of the current qualifications listed on the NZQF do not list information on graduate profiles, education and employment pathways. Transition arrangements are being put in place to list all qualifications with graduate profiles, education and employment pathways.

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## Criterion 3 (continued)

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### Malaysia

Section 35(1) of the MQA Act 2007 provides for the implementation of the MQF by MQA. No programmes or qualifications shall be accredited unless it complies with MQF and unless so directed by the relevant authorities.

The MQF is an instrument that develops and classifies qualifications based on a set of criteria that is agreed nationally and benchmarked with international practices, and which 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 higher education providers. Hence, the MQF integrates with and links all national qualifications.

The MQF also provides education pathways through which it links qualifications systematically. This will enable an individual to progress in higher education through transfer of credits and accreditation of prior experiential learning (APEL), acquired from formal, non-formal and informal learning without taking into account the time and place in the context of lifelong learning.

#### Learning outcomes

Learning outcomes are statements that explain what a student should know, understand and can do upon completion of a period of study. Learning outcomes are references for standard and quality as well as for the development of curriculum in terms of teaching and learning, the determination of credits and the assessment of students. In MQF, learning outcomes are asserted in three categories:

- levels of qualification
- fields of study
- programme.

MQF emphasises eight domains of learning outcomes, which are significant for Malaysia:

1. knowledge
2. practical skills
3. social skills and responsibilities
4. values, attitudes and professionalism
5. communication, leadership and team skills
6. problem solving and scientific skills
7. information management and lifelong learning skills
8. managerial and entrepreneurial skills.

All the eight domains of learning outcomes are reflected in each level of the MQF. These eight domains of learning outcomes must be taken into account when developing learning outcomes for fields of study as shown in Programme Discipline Standards and must be incorporated appropriately in curriculum design for all programmes.

Learning outcomes for each level are prescribed in the MQF.

Learning outcomes for fields of study which cover subjects of disciplines are more specific than the learning outcomes for levels of qualifications. These are developed by a committee consisting of representatives of stakeholders from academia, industries, professions, employers, the government and other relevant parties for a respective field of study.

The programme learning outcomes are developed by higher education providers based on learning outcomes of the field, level of qualification and MQF. It covers components such as courses, units or modules that form a programme and lead to the qualification nomenclatures.

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## **Credit**

Credit is defined as the quantitative measure that represents the volume of learning or academic load to attain the set learning outcomes.

Academic load is a quantitative measure of all learning activities required to achieve a defined set of learning outcomes. These activities include lecture, tutorial, seminar, practical, self-study, retrieval of information, research, fieldwork as well as preparing for, and sitting of, an examination.

For Malaysia, 40 hours of notional student learning time is valued as one credit.

MQF levels of qualification also features strong distinct use of credit systems by prescribing minimum academic load for each level with reference to student learning time so as to focus on learner learning.

### *Judgement for Criterion 3: Similar*

*The NZQF and MQF are based on learning outcomes and the systems of credit are compatible.*

The NZQF and MQF describe learning outcomes with similar emphasis on the knowledge, skills and attributes of graduates. The learning outcomes are expressed objectively, avoiding reference to learning mode or institutional setting and neutral in relation to specific occupational relevance and to 'fields of learning'. The NZQF learning outcomes are expressed generically for qualification type/framework level. The MQF learning outcomes for specific qualifications associated with individual programmes and fields of study are described in the programme standards.

The two systems of credit are compatible. The NZQF and MQF are both based on a system of credit that quantifies academic load per programme expressed in notional learning hours. There is similarity in the range of learning activities an average student is expected to spend in a programme. While there are differences in the number of credits, NZQA and MQA agreed that this is not substantial enough to affect the learning outcomes. Each system of credit allocation has a different formula for deriving notional learning hours, yet each system of credit is internally coherent.

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# Criterion 4a

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*Clearly demonstrate links between the level descriptors, qualification definitions for Bachelor's Degrees and non-outcomes features (e.g. the entry and credit requirements and the progression opportunities) of the NZQF and MQF.*

## New Zealand

### **NZQF qualification definition**

A qualification recognises the achievement of a set of learning outcomes for a particular purpose through formal certification.

### **Qualification types and levels**

All quality assured qualifications listed on the NZQF fit into a qualification type. Each qualification type is defined by an agreed set of criteria which includes the expected generic outcomes, the level at which the qualifications are listed and the number of credits required at each level.

The NZQF has ten levels (and therefore level descriptors). The levels are based on complexity, with level 1 the least complex and level 10 the most complex. All qualifications on the NZQF are assigned one of the 10 levels.

### **Level descriptor**

Bachelor's Degrees sit at level 7 of the NZQF and have level descriptors regarding knowledge, skills and the application of knowledge and skills (see Appendix A for more information).

### **Bachelor's Degree**

Provides individuals with a systematic and coherent introduction to a body of knowledge of a recognised major subject (or subjects, in the case of a double Degree or a double major) as well as to problem-solving and associated basic techniques of self-directed work and learning.

### **Entry**

A programme of study leading to a Bachelor's Degree builds on prior study, work or experience, and is open to those who have met the specified entrance requirements, normally meaning successful completion of level 3 on the NZQF after 13 years of secondary schooling or equivalent.

### **Purpose**

A Bachelor's Degree involves at least one sequential study programme in which content is progressively developed such that it might form a basis for postgraduate study and/or professional practice. This is commonly referred to as a 'major'.

A Bachelor's Degree is taught mainly by people engaged in research<sup>22</sup> and provides individuals with a systematic and coherent introduction to a body of knowledge of a recognised major subject (or subjects, in the case of a double degree or a double major), as well as to problem-solving and associated basic techniques of self-directed work and learning.

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<sup>22</sup> See section 253B(3)(a) of the Education Act 1989.



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## Credit requirements

A Bachelor's Degree requires a minimum of 360 credits from levels 5-7. Some Bachelor's Degrees, notably in professional fields such as engineering, the health sciences and law encompass additional credits and may require a longer period of study. For example, an eight semester (four year) degree would normally be equivalent to 480 credits.

Of the credits required for a Bachelor's Degree, a minimum of 72 credits must be at level 7 or higher. The degree must specify a spread of credit across levels so that the qualification demonstrates progression, reflects the requirements of the degree definition and achieves the associated learning outcomes in a way that is appropriate to the subject area.

NZQA's *Supporting Learning Pathways: Credit Recognition and Transfer Policy* states: "credit will be granted for recorded success, whether or not it forms part or all of a complete qualification."<sup>23</sup>

The *NZQF Qualification Listing and Operational Rules* has mandatory conditions to include arrangements for credit recognition and transfer, and recognition of prior learning for listing qualifications on the NZQF. Also, the NZQF Programme Approval and Accreditation Rules requires clear, relevant, and appropriate regulations that specify requirements for credit recognition and transfer and the recognition of prior learning.

Education providers are required to adhere to the policy and rules and have their own administrative and practical arrangements in place for Recognition of Prior Learning (RPL), also known as Assessment of Prior Learning (APL), and credit transfer. The credit recognition and transfer policy and rules therefore relate to individual learners, employing organisations, industry and professional bodies, and educational organisations. This includes a number

of institutes of technology and polytechnics in New Zealand that have designated Centres for the APL.

## Malaysia

### MQF definition of qualification

Qualifications are certificates, diplomas or degrees that are awarded by any competent authority, having affirmed that one has been successful in completing the study at the determined standard, and has satisfied the determined level of achievement and is able to take on a role, duty or work. Qualifications indicate positive achievement of learning outcomes, not as compensation as a result of failure or coincidence.

### Qualification levels

An award level described with generic outcomes or a qualification descriptor which characterises typical qualification.

The MQF has eight levels, namely Certificate levels 1–3, Diploma, Advanced Diploma, Bachelor's, Master's and Doctoral. The qualification levels indicate the levels of capabilities. The typical qualifications at each level are described with generic features, which signify the expected capabilities from students in terms of the:

- depth, complexity and comprehension of knowledge
- application of knowledge and skills
- degree of autonomy and creativity in decision making
- communication skills
- breadth and sophistication of practices.

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23 NZQA, *Supporting Learning Pathways: Credit Recognition and Transfer Policy*, December 2002 (<http://www.nzqa.govt.nz/assets/Supporting-in-NZ-Tertiary/creditpolicy.pdf>).

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## Criterion 4a (continued)

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### ***Bachelor qualification definition***

A Bachelor's Degree is a qualification that prepares students for general employment, entry into postgraduate programme and research as well as highly skilled careers. It enables an individual to pair responsibilities, which require great autonomy in professional decision-making.

### ***Bachelor level descriptor***

Bachelor's Degrees sit at level 6 of the MQF. At the Bachelor level, the expected outcome is a graduate who is able to:

- demonstrate knowledge and comprehension on fundamental principles of a field of study, acquired from advanced textbooks.
- use the knowledge and comprehension through methods that indicate professionalism in employment.
- argue and solve problems in their field of study.
- show techniques and capabilities to search and use data to make decision having considered social, scientific and relevant ethical issues.
- communicate effectively and convey information, ideas, problems and solutions to experts and non-experts.
- apply team and interpersonal skills which are suitable to employment.
- possess independent study skills to continue further study with a high degree of autonomy.

### ***Entry requirements***

The Ministry of Higher Education determines the minimum entry requirements for all programmes. However, specific entry requirements will be determined by the Programme Discipline Standards.

Generally, entry into a Bachelor's programme requires the completion of 11 years of primary and secondary schooling and 1–2 years of pre-university programme.

Other available routes include completion of Diploma (level 4) programmes. In this case, if the Diploma and the Bachelor programmes are in the same or relevant field of study, a maximum of 30 per cent of the 120 credits of a typical Bachelor programme (36 credits) can be carried into the degree programme.

Entry through APEL requires applicants to possess relevant work experience and undergo APEL assessments conducted by MQA. Applicants should be more than 21 years of age in the year of application. The roles of MQA as the key assessment centre of APEL are as provided in sections 74-77 (Part VIII – Chapter 7) of the MQA Act 2007. A successful APEL application may allow a student to apply for enrolment in any institution.

### ***Credit requirements***

- The minimum credit for a Bachelor's Degree is 120 credits.
- The duration for a Bachelor's Degree is generally between three to four years. For professional programmes, the duration is between four to five years.

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## **Progression**

The Bachelor's Degree allows progression to Master's Degree (level 7) and in some cases (First Class Honours or equivalent) may allow progression to Doctoral Degree (level 8). There shall be no direct entry from Bachelor level to Doctoral Degree level. Effective 1 July 2015, candidates with a Bachelor's Degree who are registered for a Master's Degree programme may apply to convert their candidacy to a Doctoral Degree programme within one year of registration for a Master's Degree, subject to:

- having shown competency and capability in conducting research at Doctoral Degree level.
- rigorous internal evaluation by the HEP.
- approval by the HEP Senate.

### ***Judgement for Criterion 4a: Similar***

*The NZQF and MQF demonstrate links between level descriptors, qualification definitions for Bachelor's Degrees and non-outcomes features (e.g. the entry and credit requirements and the progression opportunities).*

There are clear links between the level descriptors, qualification definition, learning outcomes, and non-outcomes requirements for the NZQF and the MQF.

The level descriptors of Bachelor's Degrees on the NZQF and MQF are highly similar. Both have expected outcomes in knowledge, skills, and application at a similar level. Although expressed in different terms, the concepts inherent in the level descriptors are similar; both requiring a theoretical underpinning of one or more fields of study. The skills expected of Bachelor's Degree graduates are highly similar.

Bachelor's Degrees on both frameworks have similar definitions, purpose, features (major, double major) and progression. Bachelor's Degrees on both frameworks prepare graduates for employment/professional practice and postgraduate studies.

The entry requirements and progression opportunities for Bachelor's Degrees on the NZQF and MQF are similar. The credit requirements are covered in Criterion 3, noting similarity in the range of activities included and difference in the number of credits that define similar learning outcomes.

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# Criterion 4b

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*Clearly demonstrate links between the level descriptors, qualification definitions for Master's Degrees and non-outcomes features (e.g. the entry and credit requirements and the progression opportunities) of the NZQF and MQF.*

The level descriptors and qualification learning outcomes are compared along with the non-outcomes criteria. Contextual and social effects matching is an important complement to the technical comparison of the NZQF and MQF Master's Degrees.

Master's Degrees sit at level 9 of the NZQF and is the only type of qualification sitting at this level. On the MQF, Master's Degrees, along with postgraduate certificates and diplomas, sit at level 7.

## Knowledge

The knowledge level descriptors for level 9 of the NZQF and level 7 of the MQF are similar in that they both indicate a step up from the undergraduate levels of a Bachelor's Degree. The NZQF refers to **highly specialised knowledge, some of which is at the forefront of knowledge**. In the MQF, this is shown by **demonstrating continuing and additional knowledge and comprehension above that of the Bachelor's Degree or its equivalent**.<sup>24</sup>

## Skills

The skills level descriptors for level 9 of the NZQF and level 7 of the MQF are expressed differently. However, they both convey the development of additional skills. The NZQF level 9 skills descriptors require graduates to **develop and apply new skills and techniques to existing and emerging problems**, and the MQF level 7 descriptors require that graduates **integrate knowledge and manage complex matters**, as well as having the **capability to develop or use ideas, usually in the context of research**.

## Application [of knowledge and skills]

The application level descriptors are similar. The NZQF level 9 applications descriptors refer to **responsibility for leadership within the profession**, and the MQF level descriptors refer to considering **social responsibilities and related ethics** when evaluating and making decisions. The NZQF refers to **independent application of highly specialised knowledge and skills within a discipline or professional practice** and the MQF refers to **using knowledge and comprehension to solve problems related to the field of study in new situations and multi-disciplinary contexts**.

## Learning outcomes

The similarities between the two qualifications are more evident when comparing the NZQF and MQF Master's Degree learning outcomes.

Master's Degree graduates are expected to have **advanced knowledge about a specialist field of enquiry or professional practice and demonstrate mastery of sophisticated theoretical subject matter** on the NZQF; this is similar to the MQF's requirement to **demonstrate mastery of knowledge in the relevant field**.

The NZQF refers to **evaluating critically the findings and discussions in the literature, researching, analysing and arguing from evidence, and engaging in rigorous intellectual analysis, criticism and problem-solving**. Similarly, the MQF refers to **generating solutions to problems using scientific and critical thinking skills**.

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24 Key to colour coding of text: blue refers to **Knowledge**; green refers to **Skills**; red refers to **Application**.

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Master's Degree graduates are expected to work independently and with minimal supervision. The NZQF learning outcomes expect the graduate to **work independently and apply knowledge to new situations** and to have **capacity for independent thinking**. Similarly, the MQF expects graduates **to conduct research with minimal supervision**.

### Qualification types

New Zealand and Malaysia have similar forms of Master's Degrees. In the NZQF, these are referred to as Master's Degree by thesis, Master's Degree by coursework and Master's Degree by thesis and coursework. These are similar to the MQF's Master's Degree by Research, the Master's Degree by Coursework and the Master's Degree by Mixed Mode.

### Entry requirements

Entry requirements for Master's Degrees in New Zealand and Malaysia are different. In New Zealand, Master's Degree entry requirements are decided by the institutions. In Malaysia, Master's Degree minimum entry requirements are decided by the Ministry of Higher Education, with institutions able to put in place further requirements. Criteria for entry to a Master's Degree on the NZQF can be from a Graduate or Postgraduate Diploma or a Bachelor's Degree, whereas entry to the MQF Master's Degree is a Bachelor's Degree or its equivalent.

### Credit requirements

New Zealand and Malaysia apply different credit systems. In New Zealand, one credit is equivalent to 10 hours of notional learning time while in Malaysia, 40 hours of notional student learning time is valued as one credit.

There are differences between Master's Degrees in New Zealand and Malaysia in terms of credit requirements. In New Zealand, a Master's Degree is one to two years and 240 credits, but with no fewer than 120 credits when building on a Bachelor Honours Degree. In Malaysia, a Master's Degree normally requires one year full time study with a minimum of 40 credits for candidates completing a Master's Degree by Coursework or Mixed Mode. In practice, however, a Master's Degree by Research in Malaysia is normally two years' full time study or three years' part time study and Malaysia's regulations are changing to acknowledge this.<sup>25</sup>

### Relation to other qualifications/progression opportunities

New Zealand and Malaysian Master's Degrees have similar progression opportunities. In both countries, admission to a Doctoral Degree is based on a Master's Degree or equivalent. Both the NZQF and MQF Master's Degrees can have work completed under Master's Degree programmes credited towards Doctoral Degrees.

### Overall judgement

A contextual and social effects matching process, which included qualification definitions, entry and credit requirements and qualifications/progression opportunities, concurred that Master's Degrees in New Zealand and Malaysia are **similar**.

The technical matching process identified comparability in the ways New Zealand and Malaysia describe Degrees, with insubstantial difference in the way that the skills level descriptors are expressed. All processes concluded that the NZQF Master's Degree is **comparable** to the MQF Master's Degree.

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<sup>25</sup> From 1 July 2015, a Master's Degree by Research in Malaysia is normally two years' fulltime study or three years' part time study and a Master's Degree by Coursework and Mixed Mode is normally one year's fulltime study or two years' part time study.

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# Criterion 4c

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*Clearly demonstrate links between the level descriptors, qualification definitions for Doctoral Degrees and non-outcomes features (e.g. the entry and credit requirements and the progression opportunities) of the New Zealand Qualifications Framework and the Malaysian Qualifications Framework.*

The level descriptors and qualification learning outcomes are compared along with the non-outcomes criteria. Contextual and social effects matching is an important complement to the technical comparison of the NZQF and MQF Doctoral Degrees.

