Association of Southeast Asian Nations

ASEAN Guiding Principles (AGP)
For Quality Assurance and Recognition of Competency Certification Systems

Benchmarking Report of Malaysia

March 2019
ACKNOWLEDGEMENTS

The authors of this report, Associate Professor Dr. Mohamad Sattar Rasul as a Local Consultant for Malaysia whom was appointed by International Organization for Migration (IOM) would like to thank all those involved in the development of this ASEAN Guiding Principles (AGP) For Quality Assurance and Recognition of Competency Certification Systems Benchmarking Report of Malaysia especially the Taskforce Committee from the Department of Skills Development (DSD), Ministry of Human Resources Malaysia, personnel from Malaysian Association of Hotel (MAH) as the Industry Lead Body (ILB). It is a very close and very good cooperation given to the preparation of this report.

It also has been an interesting and enlightening experience to see the close cooperation and sharing of experiences between the ASEAN Member States (AMS) involved for the betterment of all parties towards developing a more skilled and productive workforce. It is the hope of the authors that the ASEAN Guiding Principles (AGP) For Quality Assurance and Recognition of Competency Certification Systems Benchmarking Report of Malaysia will provide insightful and useful information on the development of human capital towards enhancing the quality and relevance of TVET skills/competency for current and future industry needs.
EXECUTIVE SUMMARY

This project is conducted by the Department of Skills Development (DSD), Ministry of Human Resources Malaysia as the focal point agency to oversee the implementation of the project in Malaysia. It is aimed at assisting Malaysia and other economies for Quality Assurance and Recognition of Competency Certification Systems. Through the funding of Japan-ASEAN Integrated Fund (JAIF) and with the support of the International Organization of Migration (IOM) and the ASEAN Secretariat, the project will be piloted through three ASEAN Members States (AMS) which is Indonesia, Malaysia and Philippine. The trilateral approaches aim to align AMS national frameworks with ASEAN Guiding Principles (AGP) through the following; (1) increased awareness of relevant governments and businesses on the adoption of Guiding Principles; (2) Three selected countries voluntarily tested out the applicability of the ASEAN Guiding Principles (AGP) for Quality Assurance and Recognition of Competency Certification Systems into their country system; (3) AMS have improved ability to support the implementation of the Guiding Principles into their country system.

This project has gone through several trilateral workshops to complete the benchmarking report. The findings in Section 1 and 2 of this report, showed that the development of workforce skill/competency in Malaysia refers to the Laws of Malaysia Act 679 Malaysian Qualifications Agency (MQA) Act 2007 and Act 652 National Skills Development Act 2006. The Act is to establish the MQA as the national body to implement the Malaysian Qualification Framework (MQF), to accredit and regulate the quality and standard of higher education providers, also to establish and maintain the Malaysian Qualification Register (MQR) and to provide for related matters. In the case of accreditation of skills training programme or qualification, the agency (MQA) shall cooperate and coordinate with the Department of Skills Development (DSD) for the purpose of accreditation.

The skills curriculum in Malaysia is developed starting with the development of the Occupational Analysis (OA) and National Occupational Skills Standards (NOSS). Industry Lead Body is involved in developing and reviewing existing NOSSs for relevant industry sectors. Overall industry sectors involve in skills development is 118 in 2019. As for data management of the skills/competency and certification systems, the procedures for the collation and management of data on assessment and certification by the competent authority/ies are stated in the Section 81 of the MQA Act 2007 (Act 679) provides that the agency shall establish and maintain a national register known as the Malaysian Qualifications Register (MQR).

Section 3: Skills training based on NOSS today offered a wide variety of public and private training institutions. NOSS were developed according to the level and overall NOSS that has been developed by DSD as of September 2019 is in total of 1,884. NOSS is as the fundamental of assessment, certification method and certification in Malaysian Skills Certification System (SPKM). There are three certification methods used which is through training at recognise institution (Accredited Center-AC), Industry oriented training (National Dual Training System-NDTS) and Recognition of Prior Achievement (PPT). To be considered competent, the candidate must pass all competencies in NOSS (both theoretical and practical components) for that particular program, core abilities modules, industrial training and final project components. An external verifier verifies and endorses the candidate’s competencies then recommends for certification.