Doctoral Degrees sit at level 10 of the NZQF and level 8 of the MQF. The Doctoral Degree is the only qualification sitting at each level of both frameworks.

## Knowledge

The knowledge level descriptors for level 10 of the NZQF and level 8 of the MQF are similar in that they both indicate a step up from the Master's Degree. The NZQF refers to the **most advanced frontier of a field of study or professional practice**. In the MQF, this is shown by **showing a systematic comprehension and in depth understanding of a discipline and mastery of skills**. The MQF also refers to a **contribution to the original research that has broadened the boundary of knowledge**.<sup>26</sup>

## Skills

The skills level descriptors for level 10 of the NZQF and level 8 of the MQF are similar. The NZQF level 10 skills descriptor requires graduates to **critically reflect on existing knowledge or practice and the creation of new knowledge**. Similarly, the MQF level 8 descriptors require that graduates show **capabilities to generate, design, implement and adopt the integral part of research process with scholarly**

**strength; and make critical analysis, evaluation, and synthesis of new and complex ideas.**

## Application [of knowledge and skills]

The application level descriptors for level 10 of the NZQF and level 8 of the MQF are similar. The NZQF level 10 application descriptor refers to **sustained commitment to the professional integrity and to the development of new ideas or practice at the forefront of discipline or professional practice**, while the MQF level descriptors refer to **contribution to the original research that has broadened the boundary of knowledge** through an in-depth thesis, which has been **presented and defended according to the international standards including writing in internationally refereed publications; communication with peers, scholarly communities and society at large concerning the field of expertise; and promotion of the technological, social and cultural progress in a knowledge based society in the academic and professional contexts.**

## Learning outcomes

The learning outcomes for the NZQF and MQF are described in different ways. On the NZQF, learning outcomes outlined for the Doctoral Degree qualification refer more to learning outputs; instead, the learning outcomes for Doctoral Degree are described in the level descriptors for level 10. On the MQF, learning outcomes are described in three categories: levels of qualification, fields of study, and programme.

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26 Key to colour coding of text: blue refers to **Knowledge**; green refers to **Skills**; red refers to **Application**; purple refers to **other similarities**



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For the NZQF, the Doctoral Degree's learning outcomes expects graduates to produce one or more of the following: **a thesis; creative work in the visual or performing arts; a thesis or equivalent creative work in combination with coursework; a creative work in the visual or performing arts with a thesis** and/or **a published work**. Similarly, the MQF provides that a candidate can gain a Doctoral Degree by **producing a thesis; a thesis or a thesis and a portfolio of creative/production work in the performing arts; a published work; or a research project/dissertation**.

The NZQF's level descriptors expects Doctoral Degree graduates to: have knowledge at the **most advanced frontier of a field of study or professional practice; critically reflect on existing knowledge or practice, create new knowledge;** and have **sustained commitment to the professional integrity and to the development of new ideas or practice at the forefront of discipline or professional practice**.

Similarly, the MQF expects Doctoral Degree graduates to be able to **synthesise knowledge and contribute to original research that broadens the frontier of knowledge in the relevant field; adapt practical skills leading to innovative ideas in the relevant field; provide expert advice to society in the relevant field; conduct research independently and adhere to legal, ethical and professional codes of practice; display leadership qualities through communicating and working effectively with peers and stakeholders; appraise problems in the relevant field critically using scientific skills;** and **integrate information for lifelong learning**.

## Qualification types

Both New Zealand and Malaysia have broadly similar forms of the Doctoral Degree qualification. In the NZQF, Doctoral Degrees are either by thesis or a combination of thesis and coursework. The major component of a programme leading to Doctoral qualification may differ in that original research is presented either as a thesis or as a work of artistic and creative merit. It is possible to obtain a Doctoral Degree by publication in New Zealand but it is rare. In the MQF, they are referred to as Doctoral Degree by Research, the Doctoral Degree by Published Work and the Doctoral Degree by Coursework and Mixed Mode.

## Entry requirements

Doctoral Degrees entry requirements in New Zealand and Malaysia are similar in that both systems require Master's Degrees or equivalent. The NZQF requires evidence of research or demonstrated ability to carry out independent research and the MQF recognises other equivalent qualifications as an entry requirement. The MQF expects that Doctoral Degree by published work requires the submission of a minimum of five publications that contribute to the scholarship of knowledge in the field and which are acknowledged by academic peers. Both the NZQF and the MQF systems also specify language proficiency requirements.

## Credit requirements

New Zealand and Malaysia apply different credit systems. In Malaysia, 40 hours of notional student learning time is valued as one credit while in New Zealand, one credit is equivalent to 10 hours of notional learning time.

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## Criterion 4c (continued)

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There are differences between Doctoral Degrees in New Zealand and Malaysia in terms of credit requirements. In New Zealand, a Doctoral Degree is normally three to four years and 360 credits. In Malaysia, a Doctoral Degree requires a minimum of two years full time,<sup>27</sup> three years part time for Research/ Coursework and Mixed Mode; and six months to two years for Doctoral Degree by Publication. Doctoral Degree by Mixed Mode and Coursework are given 80 credits while no credit value is given for Research mode as the thesis is the output.

### *Relation to other qualifications/progression opportunities*

Qualifications at level 10 of NZQF and level 8 of the MQF represent the highest level of educational achievement in New Zealand and Malaysia.

### Overall judgement

A contextual and social effects matching process, which included qualification definitions, entry and credit requirements and qualifications/progression opportunities, concurred that Doctoral Degrees in Malaysia and New Zealand are **similar**.

The technical matching process identified comparability in the ways New Zealand and Malaysia describe Degrees. All processes concluded that the MQF Doctoral Degree is **comparable** to the NZQF Doctoral Degree.

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<sup>27</sup> From 1 July 2015, a Doctoral Degree in Malaysia is normally three years' fulltime study or four years' part time study.



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# Criterion 5

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*Clearly describe the national, and on-going, quality assurance systems regarding qualifications frameworks and qualifications for tertiary education in New Zealand and in Malaysia.<sup>28</sup>*

## New Zealand

NZQA and Universities New Zealand follow the overarching rules set by NZQA for the quality assurance of qualifications and the tertiary education organisations that provide them. Both agencies use the same rules and criteria to quality assure qualifications, and are also consistent in their approach to the quality assurance of the programmes that lead to qualifications. Only the tertiary qualifications and organisations that are quality assured by one of the two agencies can receive government funding.

### *The NZQF and quality assurance*

The effectiveness and quality of the NZQF and the related Directory of Assessment Standards are supported by an integrated quality assurance system. There are quality checks for each element of the system. NZQA applies rules and quality criteria to ensure a high and consistent standard.

The evaluative approach (described below) underpins these quality checks, fostering self-assessment, evidence-based judgements and continuous improvement.

### *Quality assurance of the non-university tertiary sector*

NZQA operates an integrated quality assurance system in which all the components support each other. The basis of the quality assurance system is the Evaluative Quality Assurance Framework (EQAF), which was introduced in late 2009, and covers the quality assurance of the non-university tertiary education sector. This system:

- uses evaluation theory and practice to reach well-informed, consistent and reliable evidence-based judgements about all aspects of tertiary education organisation (TEO) performance and capability
- has a practical focus on outcomes<sup>29</sup> and key contributing processes
- builds awareness and improvement through organisational self-assessment.

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<sup>28</sup> The national quality assurance system underpins the national framework of qualifications and is consistent with the Berlin Communiqué and any subsequent communiqués agreed by Ministers in the Bologna Process.

<sup>29</sup> Including: vocational outcomes that meet graduate, employer, regional and national needs; completing courses and qualifications, continuing to further study (Education Performance Indicators – EPIs); contributing to graduates' local and wider communities; graduates developing relevant personal skills, knowledge and cognitive abilities, and improved well-being; creating and disseminating new knowledge and supporting community, iwi and national development (source: Tertiary Evaluation Indicators, 2010, New Zealand Qualifications Authority, <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/tertiary-evaluation-indicators/>).

## Criterion 5 (continued)

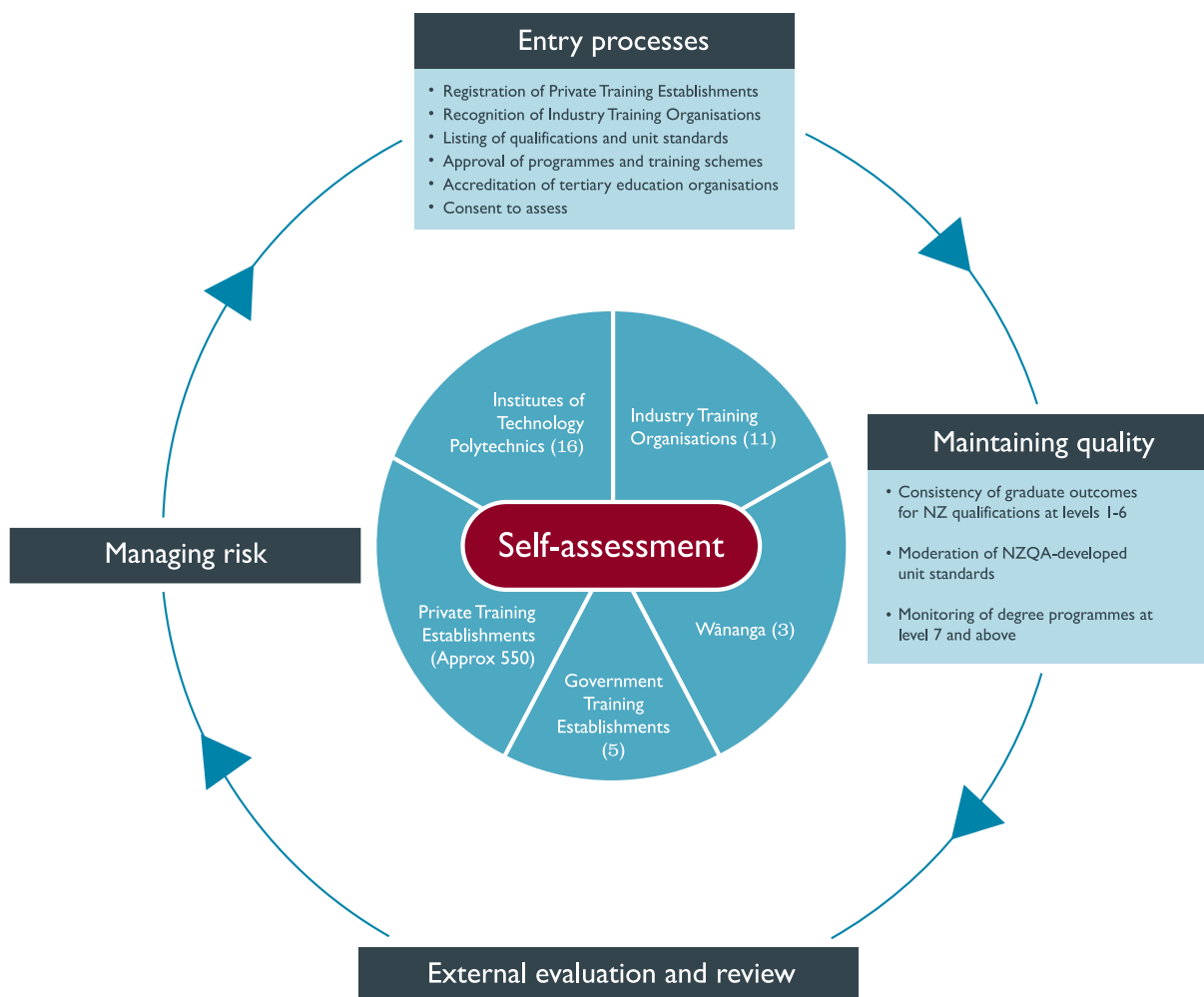
This approach is flexible enough to be used by a wide range of organisations, but delivers valid and robust judgements on quality. The approach also seeks to develop and enhance a quality culture in TEOs, and to create an environment that values evidence and accountability, and where autonomy is earned. The EQAF focuses on:

- learner achievement and outcomes for learners
- using evidence to improve outcomes for learners, business and communities

- a TEO being able to demonstrate that what it is doing is effective and meets learner and stakeholder needs.

The key components of the quality assurance system are represented in the diagram below and a brief description of each component and its role in the system follows.

### The Evaluative Quality Assurance Framework



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TEOs are responsible for using self-assessment to maintain and improve their own quality and the outcomes they achieve for their learners and wider stakeholders, especially employers. Self-assessment focuses on identifying, responding to and meeting learner and stakeholder needs, evaluating the effectiveness of organisational processes and practices, and using the understanding gained to make improvements to outcomes and learner achievement. NZQA does not prescribe the approach a TEO must follow, as every organisation is different, but has published evaluation indicators as a common guide for TEOs and NZQA to use and reach consistent evidence-based judgements. TEO self-assessment information provides the evidence-base for all the quality assurance processes.

### **Entry processes**

A private training establishment (PTE) must be registered with NZQA if it wants to develop, deliver or award qualifications listed on the NZQF and standards listed on *the Directory of Assessment Standards*. The registration process ensures that the PTE meets all legislative requirements for an educational organisation, including NZQA rules. The PTE must have governing members who are suitable for delivering education with adequate staff, and equipment and facilities for the education it is delivering. The PTE must be financially stable with sound quality management systems and practices.

NZQA also provides advice to Ministers and the Tertiary Education Commission on the recognition and re-recognition of ITOs.

To be listed on the NZQF, a New Zealand qualification at levels 1-6 on the NZQF must have defined outcomes that provide a profile of what graduates can do, be and know. Programmes developed by TEOs lead to the award of these New Zealand certificates or diplomas.

For a programme<sup>30</sup> at levels 1-6 on the NZQF to be approved, it must lead to a listed NZQF qualification and have a structure and components that allow learners to achieve the associated graduate profile. It must also have an appropriate NZQF level, credit value and amount of learning, and be designed to meet the specific identified needs of learners. It must show a progression of knowledge and skills and the approach to how the learning outcomes will be assessed.

Degree programmes<sup>31</sup> (at level 7-10 on the NZQF) are approved if they have appropriate learning outcomes and content, and providers accredited if they have appropriate delivery methods, equipment, facilities, staff, regulations, assessment and moderation. Degree programmes must also be taught mainly by staff engaged in research. Degree programme applications are evaluated by a panel with the necessary skills and knowledge who advise the TEO and NZQA about the quality of the application.

Training schemes are smaller than programmes and are approved if they are needed by learners and stakeholders. Training schemes must have a coherent structure that allows learners to achieve the learning outcomes. They must also have an appropriate NZQF level and incorporate sufficient learning to demonstrate a progression of knowledge.

In order to be accredited to deliver a programme or training scheme, the applicant must show that the TEO has adequate staff, equipment and facilities to deliver it as approved. Sometimes NZQA visits the TEO as part of this process.

Consent to assess against assessment standards on *the Directory of Assessment Standards* is granted when the applicant has support from the standard setting body and meets the requirements associated with the standards. Sometimes the standard setting body visits the TEO as part of this process.

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30 Programmes delivered by ITPs, Wānanga and PTEs or organised by ITOs.

31 Delivered by ITPs, Wānanga and PTEs.

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## Criterion 5 (continued)

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### *Maintaining quality*

Consistency Reviews were recently introduced to assure consistency with outcomes prescribed by the New Zealand Certificates and Diplomas at levels 1-6 on the NZQF. All TEOs awarding New Zealand qualifications at levels 1-6 must participate in Consistency Reviews. The reviews, facilitated by an independent reviewer, consider the quality of the evidence presented by each TEO to decide if it is sufficient and if national consistency of the qualification can be confirmed. The Consistency Reviews and any follow up are managed by NZQA.

National external moderation assures that organisations using NZQA-managed assessment standards are making assessor judgements consistent with the national standard. NZQA selects standards for moderation based on TEO history, risk, high use and issues that have been identified with the standards. Moderators look at samples of learner work sent in by TEOs and assess if the judgements are consistent with the national standard. NZQA recommends changes to assessment materials or moderation practice when assessor judgements are not verified by NZQA. NZQA follows up with TEOs to make sure they address the issues identified.

After a degree programme at NZQF level 7 and above is approved, NZQA appoints an independent monitor for the degree. The monitor visits the TEO annually to check if the degree is being delivered as approved and reports back to NZQA. NZQA follows up any recommendations from the report with the TEO. After a suitable amount of time, NZQA can give the TEO permission to self-monitor.

### *External evaluation and review (EER)*

An EER is designed to cover the strengths and weaknesses of a TEO, by addressing achievement, outcomes and its key processes. This allows NZQA to make evidence-based conclusions about the quality and performance of the TEO, which are published in a public report. When NZQA identifies issues, the evaluation finds the source and size of the problem. Immediately prior to an EER, NZQA requires compliance declarations and gathers information on the TEO from other parts of the quality assurance system. NZQA evaluates the TEO's educational performance and capability in self-assessment on-site and reports a level of confidence in each of these aspects. The EER is published on the NZQA website.

The TEO is given one of the following ratings:

**Category 1:** Highly Confident in educational performance and Highly Confident or Confident in self-assessment

**Category 2:** Confident in educational performance and Confident or Highly Confident in self-assessment

**Category 3:** Not Yet Confident in either educational performance or self-assessment

**Category 4:** Not Confident in either educational performance or self-assessment

Mātauranga Māori Evaluative Quality Assurance (MM EQA) provides quality assurance for TEOs that deliver qualifications or programmes based on Mātauranga Māori or where the whole organisational approach is based on Mātauranga Māori. MMEQA is integrated into all parts of the quality assurance framework and uses evaluative approaches developed collectively with the sector.

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## ***Managing risk***

NZQA has rigorous processes to investigate and manage risk. NZQA collects information on organisations from NZQA's quality assurance processes (i.e. EER, applications, standard-setting body or monitor's visits), complaints received and concerns raised by government organisations such as Immigration New Zealand. In its investigations NZQA gathers information on whether there is a risk to students or a breach of NZQA's rules or legislative requirements and takes action, including statutory action, to address these. This can include:

- issuing compliance notices to and imposing conditions on organisations
- withdrawing quality assurance status granted by NZQA (i.e. registration, consent to assess, approvals, accreditation)
- legal action for breaches of the Education Act 1989.

## ***Quality assurance of NZQF qualifications and programmes delivered offshore***

NZQF programmes can be delivered offshore, and NZQF qualifications and programmes can be designed to meet specific offshore requirements, but this context must be included in the application for programme approval or approval to develop a qualification.

These programmes and qualifications must meet all the relevant NZQA Rules. Any offshore delivery of programmes also needs to meet the NZQA Offshore Programme Delivery Rules.

## ***Regulation of international education***

New Zealand institutions are required to be a signatory to the *Code of Practice for the Pastoral Care of International Students* (the Code) if they want to enrol international students in their courses. The Code is a document that provides education providers and their agents with a framework for properly supporting international students while they are studying in New Zealand. The Code is established under the Education Act 1989 (section 238F) and administered by NZQA.

The Code sets out the minimum standards of advice and care that are expected of education providers with international students. The Code applies to pastoral care and the provision of information only, and not to academic standards.

If a student has concerns about an education provider not complying with the Code, and these concerns are not resolved by internal grievance procedures, the student can contact the International Education Appeal Authority (IEAA). The IEAA enforces the standards in the Code and, if the Code is breached, can order restitution or action to fix the problem. The IEAA refers serious Code breaches to the Review Panel, which can suspend or remove a provider as a signatory to the Code.

NZQA's Student Fee Protection Rules protect the interests of domestic and international students. Registered PTEs in New Zealand must put students' fees in a trust, which can only be drawn on after course content has been delivered to the student. If a PTE closes, the money for the undelivered content can either be refunded to the student, or transferred to a provider willing to enrol the student. This requirement was established under section 253E(1) of the Education Act 1989.

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## Criterion 5 (continued)

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### **Quality assurance systems in the university sector**

The New Zealand Vice-Chancellors' Committee (Universities New Zealand) has statutory responsibility, under the Education Act 1989, for the quality assurance of the New Zealand universities. There are two bodies that oversee quality assurance of New Zealand universities: Universities New Zealand's Committee on University Academic Programmes (CUAP) and the Academic Quality Agency for New Zealand Universities (AQA).<sup>32</sup>

Quality assurance in the university sector is underpinned by ten key principles:

- developed by the universities
- evidence-based
- enhancement-led
- founded on self-review
- assured by peer review
- collective and collegial
- individually binding
- internationally endorsed
- independently operated
- publicly accountable.

### **Programme approval and accreditation in the university sector**

CUAP is the body responsible for exercising powers with regards to compliance, approval and accreditation. CUAP comprises a representative from each of the universities, a Chair (usually a Vice-Chancellor) and Deputy Chair appointed by Universities New Zealand, and a student representative.

Both NZQA and Universities New Zealand use the same overarching rules and criteria to quality assure qualifications. Universities normally apply for programme approval, and the accreditation to deliver that programme, in one step. Proposals for new qualifications or programmes, or for major changes to existing offerings proceed through internal university development and approval processes before they are submitted to CUAP. At various stages in a university's internal process, student, non-academic and professional input is also sought. Proposals approved by a university's council are then submitted to CUAP and subjected to a peer-review process across the entire university system.

During the CUAP process, proposals are either approved by the universities, amended as part of the peer-review process and then approved, or discussed at a meeting of CUAP. If CUAP is satisfied that the proposals meet the approval and accreditation rules, then it will formally approve them. Proposals that are not approved at a CUAP meeting may also be referred back to the submitting university for further changes, withdrawn by the university or rejected. Programmes approved by CUAP are listed on the NZQF in the same way as programmes approved by NZQA.

Programmes approved by CUAP are subject to moderation once the first cohort has graduated. Universities must submit Graduating Year Reviews to CUAP for peer review. Graduating Year Review reports are assessed by CUAP against the approval criteria of the original proposal. Where CUAP has serious concerns about a programme, it has the authority to require changes, request a further review or to withdraw the programme.

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<sup>32</sup> Previously NZUAAU – New Zealand Universities Academic Audit Unit.

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After moderation all university programmes are required to be subject to regular programme review. The review cycle is determined by each university's quality assurance policies. How a university manages and responds to these programme reviews is an important focus of academic audit.

### **Academic audit in the university sector**

The AQA, an independent body established by Universities New Zealand, undertakes regular audits of institutions and promotes quality enhancement practices across the university sector. AQA's audits of New Zealand universities occur on a five-year cycle and focus on the university's mechanisms for ensuring academic quality.

The key components of institutional audit are:

- institutional self-review
- institutional academic audit by an external panel (including an international member)
- a published audit report
- follow-up reporting on recommendations.

AQA audit panels review university audit portfolios and focus their attention on areas of particular importance to universities, including mechanisms for:

- quality assurance and enhancement in the design, monitoring and evaluation of courses and programmes of study for degrees and other qualifications
- quality assurance and enhancement of the research basis of university undergraduate teaching and postgraduate education

- quality assurance and enhancement in teaching, learning and assessment, including in postgraduate supervision
- quality assurance and enhancement of the appointment and performance of academic and other staff who contribute directly to the teaching and research functions
- considering the views of students, employers and other stakeholders as part of ongoing quality assurance and enhancement of courses and programmes.

Each audit cycle follows a protocol developed by AQA including a framework which defines the focus of audit.<sup>33</sup> Final audit reports commend good practice and make recommendations intended to assist the university's own programme of continuous improvement. These audit reports are publicly available on the AQA website.<sup>34</sup> Universities report formally on their response to the recommendations one year after each audit and again at the time of the next audit. Only the tertiary qualifications and organisations that are quality assured by one of the two agencies can receive government funding.

## **Malaysia**

Under the Malaysian Qualifications Agency Act 2007, MQA was established to ensure the quality of higher education providers and their academic programmes. The MQF serves as a basis for quality assurance of higher education and as the reference point for national qualifications. Programmes and qualifications designed and/or delivered by the HEPs must adhere to MQF as well as quality assurance standards.

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33 Refer to [www.aqa.ac.nz/cycle5](http://www.aqa.ac.nz/cycle5)

34 Refer to <http://www.aqa.ac.nz/academic-audit>.



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## Criterion 5 (continued)

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To undertake the quality assurance task, MQA has developed codes of practice, programme standards and a series of guidelines. Relevant parties are required to observe and be guided by these quality assurance documents. It is also intended to assist the higher education providers to develop and enhance their academic performance and institutional effectiveness. In addition to the MQF, the quality assurance documents encompass the following:

- Codes of Practice
  - i. Programme Accreditation (COPPA)
  - ii. Institutional Audit (COPIA)
  - iii. Open and Distance Learning
- Standards
  - i. Executive Diploma
  - ii. Masters and Doctoral Degree
  - iii. Graduate Certificate and Graduate Diploma
  - iv. Foundation Programme
- Programme Discipline Standards
  - i. Accounting (Published 2014)
  - ii. Art and Design (Published 2013)
  - iii. Biotechnology (Published 2010)
  - iv. Building Surveying (Published 2013)
  - v. Business Studies (Published 2014)
  - vi. Computing (Published 2010)
  - vii. Creative Multimedia (Published 2011)
  - viii. Early Childhood Education (Published 2014)
  - ix. Education (Published 2014)
  - x. Engineering and Engineering Technology (Published 2011)
  - xi. Hospitality and Tourism (Published 2013)
  - xii. Information Science (Published 2009)
  - xiii. Islamic Studies (Published 2013)
  - xiv. Law And Shariah Law (Published 2008)
  - xv. Media and Comunication Studies (Published 2014)
  - xvi. Medical and Health Sciences (Published 2013)
  - xvii. Muamalat And Islamic Finance (Published 2013)
  - xviii. Performing Arts (Published 2014)
  - xix. Psychology (Published 2014)
  - xx. Traditional and Complementary Medicine (T&CM) (Published 2010)
- Guidelines to Good Practices
  - i. Academic Staff (Published 2014)
  - ii. Academic Staff Workload (Published 2014)
  - iii. Accreditation of Prior Experiential Learning (2013)
  - iv. Assessment of Students (Published 2013)
  - v. Curriculum Design and Delivery (Published 2011)
  - vi. Monitoring, Reviewing and Continually Improving Institutional Quality (Published 2014)
  - vii. Malaysian Qualification Statement (Published 2015)
  - viii. Guidelines on Terms Used for External Examiner, External Advisor and Advisory Board (Published 2015)
  - ix. Work-Based Learning (Published 2016)



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These documents<sup>35</sup> and the quality assurance practices by MQA 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.

### ***Approaches to quality assurance***

Quality assurance process by MQA revolves around two major approaches. The first approach is to accredit programmes and qualifications. The second is to audit institutions or their components. The two are distinct approaches but highly interrelated.

There are two levels in programme accreditation:

- The first level is Provisional Accreditation which indicates that the programme has fulfilled the minimum requirement for it to be offered. This level is connected to seeking approval from the Ministry of Higher Education Malaysia to conduct a new programme
- The second level is Full Accreditation, i.e., a conferment to denote that a programme has met all the criteria and standards set for that purpose and in compliance with the MQF.

The two approaches to quality assurance include periodic monitoring to ensure that quality is maintained and continuously enhanced.

### ***Scope of assessment***

The scope of assessment for accreditation covers nine areas of evaluation for quality assurance for all programmes. The nine areas are as follows:

1. vision, mission, educational goals and learning outcomes
2. curriculum design and delivery
3. assessment of students
4. student selection and support services
5. academic staff
6. educational resources
7. programme monitoring and review
8. leadership, governance and administration
9. continual quality improvement

Each of these nine areas contains quality standards and criteria which serve as performance indicators of quality. These criteria have two distinct levels of attainment, i.e., benchmarked standards and enhanced standards.

Benchmarked standards are standards that must be met and its compliance demonstrated during a programme accreditation exercise. Benchmark standards are expressed as a “must”; for example, students must have access to appropriate and adequate support services, such as physical, social, financial and recreational facilities, and counseling and health services.

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35 This list of quality assurance documents by MQA is as of 31 March 2016.

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## Criterion 5 (continued)

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Enhanced standards are standards that should be met as the institution strives to continuously improve itself. Enhanced standards reflect international and national consensus on good practices in higher education. HEPs should be able to demonstrate achievement of some or all of these or that initiatives toward the achievement of these programme standards are underway. Achievement of these standards will vary with the stage of development of the HEPs, their resources and policies. Enhanced standards are expressed by a “should”, for example, student support services should be given prominent organizational status in the HEP and a dominant role in supplementing programme learning outcomes.

The use of the two levels recognises the fact that HEPs are at different stages of development and that quality improvement is a continual process. Thus, these levels are utilised by MQA for purposes of evaluating applications for programme accreditation, both Provisional and Full Accreditation. In principle, an HEP must demonstrate that it has met all the benchmarked standards for its programme to be fully accredited, but nevertheless taking into account flexibility and recognition of diversity to facilitate the creative growth of education.

The evaluation of programmes by MQA encompasses quantitative and qualitative approaches by selected and trained peer assessors.

### ***Establishment of higher education institutions***

Public Universities are generally established under the Universities and University Colleges Act, except for a few that are established under specific Acts. Private Higher Education Institutions are established under the Private Higher Educational Institutions Act. Degree conferring powers are only granted to institutions established as universities and university colleges. The registration and establishment of an institution is under the purview of the Ministry of Higher Education. MQA are consulted in an upgrading exercise of an institution, for example from a college to university college or from a university college to full-fledged university.

### ***Nomenclature of qualifications***

Section 36(b) of the MQA Act 2007 specifies that one of the objectives of the MQF is to promote accuracy or consistency of nomenclature of qualifications.

The MQF provides a generic guide on the requirements for a level of study, for example Bachelor or Diploma level. It also outlines the principles on naming of qualifications.

The Programme Standards provide a more detailed and specific guide for qualification titles based on subject specialisation, major or minor subjects in a qualification.

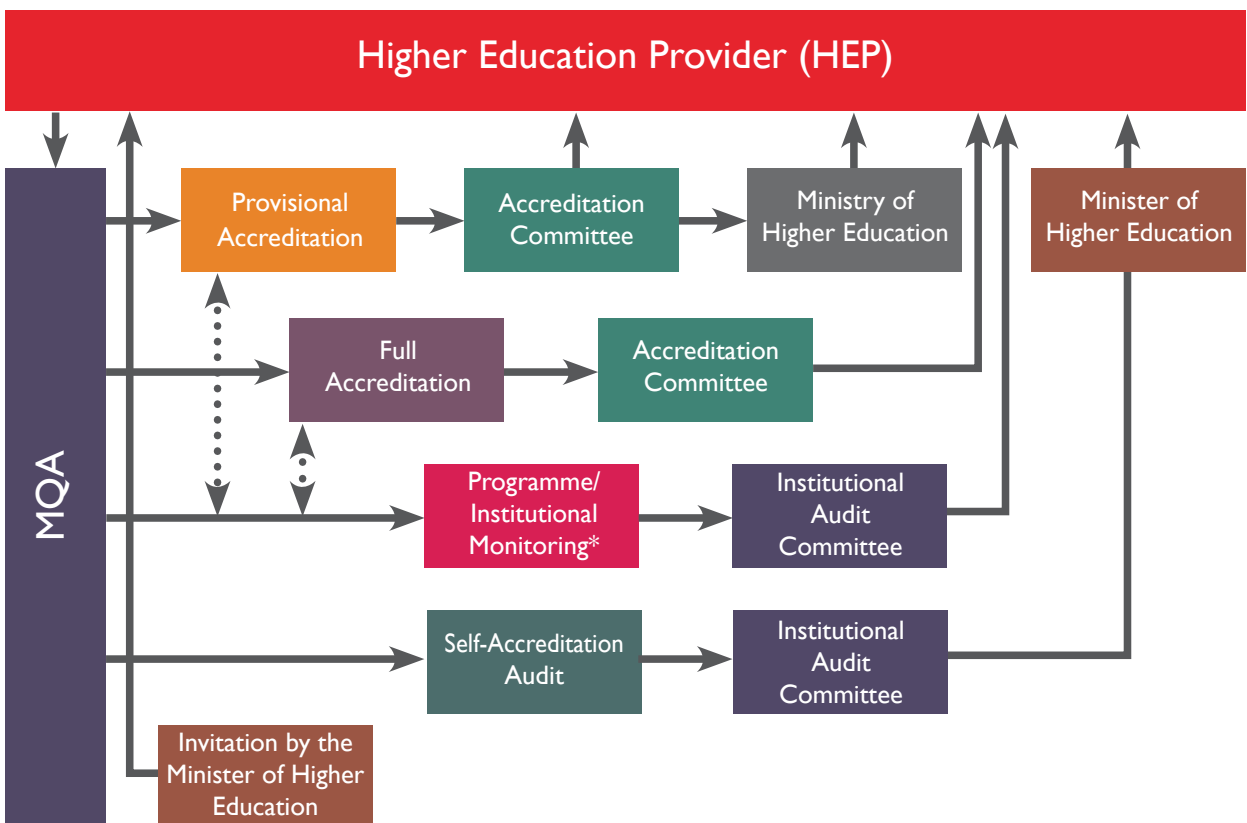
Only universities and university colleges are authorised to confer Bachelor’s and higher degrees.

## Quality assurance system

All academic programmes are subjected to a four stage quality assurance process, namely:

- i. Provisional Accreditation
- ii. Approval
- iii. Full Accreditation
- iv. Maintenance Audit.

### The Quality Assurance process: an Overview



\* Monitoring shall be triggered by one or more of the following:

- 1 Set duration or period for monitoring;
- 2 Request by stakeholder;
- 3 As part of Provisional Accreditation, where required;
- 4 Programme Maintenance Audit; and
- 5 Any other factor that necessitates monitoring

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## Criterion 5 (continued)

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### **Approval and provisional accreditation of programmes**

Prior to offering an academic programme, HEPs must obtain Approval to conduct the programme from the Ministry of Higher Education. This Approval process is connected to Provisional Accreditation by MQA whereby the evaluation for Provisional Accreditation will be the basis to obtain Approval to conduct the programme from Ministry of Higher Education.

For Provisional Accreditation of a programme, HEPs need to submit their application to MQA according to the format prescribed by the *Code of Practice for Programme Accreditation (COPPA)* (MQA, 2008).

MQA will convene a panel of assessors to evaluate whether the programme fulfills the minimum requirement for it to be commenced. If the evaluation requires an on-site visit to the HEP, the HEP will be notified accordingly.

The Panel's report will generally include commendations (aspects of the provision of the programme that are considered worthy of praise), affirmations (proposed improvements by the HEP itself on aspects of the programme, which the panel believes significant and which it welcomes) and recommendations to improve the programme. The types of recommendations in the conclusion of the report of the evaluation for Provisional Accreditation will be largely similar to that of the Full Accreditation as detailed below. However, apropos of its provisional status and as an interim phase before Full Accreditation, there will be differences in emphasis and the degree of compliance in the nine areas of evaluation.

There will be a higher degree of emphasis on areas of curriculum design and delivery, and assessment of students at the point of provisional accreditation. The panel will ascertain whether the name of

qualification/programme, courses outlined, learning outcomes (for level of study, field of study and programme) and credit allocation are appropriate.

The Panel's report is verified by the MQA Special Committee and then tabled to the Accreditation Committee Meeting for its decision.