Section 4; The MQF has eight (8) Levels of qualifications differentiated by descriptors of expected learning outcomes along the generic learning outcomes clusters that apply to all TVET qualifications include knowledge and cognitive skills, functional and work skills and specific industry-appropriate competencies. Level 1 to 5 of the MQF provide for technical-vocational pathways. The technical and vocational programmes provide more specialised technical knowledge and skills, industry/occupational standards-oriented and have a higher practical component. The entry requirements are as generally prescribed or subjected to specific programme standards or professional body requirements or via
Accreditation of Prior Experiential Learning (APEL). As for the pilot occupations for this project, the occupations that has been decided to be piloted are; 1) Food and Beverages Service Operation (Level II); 2) Bakery Production (Level II); and 3) Housekeeping (Level II).

In Section 5, for the quality assurance system covering the skills/competency standards development and approval, the assessment and certification procedures are well linked to The Guiding Principles and AMS Report for Criterion 6 of the AQRF Referencing Guidelines. There are clear process of Quality Assurance such as Program Accreditation Process, Accredited Center Approval Process, Assessment System for Certification and External certification such as MS ISO 9001 and Public Sector Conducive Ecosystem (EKSA) certification. DSD has also successfully gained recognition from the ICNDT (International Committee for Non-Destructive Testing) and has been listed in the ICNDT MRA Schedule 2 as the NDT Certification Body that fulfills the requirements of the International Standard (ISO 9712 and ISO 17024). Another Quality Assurance method is the Star Rating of an accredited program in terms of the level of skill training service provided by the Accredited Center (AC). The purpose of Star Rating is to identify any Accredited Center that does not maintain standards and quality, to enhance the Accreditation Center’s awareness level in compliance with SPKM implementation rules and as a quality assessment mechanism for improvement of SPKM. As for Data Management of Skill Qualification Awarded, The Malaysian Skills Credit System (SKKM) is a platform of data management of skill certification and accreditation through the web application www.skkm.gov.my has been used in stages according to the modules that have been developed.
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Abbreviations

AC Accreditation Center
APEL Accreditation of Prior Experiential Learning
AQAF ASEAN Quality Assurance Framework
AQRF ASEAN Qualifications Reference Framework
ASEC ASEAN Secretariat
AYQON ASEAN Young Quality Officers’ Network
COPIA Code of Practice for Institutional Audit
COPPA Code of Practice for Programme Accreditation
DAAD German Academic Exchange Service
DKM Malaysian Skill Diploma
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tr>
<td>DLKM</td>
<td>Malaysian Skill Advanced Diploma</td>
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<td>DSD</td>
<td>Department of Skills Development</td>
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<td>ENQA</td>
<td>European Association for Quality Assurance in Higher Education</td>
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<td>EQA</td>
<td>External Quality Assurance</td>
</tr>
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<td>EUA</td>
<td>European University Association</td>
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<td>FA</td>
<td>Full Accreditation</td>
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<tr>
<td>GGP</td>
<td>Guidelines to Good Practices</td>
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<td>HEEACT</td>
<td>Higher Education Evaluation and Accreditation Council of Taiwan</td>
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<td>ILB</td>
<td>Industry Lead Body</td>
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<td>IQA</td>
<td>Internal Quality Assurance</td>
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<td>JTC</td>
<td>Joint Technical Committee</td>
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<td>JTPS</td>
<td>Technical Committee and Valuation Standards</td>
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<tr>
<td>JTS</td>
<td>Standard Technical Committee</td>
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<tr>
<td>KAPPK</td>
<td>Code of Practice for Skills Programme Accreditation</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>MoHR</td>
<td>Ministry of Human Resources</td>
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<tr>
<td>MPKK</td>
<td>National Skills Development Council</td>
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<td>MQA</td>
<td>Malaysian Qualifications Agency</td>
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<td>MQF</td>
<td>Malaysian Qualifications Framework</td>
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<td>MQR</td>
<td>Malaysian Qualifications Register</td>
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<td>MyAQRF</td>
<td>Malaysian National AQRF Committee</td>
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<tr>
<td>NAPEI</td>
<td>National Association of Private Educational Institutions</td>
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<td>NASDA</td>
<td>National Skills Development Act, 2006 (Act 652)</td>
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<td>NDTs</td>
<td>National Dual Training System</td>
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<td>NQF</td>
<td>National qualification framework</td>
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<td>NOSS</td>
<td>National Occupational Skills Standards</td>
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<td>NSDC</td>
<td>National Skills Development Council</td>
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<tr>
<td>PISA</td>
<td>Programme for International Student Assessment</td>
</tr>
</tbody>
</table>
PPL-SLDN  External Verifier Officer of National Dual Training System
PPL-SLaPB  External Verifier Officer of Certified Program Training System
PP-PPT  Assessment Officer of Prior Achievement Recognition
PPL-PPT  External Verifier Officer of Prior Achievement Recognition
PPV  Personnel Assessment and Verification
QA  Quality Assurance
RPA  Recognition of Prior Achievement
RPL  Recognition of Prior Learning
SAS  Self-Accreditation Status
SKM  Malaysian Skill Certificate
SLaPB  Certified Program Training System
SRP  Self-Review Portfolio
STAM  Sijil Tinggi Agama Malaysia/High Islamic School Certificate
STPM  Sijil Tinggi Persekolahan Malaysia/High School Certificate
TVET  Technical and Vocational Education and Training
Section 1: The Skills/Competency Assessment and Certification System of Malaysia