Following that, MQA will issue the Provisional Accreditation to the HEP, which the HEP uses to obtain Approval from the Ministry of Higher Education.

The validity period of the Provisional Accreditation is based on the condition of the Approval. For a programme approved with conditions, the validity is two years, whereas the programme approved without conditions is given five years. Generally, the programme will obtain Full Accreditation by the time the first cohort of students graduate.

### **Procedures for full accreditation**

HEPs apply to MQA for the Full Accreditation of their programme as prescribed by the *Code of Practice for Programme Accreditation* (MQA, 2008). This process is undertaken before the first cohort of the students of a programme complete their studies.

In relation to accreditation, the report by panel of assessors may propose one of the following:

- Grant the Accreditation without Conditions
- Grant the Accreditation with Conditions:
  - Requirements  
Actions specified by the evaluation panel or proposed action as specified by the department itself, which do not prevent or delay accreditation but completion of which, must be confirmed to MQA by a date to be agreed between the HEP and MQA

- Conditions  
Actions that must be taken and reported to MQA before accreditation can be effected and therefore accreditation is not yet granted until these have been fulfilled to the satisfaction of MQA
- Denial  
Denial is where the evaluation panel recommends accreditation is not granted. The panel will provide reasons for the denial.

The accreditation report is verified by the MQA Special Committee and then tabled at the Accreditation Committee Meeting for its decision.

Upon conferment of Full Accreditation, the programme is registered in the MQR.

### ***Programme maintenance audit***

Prior to 2007, all programmes are granted accreditation for a period of five years and subjected to monitoring and reaccreditation.

Currently, the status of accreditation of programmes is perpetual and subjected to mandatory Maintenance Audit cycle at least once every five years in place of reaccreditation. Within the five year period, the programmes are subjected to general monitoring and action taken accordingly.

### ***Quality assurance system for self-accrediting institutions***

For self-accrediting institutions, their programmes and qualifications must be subjected to their own internal accreditation processes prior to applying to have them registered in the MQR. MQA, upon receipt of the application, would verify that the programmes comply with the MQF as well as fulfil the expected quality standards and enter the programme into the MQR.

A self-accrediting institution is an institution that can accredit its own non-professional programmes. An HEP may apply for the self-accreditation status upon invitation to do so by the Minister of Higher Education. Upon receipt of the Self-Review Portfolio according to the Code of Practice for Institutional Audit (COPIA) of the HEP, MQA will conduct a comprehensive institutional audit with an emphasis on the internal quality assurance system of the HEP. Sometimes called a “system audit”, this institutional audit for the purpose of self-accreditation focuses on the capacity and capability of the internal quality assurance system of an institution to evaluate academic programmes that it offers. The internal programme accreditation procedures are guided by the COPPA and international good practices.

The self-accrediting institutions are required to conduct Maintenance Audit on their accredited programmes as appropriate.

The self-accrediting institutions themselves will be subjected to re-evaluation at least once every five years to maintain their status. Within that period, MQA may undertake follow-up or monitoring audit if necessary. The monitoring is also conducted through the biennial report that the self-accrediting institutions submit to MQA.

At present, there are nine self-accrediting institutions in Malaysia. The Minister of Higher Education may, from time to time, invite other HEPs to apply for the self-accreditation status.

# Criterion 5 (continued)

## General comparison of Programme Accreditation and Institutional Audit process

Programme Accreditation	Institutional Audit
<p>HEP prepares documents for Provisional Accreditation of a programme</p> <p>MQA-01 Documents according to Section 3 of COPPA Part A: General Information on the HEP Part B: Programme Description Part C: Programme Standards</p>	<p>HEP prepares documents for Institutional Audit</p> <p>Documents according to Section 3 of COPIA (MQA-03)</p>
<p>HEP conducts programme self-review for Full Accreditation</p> <p>Part D: Programme Self-Review Report</p>	<p>HEP conducts Institutional self-review</p>
<p>HEP prepares and submits MQA-02 for Full Accreditation</p> <p>MQA-02 Part A: General Information on the HEP Part B: Programme Description Part C: Programme Standards Part D: Programme Self-Review Report</p>	<p>HEP prepares and submits MQA-03 for Institutional Audit</p> <p>Self-Review Portfolio (SRP) Part A: General Information on HELP Part B: Information on the Nine Areas of Evaluation for Quality Assurance Part C: Self-Review Report</p>
<p>MQA conducts External Programme Evaluation</p> <p>Site Visit Oral Exit Report Final Report</p>	<p>HEP conducts External Institutional Audit</p> <p>Site Visit Oral Exit Report Final Report</p>
<p>Recommendations to MQA Accreditation Committee</p> <ul style="list-style-type: none"> <li>Grant the accreditation</li> <li>Grant the accreditation with conditions</li> <li>Denial of accreditation</li> </ul>	<p>Recommendations to MQA Institutional Audit Committee</p> <p>Recommendations based on type of audit</p> <ul style="list-style-type: none"> <li>Reaffirmation of accredited status</li> <li>Conferment/Reaffirmation of self-accreditation status</li> <li>Institutional/Thematic state of health</li> </ul>

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### ***Panel of Assessors for accreditation***

The primary task of the Panel of Assessors (POA) is to assess and verify that the processes, mechanisms and resources are appropriate for the effective delivery of a programme. To evaluate the effectiveness of the quality assurance procedures, the assessors must investigate the application of these procedures, and the extent to which the programme achieves the expected learning outcomes. The need to ensure that the programme objectives and learning outcomes are met should be particularly emphasised.

Assessors should be highly competent and open-minded. They should have the appropriate higher education qualification and subject knowledge as well as teaching experience. Each assessor needs to undergo an assessor training workshop before they could be appointed as an assessor by MQA. The selection of members of the POA for a programme is guided by the type, level and discipline of the programme to be assessed, and by the availability, suitability, expertise and experience of the prospective panel members.

### ***Value of accreditation***

Accredited programmes would be considered for recognition by the Public Service Department of Malaysia (Jabatan Perkhidmatan Awam, JPA) for purpose of employment in the government sector. Similarly, employers in the private sector also consider graduates of accredited programmes for employment. Higher education funding authorities and bodies use programme accreditation as a basis for funding students. Admission to higher or further education and transfer of credits also considers the accreditation status of the previous qualification.

### ***Ongoing maintenance of quality***

Apart from the Maintenance Audit and Institutional Audit discussed above, there are also provisions of the law on quality concerns pertaining to higher education providers and the academic programmes that they offer. Stakeholders can lodge complaints with the relevant authorities should they find any offence committed by a higher education provider. There are specific units within the Ministry of Higher Education and MQA to deal with investigation and to take appropriate enforcement action.

In addition, there is increasing student involvement in quality assurance processes within MQA and the higher education providers. Higher education providers provide avenues for students to voice their concerns and channel their feedback. As such, both parties could continuously monitor and maintain their quality.



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## Criterion 5 (continued)

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### *Judgement for Criterion 5: Similar*

*The NZQF and MQF operate similar national, and on-going, quality assurance systems that are similarly robust, providing public confidence in the programmes and qualifications in higher education.*

These quality assurance systems are based on set criteria which are consistent with international best practice.

There are a variety of quality assurance arrangements in place and strong similarity in practices.

Similar practices include:

*Entry/front end processes for listing qualifications on the NZQF and MQR such as:*

- registration, approval and accreditation processes of the non-university sector in New Zealand, and qualification and regulation approval, accreditation and programme moderation procedures across New Zealand universities
- the MQA evaluation of a new programme application which supports approval and licensing by the Ministry of Higher Education. The programme will be conferred Provisional Accreditation and eventually subjected to Full Accreditation.

*Maintenance of qualifications on the frameworks and on-going monitoring of quality assurance delivery, such as:*

- review periods
- programme maintenance audits
- degree monitoring
- external evaluation and review and institutional audit.

*Recruitment and training of those involved in quality assurance processes:*

- internal staff from agencies responsible for the quality assurance processes
  - recruitment, selection, training and performance review
- external peer review teams
  - recruitment, selection, training and performance review.



# International Experts' Comments and Periodic Review



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# International Experts' Comments

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*Dr Bryan Maguire provided the Working Group with the following comments on the Bachelor's Degrees project in May 2012:*

The report is a substantial and indeed definitive contribution to the mutual understanding of each other's Bachelor's Degrees for Malaysia and New Zealand. The rigour with which the exercise has been undertaken is admirable and the analysis is convincing. The jointly owned process used in this exercise is also important for the building of mutual trust between the competent authorities without which even the best analysis can remain a dead letter.

The document is also instructive for the wider international community in two ways. Firstly, it presents the two countries' Bachelor's Degrees in a comparative framework that may be helpful for third countries to understand. It has the potential to become part of both countries' presentation to the wider world of their Bachelor's Degrees.

It also shows how the Bologna model can be adapted for this kind of bilateral comparison and this method variant may be emulated by other countries undertaking bilateral work of this kind. It demonstrates that NQFs and their associated quality assurance systems can enable countries to produce a more comprehensive and evidence-based model for asserting the comparability of their qualifications than was previously possible.

The overall finding of compatibility is well grounded in the evidence presented. It is logical. The method adopted will be recognisable to those in the international qualifications recognition community.

*Dr Michael Coles provided the Working Group with the following comments on the Master's and Doctoral Degrees project in August 2015:*

The process of comparison of the Master's and Doctoral Degrees in New Zealand and Malaysia has been conducted in a rigorous way across a full range of dimensions that have the potential to exhibit possible similarities or differences. The outcome of the process, summarised in the judgement statements, is a true reflection of the comparability of the two types of qualification in the countries – in my view there is indeed a zone of trust emerging in the two countries when it comes to what learning for Master's Degrees and Doctoral Degrees involves and what the two degrees stand for.

*Dr Bryan Maguire provided the Working Group with the following comments on the Master's and Doctoral Degrees project in August 2015:*

This report provides convincing evidence of the compatibility of the Master's and Doctoral Degrees included in the respective national qualifications frameworks of Malaysia and New Zealand. The judgements are based on close reading and comparison not just of the level descriptors in MQF and NZQF but on supporting arguments from the definitions, purposes, learning outcomes and non-outcomes features (entry requirements, credit requirements, progression opportunities), as required by the criteria. The conclusions are further buttressed by context matching and an innovative social effects matching. The report reflects the state of the art in terms of bilateral comparison of NQFs.

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# Periodic Review

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The Working Group reviewed the information under each criterion in 2014 to ensure it remained relevant and accurate, and made changes according to new legislation and the change in roles and functions of agencies referred to in the text. The Working Group discussed these changes and reviewed them against the overall judgements. The Working Group agreed that the changes did not affect the judgements for the Bachelor's Degrees. The information in this document was updated again prior to publication and is accurate as of 31 March 2016.

New Zealand and Malaysia are scheduled to complete individual projects over the next two years: MQA is planning to review the MQF in line with the requirements outlined in the Higher Education Blueprint, which was launched in April 2015, and NZQA is beginning work on the recognition of prior learning, credit recognition and transfer, and consistency of graduate outcomes. If the implementation of any of these new policies affects the overall judgements, then either country could request a review at this point.

NZQA and MQA agree that a regular review will occur every five years. The next will occur in 2019.

NZQA and MQA have entered into a Cooperation Arrangement, which was signed by the Chief Executives of both agencies in October 2014. The new arrangement references New Zealand and Malaysia's obligations under the NZMFTA, builds on the previous areas of cooperation and allows for greater flexibility in the current programme of work on the recognition of qualifications project.







# Glossary of Terms





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# Glossary of Terms

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**Accreditation: (MQA)** an assessment exercise to ascertain that the teaching and learning and all other related activities of a programme provided by a higher education provider has met the quality standards and in compliance with the Malaysian Qualifications Framework.

**Accreditation: (NZQA)** the status awarded when an organisation has shown it is capable of delivering an approved programme (refer to section 250 of the Education Act 1989).

**Approval: (MQA)** an authorisation by the Ministry of Higher Education for any programme to be conducted by a higher education provider. The report from the Provisional Accreditation exercise is one of the requirements to seek approval from the Ministry.

**Approval: (NZQA)** a process of quality assuring programmes under section 249 of the Education Act 1989.

**Best-fit:** a decision that is based on the collective professional judgements of stakeholders.

**Comparable:** comparable qualifications are similar enough to be compared and recognised. Comparability of qualifications means qualifications are similar in terms of the qualification level, intent, purpose and content. In other words, taking into account the diversity of education systems, they are not substantially different.

**Compatible:** used in the context of European countries referencing their national qualifications frameworks with the Framework for Qualifications of the European Higher Education Area, commonly known as the Bologna Framework and the European Qualifications Framework for Life Long Learning. The term compatibility is used to establish a system-to-system level agreeability or harmony of national qualifications frameworks level descriptors and qualifications definitions.

**External Evaluation and Review: (NZQA)** a periodic evaluation of a Tertiary Education Organisation to provide a statement of confidence (judgement) about an organisation's educational performance and capability in self-assessment. It uses a systematic process to make independent judgements.

**External Evaluation: (MQA)** an independent assessment conducted by the Malaysian Qualifications Agency through its Panel of Assessors, who would evaluate the Programme Information and Self-Review Report submitted by a higher education provider for Provisional Accreditation and Full Accreditation.

**Moderation: (NZQA)** a process of ensuring an organisation's assessment activities are fair, valid, and consistent with the required standard across a number of assessors or assessing organisations.

**Notional Learning Hours: (NZQA)** include direct contact time with teachers and trainers ("directed learning"); time spent studying, doing assignments and undertaking practical tasks ("self-directed" or "on-task" learning); and time spent in assessment. Ten notional learning hours equals one credit.

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**Notional Learning Time: (MQA)** all learning activities required to achieve a defined set of learning outcomes. These activities include lecture, tutorial, seminar, practical, self-study, retrieval of information, research, fieldwork, as well as preparing for, and sitting of, an examination. Forty hours of notional student learning time is valued as one credit.

**Provisional Accreditation: (MQA)** an assessment exercise to determine whether a programme has met the minimum quality requirements preliminary to Full Accreditation.

**Self-Assessment: (NZQA)** the processes that tertiary providers and training services use to confirm their own effectiveness. The results of these processes should inform future planning and improvements. It also informs EERs.

**Self-Review: (MQA)** or internal quality audit is an exercise conducted internally by a higher education provider to determine whether it is achieving its goals; to identify strengths and areas of concern, and to enhance quality. For programme accreditation, the self-review generates a Programme Self-Review Report which is part of the documents that HEPs need to submit for application of programme accreditation.

**Substantial difference:** a foreign qualification is significantly different to a national qualification to the extent that it would most likely prevent the applicant from succeeding in the desired activity such as further study, research activities or employment.



A photograph of a robotic arm with a gripper, mounted on a mobile base with wheels. The arm is dark purple and has a gripper at the end. The base is blue and has two large red wheels. The background is a blurred laboratory setting. A teal banner is overlaid on the bottom half of the image, containing the text "Appendices and Tables".

# Appendices and Tables



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# Appendices and Tables

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# Appendix A

## Comparative Analysis of NZQF and MQF: Bachelor's Degrees

**Table 1: Comparison of Level Descriptors for Bachelor's Degrees**

Level 7 NZQF	Level 6 MQF	Analysis
<p><b>Knowledge:</b></p> <p>Specialised technical or theoretical knowledge with depth in one or more fields of work or study.</p>	<p>A graduate is expected to:</p> <ol style="list-style-type: none"> <li>demonstrate knowledge and comprehension on fundamental principles of a field of study, acquired from advanced textbooks;</li> <li>use the knowledge and comprehension through methods that indicate professionalism in employment;</li> <li>argue and solve problems in their field of study;</li> <li>show techniques and capabilities to search and use data to make decisions having considered social, scientific and relevant ethical issues;</li> <li>communicate effectively and convey information, ideas, problems and solutions to experts and non-experts;</li> <li>apply team and interpersonal skills which are suitable to employment; and</li> </ol>	<p>There are ten levels on the NZQF; each level is described using three domains. There are five qualification types listed at level 7. The Bachelor's Degree is one of them.</p> <p>There are eight levels on the MQF; there are no generic level descriptors for levels on the MQF. There are three qualification types listed at level 6. The Bachelor's Degree is one of them.</p> <p>The MQF Bachelor's Degree level expected outcomes are used as a guide for the knowledge, skills, and application required for a MQF Bachelor's Degree.</p> <p>Both the NZQF Bachelor's Degree (NZQF) and the MQF Bachelor's Degree (MQF) refer to a field of study. The NZQF refers to depth of study and specialised technical or theoretical knowledge and the MQF refers to fundamental principles acquired from advanced textbooks.</p>
<p><b>Skills:</b></p> <p>Analyse, generate solutions to unfamiliar and sometimes complex problems.</p> <p>Select, adapt and apply a range of processes relevant to the field of work or study.</p>	<ol style="list-style-type: none"> <li>possess independent study skills to continue further study with a high degree of autonomy.</li> </ol>	<p>The NZQF refers to unfamiliar and sometimes complex problems and the MQF refers to problems.</p> <p>The NZQF refers to analyse, generate solutions and the MQF refers to argue and solve problems.</p> <p>The NZQF refers to select, adapt and apply a range of processes and the MQF refers to showing techniques and for searching and using data.</p>
<p><b>Application (of knowledge and skills):</b></p> <p>Advanced generic skills and/or specialist knowledge and skills in a professional context or field of study.</p>		<p>The NZQF refers to advanced generic skills and/or specialist knowledge and skills in a professional context and the MQF refers to team and interpersonal skills suitable for employment and methods that indicate professionalism.</p>

**Judgement:** Moderate to Strong Comparability

# Appendix A (continued)

**Table 2: Comparison of the Purpose of the Qualification for Bachelor’s Degrees**

NZQF	MQF	Analysis
<p><b>Purpose:</b> To provide individuals with a systematic and coherent introduction to a body of knowledge of a recognised major subject (or subjects, in the case of a double degree or a double major) as well as to problem-solving and associated basic techniques of self-directed work and learning.</p> <p>A Bachelor’s Degree involves at least one sequential study programme in which content is progressively developed such that it might form a basis for postgraduate study and/or professional practice.</p>	<p>A Bachelor’s Degree is a qualification that prepares students for general employment, entry into a postgraduate programme and research as well as highly skilled careers. It enables an individual to pair responsibilities, which require great autonomy in professional decision-making.</p>	<p>The two statements are written with a different focus. The NZQF refers to the knowledge, skills and pathways and the MQF refers only to pathways and possible progression.</p> <p>The NZQF refers to problem-solving and associated basic techniques of self-directed work and learning and the MQF refers to pairing responsibilities, which require great autonomy in professional decision-making.</p> <p>The NZQF refers to a body of knowledge in a recognised major subject and the MQF does not refer to a subject in this section (it is referred to in the learning outcomes; see Tables 1 &amp; 3).</p> <p>The NZQF refers to forming a basis for postgraduate study and/or professional practice and the MQF refers to preparing students for general employment, entry to a postgraduate programme and research as well as highly skilled careers.</p>

**Judgement:** Moderate to Strong Comparability

**Table 3: Comparison of Learning Outcomes for Bachelor’s Degrees**

NZQF	MQF	Analysis
Demonstrate intellectual independence, critical thinking and analytic rigour.	A graduate is expected to:	The NZQF refers to intellectual independence, critical thinking and analytic rigour and the MQF refers to showing techniques and capabilities to search and use data to make decisions having considered social, scientific and relevant ethical issues; arguing and solving problems in a field of study; and use of knowledge through methods that indicate professionalism in employment.
Engage in self-directed learning.	i. demonstrate knowledge and comprehension on fundamental principles of a field of study, acquired from advanced textbooks;	The NZQF refers to engaging in self-directed learning and the MQF refers to possessing independent study skills to continue further study with a high degree of autonomy.
Demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject.	ii. use the knowledge and comprehension through methods that indicate professionalism in employment;	The NZQF refers to demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods and problem solving techniques of a recognised major subject and the MQF refers to demonstrate knowledge and comprehension on fundamental principles of a field of study and argue and solve problems in their field of study.
Demonstrate the skills needed to acquire, understand and assess information from a range of sources.	iii. argue and solve problems in their field of study;	The NZQF refers to skills needed to acquire, understand and assess information from a range of sources and the MQF refers to show techniques and capabilities to search and use data to make decision having considered social, scientific and relevant ethical issues.
Demonstrate communication and collaborative skills.	iv. show techniques and capabilities to search and use data to make decisions having considered social, scientific and relevant ethical issues;	The NZQF refers to demonstrate communication and collaborative skills and the MQF refers to communicate effectively and convey information, ideas, problems and solutions to experts and non-experts; and apply team and interpersonal skills which are suitable to employment.
	v. communicate effectively and convey information, ideas, problems and solutions to experts and non-experts;	
	vi. apply team and interpersonal skills which are suitable to employment; and	
	vii. possess independent study skills to continue further study with a high degree of autonomy.	

**Judgement:** Moderate to Strong Comparability

# Appendix A (continued)

**Table 4: Comparison of Non-Outcomes Criteria for Bachelor's Degrees**

NZQF Level 7	MQF Level 6	Analysis
<b>Entry requirements</b>		
<p>A programme of study leading to a Bachelor's Degree builds on prior study, work or experience, and is open to those who have met the specified entrance requirements, normally the completion of level 3 on the NZQF.</p> <p>Typically, the requirements for entry would be the award of University Entrance (UE).<sup>36</sup></p> <p>New Zealand also has provisions, set out in section 224(3)(a) of the Education Act 1989, where admission restrictions do not apply to students 20 years and over.</p>	<p>The Ministry of Higher Education determines the minimum entry requirements for all programmes.</p> <p>However, specific entry requirements will be determined by the Programme Discipline Standards.</p> <p>Generally, entry into a Bachelor's programme requires the completion of 11 years of primary and secondary schooling and 1–2 years of pre-university programme.</p> <p>Other available routes include completion of Diploma (level 4) programmes.</p>	<p>Thirteen years of schooling is generally completed in both countries prior to undertaking the NCEA Level 3 (UE requirements) in New Zealand and the Sijil Tinggi Persekolahan Malaysia (STPM) in Malaysia.</p> <p>Providers may set entry requirements depending on the particular programme requirements.</p> <p>Some pathways other than the UE / University preparation requirements are possible in both countries.</p>
<b>Credit requirements</b>		
<p>A Bachelor's Degree requires a minimum of 360 credits from levels 5-7. Some Bachelor's Degrees, notably in professional fields such as engineering, the health sciences and law, encompass additional credits and may require a longer period of study. For example, an eight semester (four year) Degree would normally be equivalent to 480 credits.</p> <p>Of the credits required for a Bachelor's Degree, a minimum of 72 credits must be at level 7 or higher. The degree should specify a spread of credit across levels, so that the qualification demonstrates progression, reflects the requirements of the degree definition and achieves the associated learning outcomes in a way that is appropriate to the subject area.</p>	<p>The minimum credit specified in the MQF for a Bachelor's Degree is 120 credits. However, programme discipline standards may specify the minimum credit requirements which is above 120 credits. For example, the field of Medical and Health Sciences, the range is between 129–145 credits.</p> <p>The duration for a Bachelor's Degree is generally between three to four years. For professional programmes, the duration is between four to five years as determined by the respective statutory professional bodies.</p>	<p>Bachelor's Degrees in both countries are between 3 to 4 years in duration.</p> <p>Professional Bachelor's Degrees in both countries are 4 to 5 years in duration.</p> <p>There is evidence of sequential taxonomies of learning in both countries' Bachelor's Degree programmes.</p> <p>Both countries degree programmes include compulsory content and elective opportunities.</p> <p>Activities such as work placements, clinical practice and field study work are included as appropriate to achieve learning outcomes appropriate to the subject area.</p>

<sup>36</sup> See <http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/>

**Table 4: Comparison of Non-Outcomes Criteria for Bachelor's Degrees** *(continued)*

NZQF Level 7	MQF Level 6	Analysis
<b>Relation to other qualifications/progression opportunities</b>		
<p>A person who holds a Bachelor's Degree may be eligible to enrol in a postgraduate qualification.</p>	<p>The Bachelor's Degree allows progression to Master's Degree (Level 7) and in some cases (First class honours or equivalent) to Doctoral Degree (Level 8). Effective 1 July 2015, for new cohorts of students, there shall be no direct entry from Bachelor's Degree level to Doctoral Degree level. Candidates with a Bachelor's Degree who are registered for a Master's Degree programme may apply to convert their candidacy to a Doctoral Degree programme within one year of registration for a Master's Degree, subject to:</p> <ol style="list-style-type: none"> <li>a. having shown competency and capability in conducting research at Doctoral Degree level</li> <li>b. rigorous internal evaluation by the HEP</li> <li>c. approval by the HEP Senate</li> </ol>	<p>The NZQF refers to may be eligible to enrol in a Postgraduate qualification and the MQF refers to allows progression to Master's Degree (level 7) and in some cases (First class honours or equivalent) to Doctoral Degree (level 8).</p>

**Judgement:** Similar

# Appendix B

## Comparative Analysis of NZQF and MQF: Master's Degrees<sup>37</sup>

**Table 5: Comparison of Level Descriptors for NZQF and MQF Master's Degrees**

NZQF Level 9	MQF Level 7	Comparison
<p><b>Knowledge</b></p> <p>Highly specialised knowledge, some of which is at the forefront of knowledge, and a critical awareness of issues in a field of study or practice</p>	<p>A Master's Degree is conferred on students who are able to:</p> <ol style="list-style-type: none"> <li>Demonstrate continuing and additional knowledge and comprehension above that of the Bachelor's Degree and have capabilities to develop or use ideas, usually in the context of research</li> <li>Use the knowledge and comprehension to solve problems related to the field of study in new situations and multi-disciplinary context</li> <li>Integrate knowledge and manage complex matters</li> <li>Evaluate and make decisions in the situations without or with limited information by considering social responsibilities and related ethics</li> <li>Deliver clearly the conclusion, knowledge and the rational to experts and non-experts</li> <li>Demonstrate study skills to continuously progress on their own with a high degree of autonomy to do so</li> </ol>	<p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>Specialised/Mastery knowledge at a graduate level (refer to Table 2) <i>MQF Table 3 – refers to "Mastery" in the Learning Outcomes</i></li> <li>Develop new or existing ideas in a field of study <i>There are different references to multi-disciplinary, field of study, specialised and profession or discipline.</i> <i>Field of study and multi-disciplinary context refer to the same definition. Master's can cover a selection of subjects e.g. MBA, but the key is to specialise in a field that makes up the body of a Master's</i></li> <li>Autonomy and independence in application of knowledge and skills</li> </ul>
<p><b>Skills</b></p> <p>Develop and apply new skills and techniques to existing or emerging problems. Mastery of the field of study or practice to an advanced level</p>		
<p><b>Application (of knowledge and skills)</b></p> <p>Independent application of highly specialised knowledge and skills within a discipline or professional practice. Some responsibility for leadership within the profession or discipline</p>		

37 Key to colour coding of text: blue refers to Knowledge; green refers to Skills; red refers to Application; purple refers to other similarities



**Table 6: Comparison of Qualification Definition and Purpose for NZQF and MQF Master's Degrees**

NZQF Level 9	MQF Level 7	Comparison
<p><b>Purpose</b></p> <p>A Master's Degree qualifies individuals who <b>apply an advanced body of knowledge</b> in a range of contexts for research, a <b>pathway for further learning, professional practice and/or scholarship</b></p> <p>Master's Degrees usually <b>build on a Bachelor's Degree, Graduate Diploma, Bachelor Honours Degree or a Postgraduate Diploma</b>. They may also <b>build on extensive professional experience of an appropriate kind</b>. Their <b>outcomes are demonstrably in advance of undergraduate study</b>, and require individuals to engage in research <b>and/or advanced scholarship</b></p> <p><b>Master's Degrees are constituted in one discipline or coherent programme of study</b>. They may be undertaken by taught courses or research, or by a combination of both</p>	<p>A Master's Degree provides for the <b>furtherance of knowledge, skills and abilities obtained at the Bachelor's level</b>. The entrance to Master's is usually based on <b>proven capabilities</b> to pursue postgraduate studies in the <b>selected fields</b></p>	<p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>• A Master's Degree on the NZQF and MQF builds on a Bachelor's Degree or equivalent</li> <li>• Master's is undertaken through a number of different structures - research, coursework, mixed mode and thesis including elements of work experience – the MQF refers to work experience in Table 8</li> <li>• <i>Master's undertaken in different structures is outlined later in Table 4: Entry Requirements for MQF Master's – Research, Coursework, Mixed Mode</i></li> <li>• Master's is a pathway for further learning, professional practice and/or scholarship (implied in Table 3, MQF ii – "apply practical skills in the relevant field" as well as iv, "professional codes of practice"). Professional practice is mentioned in the MQF, which refers to professional training related to practice and, is further clarified in the relevant programme standards.</li> <li>• Master's is a specialised programme of study in one discipline (implied by MQF "selected fields" and also referred to in Table 3 MQF: Learning Outcomes, ii. Also note "demonstration of mastery knowledge in the relevant field" – in Table 3, i &amp; ii.)</li> </ul>

# Appendix B (continued)

**Table 7: Comparison of Learning Outcomes for NZQF and MQF Master’s Degrees**

NZQF Level 9 Learning Outcomes	Comparison of NZQF to MQF
Show evidence of <b>advanced knowledge about a specialist field of enquiry or professional practice</b>	This can be found in the MQF’s <b>demonstrate mastery of knowledge in the relevant field</b> and further clarified in <b>Postgraduate Standards &amp; related Programme Standards</b> which support MQF
<b>Demonstrate mastery of sophisticated theoretical subject matter</b>	This is similar to the MQF’s <b>demonstrate mastery of knowledge in the relevant field</b>
<b>Evaluate critically the findings and discussions in the literature</b>	This is similar to the MQF’s <b>generate solutions to problems using scientific and critical thinking</b>
<b>Research, analyse and argue from evidence</b>	This is similar to the MQF’s <b>generate solutions to problems using scientific and critical thinking</b>
<b>Work independently and apply knowledge to new situations</b>	This is implied in the MQF’s <b>conduct research with minimal supervision</b> and <b>adhere to legal, ethical and professional codes of practice;</b>
<b>Engage in rigorous intellectual analysis, criticism and problem-solving</b>	This is similar to the MQF’s <b>generate solutions to problems using scientific and critical thinking</b>
<p>If a Master’s Degree includes a component of supervised research of not fewer than 90 credits at level 9, the graduate is also able to:</p> <ul style="list-style-type: none"> <li>• <b>demonstrate a high order of skill in the planning, execution and completion of a piece of original research</b> or creative scholarly work</li> <li>• apply such skills learned during the study programme to new situations</li> </ul> <p>The research should be completed to <b>internationally recognised standards</b> and demonstrate that the graduate has a <b>capacity for independent thinking</b></p>	This is implied in the MQF’s <b>apply practical skills in the relevant field</b>

**Table 7: Comparison of Learning Outcomes for NZQF and MQF Master’s Degrees** (continued)

MQF Level 7 Learning Outcomes	Comparison of MQF to NZQF
<p>The scope of learning outcomes must reflect the competencies that the candidates should have upon completion of the programme.</p> <p>At the end of the programme, graduates must be able to:</p> <p><b>demonstrate mastery of knowledge in the relevant field;</b></p>	<p>This is similar to the NZQF’s <b>Demonstrate mastery of sophisticated theoretical subject matter</b>. Master’s Degree graduates in New Zealand are expected to have <b>advanced knowledge about a specialist field of enquiry or professional practice</b> and <b>demonstrate mastery of sophisticated theoretical subject matter</b> on the NZQF</p>
<p>apply practical skills in the relevant field;</p>	<p>These are found in the NZQF Programme Approval and Accreditation Rules, where regulations can specify the integration of practical and work-based components</p>
<p><b>relate ideas to societal issues in the relevant field;</b></p>	<p>The MQF explicitly states the societal needs that are to be met, while in the NZQF it is found in the requirements of rules, which support the NZQF. For example, a qualification listed on the NZQF must include a Statement of Strategic Purpose which must clearly identify, inter alia, the industry and/or community that will benefit from the qualification.</p>
<p><b>conduct research with minimal supervision and adhere to legal, ethical and professional codes of practice;</b></p>	<p><b>Conduct research with minimal supervision</b> is found in the NZQF’s <b>Work independently and apply knowledge to new situations</b></p>
<p><b>demonstrate leadership qualities through communicating and working effectively with peers and stakeholders;</b></p>	<p>This is implied in the NZQF’s ‘responsibility for leadership within the profession or discipline’ level descriptor; as well as in the requirements of rules, which support the NZQF.</p>
<p><b>generate solutions to problems using scientific and critical thinking skills;</b> and</p>	<p>This is similar to the NZQF’s reference to <b>evaluating critically the findings and discussions in the literature, researching, analysing and arguing from evidence</b>, and <b>engaging in rigorous intellectual analysis, criticism and problem-solving</b>.</p>
<p>manage information for lifelong learning.</p>	<p>The MQF explicitly states that lifelong learning is required, while in the NZQF it is found in the requirements of rules, which support the NZQF.</p>
<p>The programme must demonstrate how the defined research components contribute to the fulfillment of the programme’s learning outcomes.</p> <p>The attainment of the learning outcomes must be continuously assessed throughout the programme</p>	<p>This is not explicitly stated on the NZQF. However, these are found in the NZQF Programme Approval and Accreditation Rules.</p>

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# Appendix B (continued)

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**Table 7: Comparison of Learning Outcomes for NZQF and MQF Master's Degrees** (continued)

Analysis
<p>Master's Degree graduates are expected to have <b>advanced knowledge about a specialist field of enquiry or professional practice</b> and <b>demonstrate mastery of sophisticated theoretical subject matter</b> on the NZQF; this is similar to the MQF's requirement to <b>demonstrate mastery of knowledge in the relevant field</b>.</p> <p>The NZQF refers to <b>evaluating critically the findings and discussions in the literature, researching, analysing and arguing from evidence, and engaging in rigorous intellectual analysis, criticism and problem-solving</b>. Similarly, the MQF refers to <b>generating solutions to problems using scientific and critical thinking skills</b>.</p> <p>Master's Degree graduates are expected to work independently and with minimal supervision. The NZQF learning outcomes expect the graduate to <b>work independently and apply knowledge to new situations</b> and to have <b>capacity for independent thinking</b>. Similarly, the MQF expects graduates to <b>conduct research with minimal supervision</b>.</p> <p>There are different terms in the NZQF and MQF that include adhering to legal, ethical and professional codes of practice and managing information for lifelong learning. The MQF explicitly states the societal needs that are to be met and the lifelong skills required, while in the NZQF it is found in the requirements of rules for programme approval and accreditation, which support the NZQF.</p> <p>For example, a qualification listed on the NZQF must include a Statement of Strategic Purpose which must clearly identify, inter alia, the industry and/or community that will benefit from the qualification. The statement should also acknowledge the cultural and social aspirations of Māori, Pasifika and other communities, where these are reflected in the needs analysis. Qualifications must also enable and support the provision of high-quality education pathways.</p>