Annex 1: Listing of the pertinent section of the law or official document

A. Mandate

The Malaysian Government on 29th April 2015 mandated the MQA, an agency under the MOE, to oversee and coordinate all AQRF related matters in Malaysia.

1.0 Malaysian Qualifications Agency (MQA) Act 2007

The MQA was established on 1st November 2007 with the enactment of the MQA Act 2007. The main role of the MQA is to implement the MQF as the basis for quality assurance of higher education and as the reference point for the criteria and standards for national qualifications. Establishment of ACT 679 - Malaysian Qualifications Agency Act 2007 On 1 November 2007, the Malaysian Qualifications Agency (MQA) was established when the Malaysian Qualifications Agency Act 2007 came in force. The international good practices of quality assurance agencies were also incorporated into the organisation structure of MQA. An Act to establish the Malaysian Qualification Agency as the national body to implement the Malaysian Qualification Framework (MQF), to accredit and regulate the quality and standard of higher education providers, to establish and maintain the Malaysian Qualification Register (MQR) and to provide for related matters. In the case of accreditation of skills training programme or skills training qualification, the Agency (MQA) shall cooperate and coordinate with the Department of Skills Development (DSD) for the purpose of accreditation (Refer Annex 1).

The functions of the MQA include:

i. to implement the MQF as a reference point for Malaysian qualifications;

ii. to develop standards and criteria and all other relevant instruments as national references for the conferment of awards with the cooperation of stakeholders;

1 LAWS OF MALAYSIA, Act 679, Malaysian Qualification Agency Act 2007
iii. to quality assure higher education institutions and programmes;
iv. to accredit courses that fulfil the set criteria and standards;
v. to facilitate the recognition and articulation of qualifications; and
vi. to maintain the MQR.

2.0 National Skills Development Act (NASDA) 2006

An Act to promote, through skills training, the development and improvement of a person’s abilities, which are needed for vocation; and to provide for other matters connected therewith a Laws of Malaysia, ACT 652- National Skills Development - Act 2006 (refer Annex 1).²

As stated in the act in the Preliminary (Part I) in the laws, this act may be cited as the national skills development act 2006 and in Part II which stated the establishment of the National Skills Development Council as a body by the functions of the Council as in the act are:

(a) to approve the Standards;
(b) to advise the Minister on matters pertaining to this Act;
(c) to advise the Minister on any matter referred to it by the Minister; and
(d) to perform such other functions as may be set out in this Act.