**Table 8: Comparison of Non-Outcomes Criteria for NZQF and MQF Master's Degrees**

NZQF Level 9	MQF Level 7	Comparison
<b>Entry requirements</b>		
<p>Providers of programmes leading to Master's qualifications are responsible for establishing entry requirements. The minimum entry qualification for a Master's Degree is a Bachelor's Degree or equivalent (to a Bachelor's Degree listed at level 7 on the NZQF).</p> <p>A programme of study leading to the Master's Degree is open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations.</p> <p>The minimum entry qualification for a Master's Degree of fewer than 240 credits but no fewer than 120 credits is either a Bachelor Honours Degree or a Postgraduate Diploma or an undergraduate degree followed by relevant professional experience.</p>	<p>By Research</p> <ol style="list-style-type: none"> <li>i. A Bachelor's Degree with minimum Cumulative Grade Point Average (CGPA) of 2.75 or equivalent, as accepted by the HEP Senate; or</li> <li>ii. A Bachelor's Degree or equivalent not meeting CGPA of 2.75, can be accepted subject to rigorous internal assessment; or</li> <li>iii. A Bachelor's Degree or equivalent not meeting CGPA of 2.50 can be accepted subject to minimum of 5 years working experience in relevant field.</li> </ol> <p>By Coursework</p> <ol style="list-style-type: none"> <li>i. A Bachelor's Degree with minimum CGPA of 2.50 or equivalent, as accepted by the HEP Senate; or</li> <li>ii. A Bachelor's Degree or equivalent not meeting CGPA OF 2.50 can be accepted subject to a minimum of 5 years working experience in relevant field.</li> </ol>	<p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>• Master's are undertaken in similar structures - research, coursework and thesis including elements of work experience (refer to Table 6)</li> </ul> <p>The variety of MQF structures for Master's are similar to those that occur in practice for the NZQF Master's</p> <p>New Zealand institutions set regulations in their annual Calendars/Year Books</p> <ul style="list-style-type: none"> <li>• Research component is required in all types of Master's structures</li> </ul> <p>Each MQF mode, including the Master's by Coursework, incorporates research components</p> <ul style="list-style-type: none"> <li>• Minimum entry requirement for Master's is a Bachelor's Degree or equivalent</li> </ul> <p>Master's entry requirements in New Zealand are decided by the institutions, Master's entry requirements in Malaysia are decided by the Ministry of Higher Education, including the criteria for admission, with institutions able to put in place higher requirements</p> <p>Entry to a Master's on the MQF must include a Bachelor's. Entry to the NZQF Master's can be from a Graduate Diploma</p> <ul style="list-style-type: none"> <li>• Relevant professional experience or working experience can be accounted for entry (MQF refers to this when CGPA is lower than 2.5)</li> <li>• Both the NZQF and MQF Master's can be converted into a Doctoral Degree</li> </ul>

# Appendix B (continued)

**Table 8: Comparison of Non-Outcomes Criteria for NZQF and MQF Master’s Degrees (continued)**

NZQF Level 9	MQF Level 7	Comparison
<b>Entry requirements (continued)</b>		
<p>Admission as an individual to a Master’s Degree is based on the evaluation of documentary evidence (including the academic record) of the individual applicant’s ability to undertake postgraduate study in a specialist field of enquiry or professional practice.</p>	<p>By Mixed Mode</p> <ol style="list-style-type: none"> <li>i. A Bachelor’s Degree with minimum CGPA of 2.75 or equivalent, as accepted by the HEP Senate; or</li> <li>ii. A Bachelor’s Degree or equivalent with minimum CGPA 2.50 and not meeting CGPA of 2.75, can be accepted subject to rigorous internal assessment; or</li> <li>iii. A Bachelor’s Degree or equivalent not meeting CGPA of 2.50 can be accepted subject to a minimum of 5 years working experience in relevant field.</li> </ol>	<p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>• The NZQF refers to programmes (Bachelor’s and Bachelor Honours etc) leading to Master’s, both one year and two year (full time) programmes. Master’s Degrees of fewer than 240 credits but no fewer than 120 credits, require a Bachelor Honours, Postgraduate or undergraduate degree followed by professional experience as an additional requirement. The MQF distinguishes entry requirements depending on the structure of the Master’s, with a Bachelor’s Degree as a minimum and additional requirement dependent on CGPA, internal assessment or work experience in the relevant field to ensure requirements are met for a 1 year programme (full time). Universities will impose other requirements (language, interviews etc.). Duration of study – MQF 1 year full time, NZQF 1-2 years (For both countries, 1 year is a calendar year, i.e. longer than 2 semesters)</li> </ul> <p>MQF – the lower the CGPA, the more experience is required in the field</p> <p>MQF ii – ‘rigorous internal assessment’ refers to institutions carrying out a type of internal assessment (test, interview, evaluation, portfolio to assess experience, work etc.) if CGPA is between 2.5-2.75</p> <ul style="list-style-type: none"> <li>• MQF – HEP Senate is an academic board that sets the standard as part of their regulation for approval e.g. 2.5-2.75 CGPA minimum entry requirements. The Malaysian Ministry of Higher Education decides on the minimum requirements for admission, while institutions are able to put in place further requirements. NZQA define the parameters for entry requirements and providers (Tertiary Education Organisations) decide the specific requirements which are then approved by NZQA or Committee on University Academic Programmes (CUAP).</li> </ul>



**Table 8: Comparison of Non-Outcomes Criteria for NZQF and MQF Master's Degrees** (continued)

NZQF Level 9	MQF Level 7	Comparison
<b>Credit requirements</b>		
<p>The Master's Degree is at least 240 credits except where it:</p> <ul style="list-style-type: none"> <li>builds on a Bachelor Honours Degree or an equivalent qualification, or significant relevant professional experience, in which case it can be fewer than 240 but no fewer than 120 credits</li> <li>builds on a three-year Bachelor's Degree or an equivalent qualification, in which case it can be fewer than 240 but no fewer than 180 credits.</li> </ul> <p>The Master's Degree must comprise a minimum of 40 credits at level 9 with the remainder at level 8.</p> <p><b>Structure</b></p> <p>Master's Degrees are structured in three principal ways:</p> <ul style="list-style-type: none"> <li>By thesis or primarily by thesis           <p>Entry to a Master's Degree by thesis is normally based on a Bachelor Honours Degree or a Postgraduate Diploma in the same field of study. The degree includes 120 credits, of which at least 90 credits (at level 9) consist of a research project presented in the form of a thesis, dissertation, substantial research paper or scholarly creative work.</p> </li> <li>By coursework and thesis           <p>Entry to a Master's Degree by coursework and thesis is normally based on an undergraduate degree in the same field of study. The degree includes 240 credits, of which at least 90 credits at level 9 are in the form of a thesis, dissertation, substantial research paper or scholarly creative work, and of which up to 150 credits are from coursework.</p> </li> </ul>	<p>The program must satisfy the following requirements:</p> <p>By Research</p> <ol style="list-style-type: none"> <li>For fulltime candidature, the minimum period is 1 year,<sup>38</sup> whereas for part time candidature, the minimum period is 2 years.</li> <li>Candidates must have followed a research methodology course.</li> <li>The following requirements must be decided by the HEP:           <ol style="list-style-type: none"> <li>Relevant prerequisite courses</li> <li>Maximum period of candidature</li> <li>Format of the thesis</li> </ol> </li> </ol> <p>By Coursework and Mixed Mode*</p> <ol style="list-style-type: none"> <li>Minimum credit for Master's Degree by coursework and mixed mode is 40 credits.</li> <li>For fulltime candidature the minimum period is 1 year,<sup>39</sup> whereas for part time candidature the minimum period is 2 years.</li> <li>Coursework component must include a course in research methodology.</li> <li>The following requirements must be decided by the HEP:           <ol style="list-style-type: none"> <li>Maximum period of candidature</li> <li>Format of the research project/ dissertation</li> </ol> </li> </ol> <p>* Ratio of coursework to research is within the range of 50:50 or 40:60 or 30:70</p>	<p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>Master's are undertaken through various structures, such as research, course work, thesis</li> <li>Experience can contribute</li> <li>Entry to Master's is based on Bachelor's Degrees or equivalent</li> </ul> <p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>There are input differences in terms of entry requirements and credit requirements</li> <li>MQF Master's requires a minimum of one year full time<sup>40</sup> with a minimum of 40 credits, NZQF Master's is 1-2 years, 240 credits but no fewer than 120 credits when building on a Bachelor Honours Degree</li> <li>MQF Master's does not include Bachelor Honours. Generally it takes a minimum of 1 – 1½ or 2 years to complete. MQF is minimum 40 credits, all at level 7 = 1600 notional hours. NZQF Master's of 240 credits with at least 90 of those at level 9 = 2400 notional hours</li> <li>NZQF Bachelor Honours Degree can contribute to the first year of a Master's Degree</li> <li>MQF Research mode does not have credit requirements, the thesis is the output</li> <li>MQF explicitly states research methodology course for Research mode, while the NZQF Master's explicitly requires links between research and the curriculum in the Criteria for Programme Approval Rules</li> </ul>

38 From 1 July 2015, a Master's Degree by Research in Malaysia is normally two years' fulltime study or three years' part time study.

39 From 1 July 2015, a Master's Degree by Coursework or Mixed Mode in Malaysia is normally one year full-time study or two years' part time study.

40 From 1 July 2015, a Master's Degree by Coursework or Mixed Mode in Malaysia is normally one year full-time study or two years' part time study

# Appendix B (continued)

**Table 8: Comparison of Non-Outcomes Criteria for NZQF and MQF Master’s Degrees (continued)**

NZQF Level 9	MQF Level 7	Comparison
<b>Credit requirements (continued)</b>		
<ul style="list-style-type: none"> <li>By coursework</li> </ul> <p>Entry to a Master’s Degree by coursework is normally based on an undergraduate Degree achieved at a specified level of attainment. The degree is at least 120 to 240 credits and is achieved through coursework consisting of courses, project work and research in varying combinations.</p> <p>It may build on undergraduate study in the same academic field, or it may build on the more generic graduate attributes of an undergraduate degree in other fields, or in some cases on relevant professional experience. Master’s Degrees that build on generic attributes and/or experience (often called ‘conversion Master’s’) are usually in professional fields and are recognised as appropriate professional preparation by the profession or industry concerned.</p>		
<b>Relation to other qualifications/progression opportunities</b>		
<p>A person who holds a Master’s Degree achieved to an appropriate standard, that includes a research component, may be considered for admission to a programme of advanced study and/or original research leading to a Doctoral Degree.</p>	<p>A person who holds a Master’s Degree accepted by the HEP Senate or other qualifications equivalent to a Master’s Degree that are accepted by the HEP Senate may be considered for admission to Doctoral Degree programmes.</p> <p>There shall be no direct entry from Bachelor’s Degree level to Doctoral Degree level.</p> <p>Candidates registered for Master’s Degree programmes<sup>41</sup> may apply to convert their candidacy to the Doctoral Degree programmes within 1 year having shown competency and capability in conducting research at Doctoral Degree levels and subject to:</p> <ol style="list-style-type: none"> <li>Rigorous internal assessment by HEP</li> <li>Approval by the HEP Senate.</li> </ol>	<p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>Admission to Doctoral is based on Master’s Degree or equivalent</li> <li>Research component required as part of Master’s</li> <li>Both the NZQF and MQF Master’s can be converted to Doctoral</li> </ul>

41 This is for Master’s by Research.

# Appendix C

## Comparative Analysis of NZQF and MQF: Doctoral Degrees

**Table 9: Comparison of Level Descriptors for NZQF and MQF Doctoral Degrees**

NZQF Level 10	MQF Level 8	Analysis
<p><b>Knowledge</b></p> <p>Knowledge at the most advanced frontier of a field of study or professional practice</p> <p><b>Skills</b></p> <p>Critical reflection on existing knowledge or practice and the creation of new knowledge.</p> <p><b>Application (of knowledge and skills)</b></p> <p>Sustained commitment to the professional integrity and to the development of new ideas or practice at the forefront of discipline or professional practice.</p>	<p>A Doctoral Degree is conferred on students who are able to:</p> <ul style="list-style-type: none"> <li>show a systematic comprehension and in depth understanding of a discipline and mastery of skills;</li> <li>show capabilities to generate, design, implement and adopt the integral part of research process with scholarly strength;</li> <li>contribute to the original research that has broadened the boundary of knowledge through an in-depth dissertation, which has been presented and defended according to the international standards including writing in internationally refereed publications;</li> <li>make critical analysis, evaluation, and synthesis of new and complex ideas;</li> <li>communicate with peers, scholarly communities and society at large concerning the field of expertise; and</li> <li>promote the technological, social and cultural progress in a knowledge based society in the academic and professional contexts.</li> </ul>	<p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>Advanced knowledge, systematic comprehension and in depth understanding</li> </ul> <p>The MQF refers to research being completed to internationally recognised standards, while this is implied in the NZQF</p> <ul style="list-style-type: none"> <li>Original knowledge – broadening or creating new knowledge</li> <li>Critical skills on existing and new knowledge – synthesis of new ideas</li> <li>Professional integrity/contribution to society</li> </ul>

**Table 10: Comparison of Qualification Definitions and Purpose for NZQF and MQF Doctoral Degrees**

NZQF Level 10	MQF Level 8	Comparison
<p><b>Purpose</b></p> <p>To become an increasingly independent scholar who makes a substantial and original contribution to knowledge.</p>	<p>A Doctoral Degree provides for the further enhancement of knowledge, skills and abilities obtained at the Master's level. It generally provides the graduate with the abilities to conduct independent research.</p>	<p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>Independent research</li> <li>Substantial and original knowledge – broadening or creating new knowledge (refer to Table 9)</li> <li>Progression from Master's is implied in NZQF</li> </ul>

# Appendix C (continued)

**Table 11: Comparison of Learning Outcomes for NZQF and MQF Doctoral Degrees**

The learning outcomes for the NZQF and MQF are described in different ways. On the NZQF, learning outcomes outlined for the Doctoral Degree qualification refer more to learning outputs; instead, the learning outcomes for the Doctoral Degree are described in the level descriptors for level 10. On the MQF learning outcomes are described in three categories: levels of qualification, fields of study, and programme.

NZQF Level 10 Learning Outcomes	Comparison of NZQF to MQF
<p>The major component of all doctorates is original research. The body of work that leads to the award of a doctorate will be one or more of the following:</p> <ul style="list-style-type: none"> <li>• a thesis (the PhD/DPhil)</li> <li>• creative work in the visual or performing arts (the PhD/DPhil)</li> <li>• a thesis or equivalent creative work in combination with coursework (the named doctorate)</li> <li>• a creative work in the visual or performing arts (the named doctorate) with a thesis (the named doctorate)</li> <li>• published work.</li> </ul>	<p>On the MQF, a candidate can gain a Doctoral Degree by producing the following:</p> <ul style="list-style-type: none"> <li>• a thesis</li> <li>• a thesis or a thesis and a portfolio of creative/production work in the performing arts</li> <li>• a published work</li> <li>• a research project/dissertation</li> </ul>
MQF Level 8 Learning Outcomes	Comparison of MQF to NZQF
<p>The scope of learning outcomes must reflect the competencies that the candidates should have upon completion of the programme.</p> <p>At the end of the programme, graduates must be able to:</p> <ol style="list-style-type: none"> <li>i. synthesise knowledge and contribute to original research that broadens the frontier of knowledge in the relevant field;</li> <li>ii. adapt practical skills leading to innovative ideas in the relevant field;</li> <li>iii. provide expert advice to society in the relevant field;</li> <li>iv. conduct research independently and adhere to legal, ethical and professional codes of practice;</li> <li>v. display leadership qualities through communicating and working effectively with peers and stakeholders;</li> <li>vi. appraise problems in the relevant field critically using scientific skills; and</li> <li>vii. integrate information for lifelong learning</li> </ol> <p>Note: For the industrial Doctoral programme, 'in the relevant field' should be read as 'in the relevant industry'.</p> <p>The programme must demonstrate how the defined research components contribute to the fulfillment of the programme's learning outcomes.</p> <p>The attainment of the learning outcomes must be continuously assessed throughout the programme.</p>	<p>On the NZQF, learning outcomes outlined for Doctoral Degrees refer more to learning outputs; instead, the learning outcomes for the Doctoral Degree are described in the level descriptors for level 10.</p> <p>The NZQF's level descriptors expects Doctoral Degree graduates to: have knowledge at the <b>most advanced frontier of a field of study or professional practice</b>; <b>critically reflect on existing knowledge or practice, create new knowledge</b>; and have <b>sustained commitment to the professional integrity and to the development of new ideas or practice at the forefront of discipline or professional practice</b>.</p>

**Table 11: Comparison of Learning Outcomes for NZQF and MQF Doctoral Degrees** (continued)

Analysis
<p><b>Similarities:</b></p> <ul style="list-style-type: none"><li>Original research</li></ul> <p>MQF Industrial Doctoral programme refers to research based in the work/industry the learner is involved in. The research is practically applied, working with an industry supervisor alongside an institutional supervisor. NZQF Doctoral Degree allows for similar research but is not explicitly differentiated</p> <p>MQF refers to a new structure, an industrial Doctoral programme.</p> <p>NZQF creative work is specified, the MQF captures this in the programme standards for performing arts</p> <p>MQF Doctoral Degree by Publication has the same entry requirements as Doctoral Degree by Research</p> <p>NZQF and MQF Doctoral Degree include research methodology courses (refer to standards, and programme approval rules)</p> <ul style="list-style-type: none"><li>Published document</li></ul> <p>The variety of MQF structures for Doctoral Degrees are similar to those that can occur in practice for the NZQF Doctoral Degrees (see the <i>Committee on University Academic Programmes Handbook</i>). A thesis is required. However, the form of this may differ. The major component of a programme leading to a Doctoral Degree by research and coursework is the original research presented either as a thesis or as a work of artistic and creative merit.</p> <p>The <i>Committee on University Academic Programmes Handbook</i> states that the principles governing the award of the two categories of supervised doctorate include that the major component of a programme leading to a Doctoral Degree by research and coursework is the original research presented either as a thesis or as a work of artistic and creative merit.</p> <p>A thesis by publication is uncommon in both New Zealand and Malaysia and, in both cases, would require it to be presented and defended according to international standards.</p> <p><b>Differences:</b></p> <ul style="list-style-type: none"><li>In the MQF, learning outcomes are described in three categories: levels of qualification, fields of study, and programme. The MQF emphasises eight domains of learning outcomes. The NZQF levels include outcomes for a graduate of that level, and all qualifications listed on the NZQF contain outcome statements which describe the knowledge, skills and attributes of a graduate. At Doctoral level on the NZQF the learning outcomes refer more to learning outputs.</li></ul>