As for the National Occupational Skills Standards (NOSS) (Part IV), the establishment of Standards as per stated in the act:

(1) The Director General shall be responsible for developing Standards for the purposes of the National Occupational Skills Standards.
(2) The Director General may, at his discretion, authorize any person, organization or other body of persons to develop National Occupational Skills Standards on his behalf.
(3) All Standards developed under subsections (1) and (2), shall be the property of the Government.

(4) All Standards developed under subsections (1) and (2), shall be submitted to the Council for its approval.

(5) Upon the approval of the Council under subsection (4), the Standards shall form part of the National Occupational Skills Standards.

3.0 Certification and Recognition

As for the Certification and Recognition (Part VII), the award of certificate, stated that, the Director General may award, to any person upon conforming to the standards the following skills qualifications:

i. Malaysian Skills Certificate;

ii. Malaysian Skills Diploma

iii. Malaysian Skills Advanced Diploma; or

iv. Statements of Achievement.

For a clearer illustration of the legal basis of MQA and DSD in conjunction to the Act is shown in Table 1.

Table 1: QA Body Legal Basis of MQA and DSD in conjunction to the Act

<table>
<thead>
<tr>
<th>Malaysian Qualification Agency (MQA)</th>
<th>Department of Skills Development (DSD), MOHR – Skills Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE &amp; VET Sector, and LLL.</td>
<td>The DSD, MOHR (National Skills Development Act), Act 652 is responsible for:</td>
</tr>
<tr>
<td>- The MOA Act 2007, Act 679 requires the Agency to:</td>
<td>- the accreditation of skills training program;</td>
</tr>
<tr>
<td>- i. implement the Malaysian Qualifications Framework (MQF);</td>
<td>- ii. the governing and controlling of the Malaysian Skills Certification System;</td>
</tr>
<tr>
<td>- ii. accredit programmes and qualifications;</td>
<td>- iii. developing, review and variation of Standards (NOSS);</td>
</tr>
<tr>
<td>- iii. conduct institutional audit and review of programmes and qualifications;</td>
<td>- iv. promote skills training for development and improvement of person's abilities needed for vocation.</td>
</tr>
<tr>
<td>- iv. act as a qualifications reference centre on accredited programmes and qualifications;</td>
<td>Any training provider that wishes to offer program must meet the accreditation criteria and QA policies and procedures stipulated by the DSD.</td>
</tr>
<tr>
<td>- v. advice the Minister of Education on any matter relating to quality assurance in higher education.</td>
<td></td>
</tr>
</tbody>
</table>
B. Structure of the System

1.0 Economic and Demographic Background of The Skills/Competency Assessment and Certification System of Malaysia

Malaysia is a middle-income country with a Gross Domestic Product (GDP) of 1.2 trillion Ringgit, per GDP of MR42,937 and is an economy which exports almost 80% of its GDP in value mainly in manufactured items.\(^3\) By 2040, the Malaysian population is expected to reach 38.8 million growing at a rate of 1.1%.\(^4\) As Figure 1 shows, the population structure is changing with more ageing citizens and a declining higher education age group (15–24 years).\(^5\)

![Population Pyramid Graphs](https://www.populationpyramid.net/malaysia/2017/2030/2040)

Figure 1: The population structure

From the 32.4 million population, 15.5 million are in the labour force with 68.5% overall participation rate. With mandatory primary education, the literacy rate stands at 96%. There is a concerted effort by the government to raise the education and skills level of the workforce from the present 55.8% with secondary education and 28.1% tertiary education.

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\(^5\) AQRF Referencing Report - Malaysia
In conjunction with the population, the Twelfth Malaysia Plan (12MP) has been aligned with the shared prosperity initiative encompassing three dimensions, namely economic empowerment, environmental sustainability and social re-engineering.  

The economic empowerment dimension includes new sources of growth, including Industrial Revolution 4.0, digital economy, aerospace industry, integrated regional development as well as growth enablers such as sustainable energy sources and infrastructure connectivity.

The social re-engineering dimension comprises enhancing societal values, improving purchasing power of the people, building resilient Bumiputera community, strengthening social security networks and improving the wellbeing of the people.