# Appendix C (continued)

**Table 12: Comparison of Non-Outcomes Criteria for NZQF and MQF Doctoral Degrees**

NZQF Level 10	MQF Level 8	Comparison
<b>Entry requirements</b>		
<p>A person who holds a Master's Degree achieved to an appropriate standard and including a research component of at least 90 credits may be considered for admission to a programme of advanced study and/or original research leading to a Doctoral Degree (refer also to types of Doctoral Degrees)<sup>42</sup></p>	<p>By Research</p> <ol style="list-style-type: none"> <li>i. A Master's Degree accepted by the HEP Senate; or</li> <li>ii. Other qualifications equivalent to a Master's Degree that are accepted by the HEP Senate.</li> </ol> <p>By Published Work</p> <p>The applicant must have publications that contribute to the scholarship of knowledge in the field and are acknowledged by academic peers. A formal application must be submitted to the Office of the Registrar and must include:</p> <ol style="list-style-type: none"> <li>i. Minimum of 5 publications in alignment with the theme of the specialisation;</li> <li>ii. An executive summary of the above publications to demonstrate the applicant's contribution to knowledge in the field; and</li> <li>iii. A list of scholarly published work.</li> </ol> <p>A Selection Committee must be established to review the formal application of PhD by published work and recommend to the Senate the admission to candidature.</p> <p>For international candidates, the language proficiency requirement must be determined by the HEP Senate.</p> <p>By Coursework and Mixed Mode</p> <ol style="list-style-type: none"> <li>i. A Master's Degree accepted by the HEP Senate; or</li> <li>ii. Other qualifications equivalent to a Master's Degree that are accepted by the HEP Senate.</li> </ol> <p>For international candidates, the language proficiency requirement must be determined by the HEP Senate.</p>	<p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>• Master's Degree is a typical requirement of both systems with variations permitted</li> <li>• Evidence of research or demonstrated ability to carry out independent research is required</li> </ul> <p>The MQF Doctoral allows lifelong learning and acceptable evidence of professional practice</p> <p>The NZQF refers to research being completed to international recognised standards, while this is implied in practice with the MQF</p> <ul style="list-style-type: none"> <li>• NZQF and MQF have language proficiency requirements (MQA noted that some programme discipline standards do specify International English Language Testing System (IELTS) by the HEP Senate, while NZQA does this through Rule 18 of the NZQF Programme Approvals and Accreditation Rules 2013)</li> </ul> <p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>• MQF Doctoral of minimum five publications for entry by published work</li> </ul> <p>MQF Doctoral by Publication has the same entry requirements as Doctoral by Research – needs to have a Master's (noted in Standards for Master's and Doctoral)</p> <p>It is possible to gain a Doctoral Degree by publication on the NZQF; it is not common, however:</p>

<sup>42</sup> In 2013, 99 per cent of Doctoral students in New Zealand were enrolled at universities – the remaining students were enrolled at wānanga or Institutes of Technology and Polytechnics)



**Table 12: Comparison of Non-Outcomes Criteria for NZQF and MQF Doctoral Degrees** (continued)

NZQF Level 10	MQF Level 8	Comparison
<b>Credit requirements</b>		
<p>A Doctoral Degree requires at least 360 credits and is listed at level 10</p>	<p>The program must satisfy the following requirements:</p> <p>By Research</p> <ol style="list-style-type: none"> <li>1. For fulltime candidature, the minimum period is 2 years,<sup>43</sup> whereas for part time candidature, the minimum period is 3 years.</li> <li>2. Candidates must have followed a research methodology course.</li> <li>3. The following requirements must be decided by the HEP:               <ol style="list-style-type: none"> <li>a. Relevant prerequisite courses</li> <li>b. Maximum period of candidature</li> <li>c. Format of the thesis</li> </ol> </li> </ol> <p><b>By Published Work</b></p> <p>The minimum duration of candidature is 6 months and must not exceed 2 years.</p> <ol style="list-style-type: none"> <li>1. A supervisor must be appointed to:               <ol style="list-style-type: none"> <li>a. Guide the candidate in choosing the published work for the submission</li> <li>b. Guide the candidate in preparing a thesis coherent with the theme of specialisation</li> </ol> </li> <li>2. Thesis requirements:               <ol style="list-style-type: none"> <li>a. Published work must encompass high impact factor journals, monographs, books, research-based chapters in books, high impact and high quality electronic publications, creative works, artefacts in the field.</li> <li>b. The articles must be published within a period not exceeding 10 years from the date of submission.</li> <li>c. For the 5 nominated publications, the candidate must be the principal author.</li> <li>d. The thesis must contain:                   <ol style="list-style-type: none"> <li>i. a list of scholarly published works;</li> <li>ii. acknowledgment of co-authors and verification of originality. Each published work must begin with a clear statement about the contribution made by each author in any joint published work;</li> <li>iii. a summary of the major findings of each of the published works. It should explain how the work is integrated into one coherent intellectual framework, and how, when taken together, it contributes to knowledge in the relevant field; and</li> <li>iv. an introductory chapter, literature review, research methodology (where applicable), discussion and conclusion which explains the significance of the contributions.</li> </ol> </li> </ol> </li> </ol>	<p><b>Similarities:</b></p> <ul style="list-style-type: none"> <li>• Research methodology courses required (refer to NZQF entry requirements)</li> </ul> <p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>• NZQF reference to at least 360 credits and listing at level 10, MQF Coursework 80 credits at level 8 – includes MQF Industrial mode</li> <li>• MQF Research mode does not have credit requirements, the thesis is the output</li> <li>• NZQF Doctoral Degrees are 3-4 years. MQF Doctoral Degrees are 2 years full time, 3 years part time for Research/Coursework and Mixed Mode; and 6 months – 2 years for Doctoral Degree by Publication</li> <li>• Research is implied under prerequisite courses for MQF Mixed mode</li> </ul>

43 From 1 July 2015, a Doctoral Degree in Malaysia is normally three years' fulltime study or four years' part time study.

## Appendix C (continued)

**Table 12: Comparison of Non-Outcomes Criteria for NZQF and MQF Doctoral Degrees (continued)**

NZQF Level 10	MQF Level 8	Comparison
<b>Credit requirements (continued)</b>		
	<p>By Coursework and Mixed Mode*</p> <ol style="list-style-type: none"> <li>1. Minimum credit for Doctoral Degree by coursework and PhD by mixed mode is 80 credits</li> <li>2. For fulltime candidature the minimum period is 2 years,<sup>44</sup> whereas for part time candidature the minimum period is 3 years</li> <li>3. Coursework component must include a course in research methodology.</li> <li>4. The following requirements must be decided by the HEP:               <ol style="list-style-type: none"> <li>a. Maximum period of candidature</li> <li>b. Format of the research project/dissertation</li> </ol> </li> </ol> <p>* Ratio of coursework to research is within the range of 50:50 or 40:60 or 30:70</p>	
<b>Relation to other qualifications/progression opportunities</b>		
The Doctoral Degree is the highest level of award on the NZQF	The Doctoral Degree is the highest level of award on the MQF	<p><b>Similarities:</b></p> <p>Highest level on both qualifications frameworks</p>

44 From 1 July 2015, a Doctoral Degree in Malaysia is normally three years' full-time study or four years' part time study.

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# Appendix D

## Contextual Matching

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Contextual matching involves study visits and engaging with key stakeholders to better understand processes and contexts related to quality assurance, teaching, learning and assessment.

In June 2013, the Working Group agreed to develop a technical exchange programme in response to a recommendation made by Dr Maguire during the final stages of the Bachelor's Degrees phase of the project. The purpose of the technical exchanges was to provide an opportunity for staff from NZQA and MQA to visit each other's organisation, to participate in, observe and verify their policies and procedures, particularly those described in Criteria 2 and 5. In doing so, the technical exchanges increased the Working Group's confidence in the overall judgements of the project (see Table 13 below).

NZQA and MQA participated in two technical exchanges: NZQA hosted the first exchange from 31 March – 4 April 2014, and MQA hosted the second from 9 – 13 June 2014. The technical exchanges created an environment for transparency, openness and sharing, which provided a constructive understanding of the context in which both agencies operate, as well as the core similarities in the qualifications systems. The outcomes of the week-long technical exchanges included:

- increased knowledge and technical skills for NZQA and MQA's staff in qualifications frameworks and quality assurance systems
- greater confidence in each other's qualifications and quality assurance policies and procedures through mutual observation and participation
- verification of the overall judgements of the project.

### Summary of the first technical exchange: 31 March – 4 April 2014, New Zealand

The first technical exchange verified NZQA's policies and procedures as documented against the five criteria. NZQA and the visiting MQA staff had discussions on NZQA's legislative requirements, the processes and procedures related to the NZQF and quality assurance, as well as the key features of New Zealand's tertiary education sector. MQA staff met with representatives from Universities New Zealand to discuss the legislative role and functions of the two bodies that oversee the quality assurance of New Zealand's university sector: CUAP and the Academic Quality Agency. CUAP is responsible for qualification and regulation approval, accreditation and programme moderation procedures, and the Academic Quality Agency for institutional academic quality assurance. MQA staff also met with staff at Victoria University who described the academic proposal process that is considered and approved through CUAP.

MQA observed NZQA's quality assurance processes associated with External Evaluation and Review in a visit to the Open Polytechnic of New Zealand, and other facets of the quality assurance system during a visit to the New Zealand School of Acupuncture and Traditional Chinese Medicine.

# Appendix D (continued)

## Summary of the second technical exchange: 9 – 13 June 2014, Malaysia

The second technical exchange verified the MQA policies and procedures presented against the five criteria. MQA presented to the visiting NZQA staff on its legislative requirements, processes and procedures, and the key features of Malaysia's higher education sector, including the quality assurance system and quality framework.

NZQA met with representatives from the Ministry of Education, who discussed their role in the registration and approval of private and public higher education institutions. Additional context and understanding of institutions internal quality assurance arrangements was delivered during visits to the Open University of Malaysia and the University of Malaya. NZQA also observed a panel of assessors for programme accreditation of two Master's Degrees within a public/private higher education institution collaboration undertaken at the Putra Business School.

**Table 13: Outcomes from the technical exchanges**

Criteria	Judgements
<p><b>Criterion 1</b></p> <p>Clearly demonstrate that the bodies responsible for the NZQF and the MQF have a clear legal mandate to develop and maintain their nation's respective national qualifications framework.</p>	<p><b>The activity outcomes resulted in a similar judgement.</b></p> <p>There was a clear demonstration that NZQA and MQA are responsible for the NZQF and MQF respectively with a clear legal mandate to develop them.</p>
<p><b>Criterion 2</b></p> <p>Clearly demonstrate that there are transparent procedures for listing qualifications on the NZQF and MQF.</p>	<p><b>The activity outcomes resulted in a similar judgement.</b></p> <p>NZQA and MQA provided the relevant documentation that confirmed the procedures for inclusion of qualifications on the NZQF and MQF respectively.</p>
<p><b>Criterion 3</b></p> <p>Clearly demonstrate that the NZQF and the MQF are based on learning outcomes and that the systems of credit are compatible.</p>	<p><b>The activity outcomes resulted in a similar judgement.</b></p> <p>NZQA and MQA demonstrated the key features of the NZQF and MQF including levels and credits, and demonstrated that the NZQF and MQF is based on learning outcomes.</p>
<p><b>Criteria 4a, b &amp; c</b></p> <p>Clearly demonstrate links between the level descriptors, qualification definitions for Bachelor's, Master's and Doctoral Degrees and non-outcomes features (e.g. the entry and credit requirements and the progression opportunities) of the NZQF and the MQF.</p>	<p><b>The activity outcomes resulted in a similar judgement.</b></p> <p>NZQA and MQA clearly demonstrated the links between the level descriptors, qualification definitions and non-outcomes features on the NZQF and MQF.</p>
<p><b>Criterion 5</b></p> <p>Clearly describe the national, and on-going, quality assurance systems regarding qualifications frameworks and qualifications for tertiary education in New Zealand and in Malaysia.</p>	<p><b>The activity outcomes resulted in a similar judgement.</b></p> <p>NZQA and MQA operate national, and on-going, quality assurance systems that are robustly similar, providing public confidence in the programmes and qualifications in higher education.</p>

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# Appendix E

## Social Effects Matching

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Social effects matching examines how qualifications are viewed in society and how their status is determined. The social dimensions were developed as more countries referenced to the EQF. The EQF Advisory Group became interested in something more than just technical referencing, which does not provide any information about how the process relates to the real world.

Social effects matching has now become a secondary check on the technical matching component. NZQA and MQA use it to provide a more holistic picture of how their national qualifications frameworks relate internationally.

The areas of comparison are:

- *a community of practice* (how well qualifications are supported by their design, delivery and usage)
- *graduate outcomes*.

As the following section will show, there are common benefits in Malaysia and New Zealand for people who hold a Master's or Doctoral Degree. In both countries, employment rates increase with the level of qualification gained, and earnings increase with the level of qualification completed.

### New Zealand: a community of practice

Tertiary education organisations frequently refer to the NZQF level descriptors to ensure that a graduate profile outcome statement for a qualification at a given level is consistent with the expectations of the level. Tertiary education organisations use the statements as reference points for learning outcomes that are relevant/important to the qualification. This ensures the

appropriate level of complexity so that in a focussed discipline area, each level clearly builds on the one below. This staircasing provides graduates with the prerequisite knowledge, skills and application [of knowledge and skills] for the next level of study or the anticipated employment outcomes.

Registration bodies for regulated professions and licensing bodies set their own requirements, such as work experience or ethical standards, for obtaining registration and licensing. These requirements may be in addition to obtaining a qualification on the NZQF (or comparable qualification). Registration and licensing bodies are independent of government and set their own licensing criteria. The New Zealand government does not have a direct role in regulating, developing or setting registration requirements for the purpose of professional registration; this responsibility is devolved to the professional association or professional registration bodies.

Tertiary education organisations may choose to offer degrees and related qualifications at levels 7-10 on the NZQF. All degrees and related qualifications must be taught mainly by people engaged in research and emphasise general principles and basic knowledge as the basis for self-directed work and learning.

Qualification developers must seek approval to develop and list qualifications on the NZQF from the relevant quality assurance body. All qualifications must be consistent with the general listing requirements outlined in the NZQF. After the degree qualification and programme are approved, the relevant quality assurance body monitors delivery to ensure the institution is delivering the programme as intended and to an acceptable standard.

All quality assured qualifications listed on the NZQF fit into a qualification type.

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## Appendix E (continued)

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Each qualification type is defined by an agreed set of criteria at which the qualification is listed and the number of credits required at each level. The level descriptors for each of the NZQF's 10 levels are based on complexity. All qualifications on the NZQF are assigned one of the 10 levels in accordance with the relevant level descriptor.

Each new degree or related qualification needs a programme(s) that leads to it, and any institution that intends to deliver the programme needs accreditation to provide the programme. NZQA approves programmes leading to qualifications listed on the NZQF and accredits tertiary education providers to deliver a programme leading to a qualification listed on the NZQF. NZQA uses the evaluative approach when making decisions on the approval of programmes leading to NZQF qualifications and accrediting tertiary education providers to deliver the programmes.

NZQA Rules set out how NZQF qualifications are approved, how programmes leading to qualifications listed on the NZQF are approved and how tertiary education providers are accredited to deliver a programme leading to a qualification listed on the NZQF.

To ensure the degree and programme are fit for purpose they must meet the relevant criteria listed in the NZQA Rules:

- criteria for programme approval and accreditation (levels 7-10 on the NZQF)
- criteria for listing qualifications on the NZQF.

Under section 253 of the Education Act 1989, NZQA carries out the required consultation and publishes in the New Zealand Gazette the NZQF Programme Approval and Accreditation Rules. NZQA evaluates applications for degree programme approval and/or accreditation from tertiary education organisations, other than universities, against these rules. This ensures that all approved qualifications and programmes leading to degrees or related qualifications meet a consistently high standard.

Under section 253A(3) of the Education Act 1989, Universities New Zealand must apply the relevant rules for approval and accreditation of university academic programmes.

To support the design of qualifications, the following criteria are used for approval of programmes for institutions under section 249 of the Education Act 1989:<sup>45</sup>

### 1. **Qualification to which the programme leads**

The programme meets the definition published on the NZQA website of the applicable qualification type listed in the second column of the Table in the Appendix to the NZQF Listing and Operational Rules 2012.

### 2. **Title, aims, learning outcomes and coherence**

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

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<sup>45</sup> Rule 4, Criteria for approval of programmes for institutions under section 249 of the Education Act 1989, NZQF Programme Approval and Accreditation Rules 2013



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### 3. Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

### 4. Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must cover the acceptability of the programme to the relevant communities (*including whānau, hapū, iwi, or hāpori Māori*) and other key stakeholders (*including any relevant academic, employer, industry, professional and other bodies*).