Vision 2020 is a long-term development roadmap that will conclude by the end of the Eleventh Malaysia Plan (11MP) period. As a continuation, the 12MP has been formulated to ensure a more inclusive and meaningful development of the nation, in line with the formation of a prosperous society.

In developing a comprehensive policy, the Ministry of Economic Affairs establish Inter-Agency Planning Groups (IAPGs) as a platform for ministries and agencies to discuss issues and challenges as well as formulate new strategies for the 12MP. Concurrently, Technical Working Groups (TWGs) and Focus Groups (FGs) has been formed to deliberate strategies and implementation plans for the 12MP, which involves the participation of various parties including the private sector and non-governmental organisations. In the preparation of the 12MP, a total of 13 IAPGs have been established are as follows (Table 2):

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6 Twelfth Malaysian Plan, rmke12.mea.gov.my
Table 2: Inter-Agency Planning Groups (IAPGs)

<table>
<thead>
<tr>
<th>No.</th>
<th>Inter-Agency Planning Groups (IAPGs)</th>
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<tbody>
<tr>
<td>1.</td>
<td>Agriculture</td>
</tr>
<tr>
<td>2.</td>
<td>Manufacturing, Science and Technology, Innovation and SMEs</td>
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<tr>
<td>3.</td>
<td>Services Sector</td>
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<td>4.</td>
<td>Transport and Logistics</td>
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<tr>
<td>5.</td>
<td>Digital Economy</td>
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<tr>
<td>6.</td>
<td>Environment and Natural Resource &amp; Disaster</td>
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<td>7.</td>
<td>Sustainable Energy</td>
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<td>8.</td>
<td>Regional Balance</td>
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<td>9.</td>
<td>Human Capital Development</td>
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<td>10.</td>
<td>Wellbeing</td>
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<td>11.</td>
<td>Inclusivity</td>
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<td>12.</td>
<td>Public Sector Reforms</td>
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<td>13.</td>
<td>Macroeconomic Framework and Policy</td>
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</table>

2.0 Transformation of Malaysian Tourism Industry for Upskilling Human

The need for a transformation agenda for tourism industry as stated in the report of National Tourism Policy 2020-2050 by Ministry of Tourism, Arts, and Culture Malaysia is “to regain the competitiveness of Malaysia’s tourism industry in an increasingly competitive and uncertain world by increasing revenue, securing partnerships and investments, empowering local communities and ensuring the sustainability and resilience of the industry”.\(^7\) To meet the needs of this transformation agenda, a planning horizon of National Tourism Policy 2020-2050 was developed (Figure 2).

\(^7\) Final Report-Presentation Slides, National Tourism Policy 2020-2050, Ministry of Tourism, Arts, and Culture Malaysia.
To achieved the transformation agenda of the National Tourism Policy 2020-2050, the transformation strategies for Tourism industry has been built to “transform Malaysia’s tourism industry by harnessing public-private sector partnerships and embracing digitalization to drive innovation and competitiveness towards sustainable and inclusive development in line with the United Nations Sustainable Development Goals” (Figure 3).

Figure 3: Transformation Strategies of Malaysia Tourism Industry
As for the human capital development for skills competency and certification, the rationale to upskilling human capital stated in Transformation Strategy 5 of the National Tourism Policy 2020-2050 is “ensuring an attractive career path in tourism by transforming human capital development is key towards the creation of a service culture that personifies the warmth, hospitality and professionalism of the people in the tourism industry” (Figure 4).  

![Diagram of Upskilling Human Capital]

Note: Public Private Partnership (PPP)

Figure 4: Transformation Strategies of Malaysia Tourism Industry

3.0 Malaysian Education and Training System for Skills/Competency Assessment and Certification

The Malaysian national education system can be divided into five stages namely preschool education, primary education, secondary education, post-secondary education and tertiary education. The Department of Skills Development (DSD) skills certification requires that candidates are able to read, write and do arithmetic although normally the trainees have upper secondary education, and they can progress up to Malaysian Skills Advanced Diploma or Skills Level 5 and beyond.