### 5. Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer
- recognition of prior learning
- programme length and structure
- integration of practical and work-based components
- assessment procedures, including authenticity of student work
- normal progression within the programme.

### 6. Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes. There is an effective system for moderation of assessment materials and decisions.

### 7. Assessment and review

The institution:

- assesses the currency and content of the programme
- has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification
- has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content
- updates the programme accordingly.

### 8. Research required for degrees and post-graduate qualifications

The links between research and the curriculum are clear, adequate, and effective.

To support the delivery of qualifications, the following criteria are used for accreditation of institutions to provide approved programmes or parts of approved programmes under section 250 of the Education Act 1989:<sup>46</sup>

#### 1. Assessment and moderation

The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.

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<sup>46</sup> Rule 6, Criteria for accreditation of institutions to provide approved programmes or parts of approved programmes under section 250 of the Education Act 1989, NZQF Programme Approval and Accreditation Rules 2013

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## Appendix E (continued)

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### 2. Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

### 3. Support for delivery

If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.

### 4. Assessment and review

There must be adequate and effective review of programme performance and the institution's capability to support the programme. There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

### 5. Research activity required to deliver degrees and post-graduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

Both the qualification design setting and the qualification delivery setting are supported by the Rules that set out the criteria for the approval of programmes for institutions and the accreditation of institutions to provide approved programmes or parts of approved programmes.

## Malaysia: a community of practice

MQF develops and classifies qualifications based on a set of criteria that is agreed nationally and benchmarked against international practices. It clarifies the academic levels, learning outcomes and credit system based on student academic load. All higher education providers are required to refer to MQF and ensure that their programmes are in compliance with MQF in order to be approved as well as provisionally or fully accredited. Thus, the level of competency of learning outcomes and credit system as defined in the MQF, ensure that a qualification at a given level is consistent with the expectations of that level,

The quality of a programme is assessed by the ability of its graduates to carry out their expected roles and responsibilities in society. This requires a clear statement of the competencies, the practical, intellectual and soft skills that are expected to be achieved by the student at the end of the programme. The main domains of learning outcomes cover knowledge, practical and social skills, critical and analytical thinking, values, ethics and professionalism.

There are three sectors in the MQF, i.e. higher education sector, vocational and technical sector and skills sector. Public and private universities may choose to offer degrees and related qualifications at levels 3-8 of higher education sector, depending on the applicable policies. Public tertiary education institutions such as polytechnics and vocational colleges may offer programmes at levels 1-5 of vocational and technical sector, whilst skills programmes at levels 1-5 of the skills sector could be offered by skills centres accredited by Department of Skills Development, Ministry of Human Resource. All higher education degrees and qualifications must be taught by appropriately qualified teachers.

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Higher education providers must seek approval for their qualifications from the Ministry of Higher Education. In order to be approved, all qualifications be it professional or non-professional must be provisionally accredited by MQA by ensuring that all qualifications are in compliance with the MQF and fulfil the standards and criteria outlined in the Code of Practice for Programme Accreditation and relevant programme standards. Full accreditation assessment is carried out upon receiving application from the higher education providers, normally at the final year before the first cohort of students graduate.

Most professional programmes and qualifications are assessed by related professional bodies in various fields for the purpose of professional recognition and professional practice. Professional bodies in Malaysia as mentioned in the MQA Act 2007 are bodies established under any written law for the purposes of regulating a profession and its qualifications or any body recognised by the Malaysian government. The accreditation assessment is conducted jointly with MQA and the decisions are made by the Boards of the respective professional bodies based on recommendation by the Joint Technical Committees. The decision is then endorsed and the programme is accredited by MQA. Accreditation granted will enable the graduates to be registered as professional practitioners upon obtaining certificates of professional practice from the professional bodies. As a matter of general principle, the holders of professional qualifications who wish to practise in Malaysia are required to comply with any other requirements stipulated by relevant professional bodies or authorities in Malaysia.

Only fully accredited qualifications will be registered in the Malaysian Qualifications Register (MQR). MQR is one of the main features of the MQF. It plays a significant role in ensuring that accredited higher education qualifications are registered and made available for reference to all stakeholders.

As for self-accrediting universities, listing accredited programmes in the MQR is not compulsory. Nevertheless, it is advisable to make their accredited programmes listed in the MQR for public reference. A self-accrediting institution may apply to MQA to register its programmes which are accredited based on their internal accreditation processes. MQA, upon receipt of the application, would verify that the programmes comply with the MQF as well as fulfil the expected quality standards and enter the programme into the MQR.

All quality assured qualifications listed on the MQR fit into a qualification type. Each qualification type is defined by an agreed set of criteria at which the qualification is listed and the number of credits required at each level. The level descriptors for each of the MQF's eight levels are based on complexity and explain the main learning outcomes for qualifications at a particular level.

The Ministry of Higher Education sets out how higher education providers are licensed to deliver a programme and how the programmes are approved, while MQA sets out how programmes leading to qualifications are accredited and listed on the MQR.

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# Appendix E (continued)

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To ensure the degree and programme are fit for purpose they must meet:

- Policies and regulations for programme approval as prescribed by the Ministry of Higher Education under Act 555
- Criteria for accreditation as specified in the Code of Practice for Programme Accreditation (COPPA).

To support the design of qualifications, the following criteria are used for approval of programmes for institutions:

## ***Curriculum Design and Delivery (Area 2 of COPPA and supported by relevant programme standards)***

### **Academic Autonomy**

An academic institution is expected to have sufficient autonomy over academic matters. Such autonomy should be reflected at the departmental level where the programme is being offered.

### **Programme Design and Teaching-Learning Methods**

The department must have a defined process by which the curriculum is established, reviewed and evaluated. The programme content, approach, and teaching-learning methods must be appropriate and consistent, and support the achievement of the programme learning outcomes.

### **Curriculum Content and Structure**

The programme must incorporate the core subject matter essential for the understanding of the concepts, principles and methods that support the programme outcomes, fulfil the requirements of the discipline taking into account the appropriate discipline standards and international best practices for the field and reviewed periodically to keep abreast of scientific, technological and knowledge development of the discipline, and with the needs of society.

### **Management of the Programme**

Students must be provided with the most current written information about the aims, outline, learning outcomes, and methods of assessment of the programme. The programme must have an appropriate coordinator and team of academic staff responsible for the planning, implementation, evaluation and improvement of the programme. The programme team must have authority and established procedures for planning and monitoring the programme and have adequate resources to implement the teaching and learning activities, and conduct programme evaluation for quality improvement. The programme, especially its content and delivery, must be regularly reviewed and evaluated and the results utilised to assure quality. The department must provide its student a conducive learning environment in which scholarly and creative achievements are nurtured.

### **Linkages with External Stakeholders**

Linkages with stakeholders outside of the department, particularly at the operational level, are crucial for identifying, clarifying and improving key aspects of the programme and their interrelationships in the planning and implementation processes. The linkages are best developed and maintained at local, national, regional and global levels.

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To support the delivery of qualifications, the following criteria as specified in the COPPA and relevant programme standards are used for accreditation of programmes:

### **Vision, Mission, Educational Goals and Learning Outcomes**

HEPs must have clear vision, mission and goals to guide its academic planning and implementation as well as bring together its members to strive towards a tradition of excellence. The general goal of higher education is to produce broadly educated graduates through the:

- provision of knowledge and practical skills based on scientific principles
- inculcation of attitudes, ethics, sense of professionalism and leadership skills for societal advancement within the framework of the national vision
- nurturing of the ability to analyse and solve problems as well as to evaluate and make decisions critically and creatively based on evidence and experience
- development of the quest for knowledge and lifelong learning skills that are essential for continuous upgrading of knowledge and skills that parallel the rapid advancement in global knowledge
- consideration of other issues that are relevant to the local, national and international context.

### **Assessment of Students**

Methods of student assessment have to be clear, consistent, effective, reliable and in line with current practices and must clearly support the achievement of learning outcomes.

### **Student Selection and Support Services**

Admission policies of the programme need to comply with the prevailing policies of the Malaysian Ministry of Higher Education. The number of students to be admitted to the programme must be determined by the capacity of the HEP and the number of qualified applicants.

### **Academic Staff**

Proper and effective recruitment, service, development and appraisal policies that are conducive to staff productivity must be established. Every programme must have appropriately qualified and sufficient numbers of academic staff, in a conducive environment that encourages recruitment and retention. Training for academic staff must be provided.

### **Educational Resources**

Adequate educational resources including finance, expertise, physical infrastructure, information and communication technology, and research facilities must be provided.

### **Programme Monitoring and Review**

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

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# Appendix E (continued)

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## Leadership, Governance and Administration

The leadership of the HEP must provide clear guidelines and direction, builds relationships amongst the different constituents based on collegiality and transparency, manages finances and other resources with accountability, forge partnerships with significant stakeholders in educational delivery, research and consultancy and dedicates itself to academic and scholarly endeavours.

## Continual Quality Improvement

HEPs have to become dynamic learning organisations that need to continually and systematically review and monitor the various issues so as to meet the demands of the constantly changing environment.

## New Zealand: graduate outcomes

### *Moving on up: what young people earn after their tertiary education*

*Moving on up: what young people earn after their tertiary education*,<sup>47</sup> published in January 2013 by the New Zealand Ministry of Education, provides statistics on the outcomes of tertiary study for young New Zealanders who complete qualifications in the tertiary education system and who stay in New Zealand. It reports on employment rates and gives data on the earnings of young graduates over the first few years after finishing study.

Below is a summary of outcomes for Master's and Doctoral graduates in New Zealand.

## Outcomes for young Master's Degree graduates

### Earnings

- In the first year after study, the median earnings of all young Master's graduates was \$45,600.<sup>48</sup> This rose by 13 per cent in the following year, and by an average of eight per cent a year over the first five years post study, to reach \$62,100
- Five years post study, the median earnings for the young Master's graduates was 86 per cent above the national median earnings for all qualifications for people aged 15-64
- The top quarter of young Master's Degree graduates were earning \$75,500 or more a year in the fifth year after finishing study, while the lowest quarter earned \$45,700 or less
- There was some variation in earnings by field of study. The field with the highest median five years after completion of study was *management and commerce* (\$72,300). The top quarter of earners among young Master's graduates in *management and commerce* earned \$90,900 or more while the top quarter of *information technology* young Master's Degree completers earned \$92,900 or more
- At the other end of the spectrum, holders of a Master's Degree in education had a median of \$42,100 five years after leaving study. The fact that the median earnings fell over the five years post study for young Master's graduates in education appears to result from a move towards part-time employment among the graduates – the lower quartile earnings of \$26,000 in year five suggests this. Likewise, the very low lower quartile figure for young Master's graduates in creative arts may reflect part-time employment.

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47 Please refer to the full publication for further information at <http://www.educationcounts.govt.nz/publications/80898/115410>

48 The dollar amounts in this section refer to New Zealand dollars in 2011.



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## Destinations

- Of the young Master's graduates who were in New Zealand in the first year after study, 68 per cent were in employment that year and 24 per cent in further study
- The broad fields of study with the highest proportion in employment one year after finishing study were *architecture and building* (83 per cent) and *information technology* (82 per cent). After five years, a high proportion of young Master's graduates in *education* were in further study – 40 per cent.

## Outcomes for young Doctoral graduates

### Earnings

- In the first year after study, the median earnings of all<sup>49</sup> young Doctoral Degrees graduates was \$56,100.<sup>50</sup> This rose by 15 per cent in the following year, and by an average of 7 per cent a year over the first five years post study, to reach \$73,600
- The median starting salary for young Doctoral Degree graduates is 68 per cent above the national median earnings for all qualifications for people aged 15-64. Five years post study, the median earnings was more than double the national median
- The top quarter of young Doctoral Degree graduates were earning \$84,300 or more a year in the fifth year after finishing study, while the lowest quarter earned \$58,300 or less

- Compared with all Doctoral Degree graduates, the median earnings of young Doctoral graduates in *natural and physical sciences* was lower, while those who took their doctorate in *engineering* had higher median earnings. The top quarter of earners among young Doctoral Degree graduates in *natural and physical sciences* earned \$81,000 or higher five years post study compared with \$84,300 for the top quarter of all doctorate degree completers
- Earnings of Doctoral Degree graduates in *society and culture* showed the greatest variation. While the median and lower quartile were below the corresponding figures for the whole group of young Doctoral Degree graduates five years post study – by 8 per cent and 30 per cent respectively – the upper quartile was higher than the upper quartile for all fields.

### Destinations

- Of the young Doctoral Degree graduates who were in New Zealand in the first year after study, 79 per cent were in employment that year and 11 per cent in further study
- The employment rate in the first year after study for young Doctoral Degree graduates in *engineering* was significantly higher at 93 per cent. The employment rate for young Doctoral Degree graduates in *society and culture* was initially low, as many undertook additional study. But by the third to fifth year post study, the employment rate was much higher at 92 per cent.

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49 The results for 'all' graduates include those who completed in every field of study, not just the three fields for which we report disaggregated results.

50 Earnings reported in text are rounded to three significant figures.

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## Appendix E (continued)

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### **Looking at employment outcomes of tertiary education – New data on the earnings of young graduates**

Looking at employment outcomes of tertiary education – New data on the earnings of young graduates,<sup>51</sup> published in October 2013 by the New Zealand Ministry of Education, studies the earnings of graduates as one way of looking at the contribution that the tertiary education system is making to New Zealand's society and economy. The information in this report contributes to an understanding of the value New Zealand receives for the investment we make in tertiary education.

Below are the key findings of the employment outcomes of tertiary education in New Zealand.

#### **Key findings**

- *Earnings increase with the level of qualification completed.* And for qualifications below Bachelor level, the size of the premium from gaining a qualification increases with the level of the qualification. There is also a significant jump in earnings between degree and non-degree qualifications
- *Employment rates increase with level of qualification gained.* For example, in the first year after study, 53 per cent of young Bachelor's graduates who stayed in New Zealand were in employment and 40 per cent were in further study. Of young people who had completed a level 1-3 certificate and stayed in New Zealand, 34 per cent were in employment and 49 per cent were taking more study
- *Very few young people who complete a qualification at diploma level or above are on a benefit in the first five years after study.* For those who stay in New Zealand, the benefit rate is around six per cent for diploma graduates and around two per cent at Bachelor level. But it is around 13 per cent for those who graduated with certificates at levels 1-3
- *Earnings vary considerably by field of study.* Young graduates with Bachelor's Degrees in medicine earn the most of all Bachelor's Degree graduates. The median income for medical graduates is over \$109,300 five years after leaving study, compared to \$50,700 for all young Bachelor's Degree graduates. Bachelor's Degree graduates in creative arts have the lowest earnings among young Bachelor's graduates after five years and they have relatively high rates of benefit receipt
- *Some qualification types and some fields are associated with high rates of further study.* Around half of all young people who complete a certificate or level 5-7 diploma move into further study the next year. Around 61 per cent of young Bachelor's Degree graduates in natural and physical sciences who stay in New Zealand were in further study one year after completion of a Bachelor's Degree, and 33 per cent after five years
- *Graduate certificate and diploma graduates have very high employment rates.* Two years after study, 77 per cent of young people who have completed a graduate certificate or diploma and who remained in New Zealand were in employment. Many of these graduates have completed this qualification as a way of improving their employment prospects or are studying while in employment.

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<sup>51</sup> Please refer to the full publication for further information at <http://www.educationcounts.govt.nz/publications/80898/looking-at-the-employment-outcomes-of-tertiary-education>

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## Malaysia: graduate outcomes

### *Report on Graduates Tracer Study, Ministry of Higher Education*

Graduates Tracer Study was carried out between 2006 and 2013 and its report which is only available in Malay Language was published in 2013 by the Malaysian Ministry of Higher Education.<sup>52</sup> It provides statistics on the outcomes of tertiary study for Malaysian higher education graduates and reports on employment rates as well as gives data on the earnings of the graduates after finishing study.

Below is a summary of the outcomes for the Master's and Doctoral graduates in Malaysia for 2013.

### *Outcomes for Master's Degree graduates (2013)*

#### **Earnings**

- 66.7 per cent of Master's graduates earned RM3001 and above, 13.5 per cent earned RM2501-RM3000, 8 per cent earned RM2001-RM2500, 6.3 per cent earned RM1501-RM2000 and 5.6 per cent earned RM1500 and below. The study shows that there was increment in the earnings of RM3001 and above in 2013 compared with the previous years.

#### **Employment rate and sector**

- 85.03 per cent were in employment that year and 56.1 per cent were in public sector or statutory bodies, 22.6 per cent in local private sector, 12.6 per cent in multinational private sector, 6.3 per cent in GLC/NGO and 2.3 per cent in own company.

### *Outcomes for Doctoral Degree graduates (2013)*

#### **Earnings**

- 91.8 per cent of Doctoral graduates earned RM3001 and above, 3.8 per cent earned RM2501-RM3000, 1.9 per cent earned RM2001-RM2500, 1 per cent earned RM1501-RM2000 and 1.4 per cent earned RM1500 and below. The study shows that there was no significant difference for earnings of RM3001 and above in 2013 compared with the previous years.

#### **Employment rate and sector**

- 91.82 per cent were in employment that year and 75.5 per cent were in public sector or statutory bodies, 14 per cent in local private sector, 5 per cent in multinational private sector, 4.2 per cent in GLC/NGO and 1.2 per cent in own company.

#### **Key findings**

- Percentage of highest earnings increase with the level of qualification completed
- Employment rates increase with the level of qualification gained. For example, 91.82 per cent of Doctoral Degree graduates were in employment in 2013 compared with 85.03 per cent of Master's graduates.

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52 Please refer to the full publication for further information at <http://graduam.mohe.gov.my/skpg-report/>