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8 Final Report-Presentation Slides, National Tourism Policy 2020-2050, Ministry of Tourism, Arts, and Culture Malaysia.
9 AQRF Referencing Report - Malaysia
At the pre-tertiary (preschool to post-secondary education) level, there are six categories of institutions, namely, government and private kindergartens, government schools, government-aided schools, matriculation colleges, private-funded schools and foreign-system schools. The governing authority for pre-tertiary education is the Ministry of Education Malaysia (MOE). The law that regulates the provision of this level of education is the Education Act, 1996. However, the foreign-system schools, which include international schools and expatriate schools, are exempted from conducting the Malaysian National Curriculum.

The tertiary is regulated by the MOE through several legislations, namely the Education Act, 1996, the Universities and University Colleges Act, 1971 for public universities and the Private Higher Educational Institutions Act, 1996 (Amended 2010) for private higher education providers (HEP). The skills sector is regulated by DSD, Ministry of Human Resources under the National Skills Development Act, 2006 (NASDA).

4.0 Overview of Technical and Vocational Education and Training (TVET) in Malaysia

Technical-vocational education is career-oriented and prepares students for careers requiring a specific set of competencies. It also prepares students for higher education particularly in science and technology related courses and careers in engineering and other professional fields.

Recognising the importance of Technical and Vocational Education and Training (TVET) in addressing the industry demand, TVET pathways are provided at upper secondary level through vocational colleges, secondary and technical schools. Further TVET pathways for post-secondary level are provided by various skills and technical-vocational providers i.e., polytechnics, community colleges and public as well as private skills training centres (see Table 3)\textsuperscript{10}.

Table 3: Type and Number of TVET Providers, and Student Enrollment

\textsuperscript{10} AQRF Referencing Report - Malaysia
The skills sector, on the other hand, emphasises practical work to develop competency in occupational or trade skills required by related industries. The students are prepared for Malaysian Skills certificates (SKM) awarded by the Department of Skills Development of the Ministry of Human Resources through 1,272 training institutions all over the country. Students pursuing skills qualifications may enrol for SKM Level 1 up to Malaysian Skills Diploma (DKM) and Malaysian Skills Advanced Diploma (DLKM) which are at Level 4 and Level 5 of the MQF, respectively. There is also an opportunity for DKM and DLKM holders to further their study in engineering technology at the bachelor’s level.

The descriptors at Level 1 to 5 of the MQF provide for both technical-vocational and academic (general) learning pathways and use the same qualification titles. The technical and vocational programmes provide more specialised technical knowledge and skills, are industry/occupational standards-oriented and have a higher practical component. The entry requirements are as generally prescribed or subjected to specific programme standards or professional body requirements or via Accreditation of Prior Experiential Learning (APEL).
5.0 Background of Malaysia’s Skills Development and Implementation

In the context of Malaysia’s education and training system, ‘skills training’ has often been used synonymous with ‘vocational training’ within the wider notion of ‘vocational education and training (VET)’. As stated in the 10th Malaysian Plan, in order to enhance standardisation and recognition of TVET certification, the Malaysian Skills Certificate is adopted as the national certification for TVET. 11

The Department of Skills Development (DSD) is designated as the single agency to develop and standardise TVET curriculum starting in 2011. The Department of Skills Development has ensured that the skills development curriculum developed meets the minimum standard required and is fully aligned with national economic priorities. The development of skills development curriculum should be harmonised in order to enhance the quality of the curriculum, reduce curriculum development costs, improve alignment with latest industry requirements and to standardise the curriculum.

The skills development curriculum in Malaysia is developed starting with the development of the Occupational Analysis (OA) and National Occupational Skills Standards (NOSS). The development of OA and NOSS are industry-driven. At this current moment, there are 3,340 NOSS that have been developed by DSD and by January 2019.12

The National Occupational Skills Standard (NOSS) has been defined under Part IV of the National Skills Development Act 2006 [Act 652]. Under the new Act, for the first time ever, NOSS development in the country has been provided for by the country’s legislative framework. The Act contains provisions specifically for the establishment of NOSS (Section 20), its review and variation (Section 21) as well as the use of NOSS for curriculum development, assessment and certification (Section 22). In Malaysia, skills training based on NOSS is today offered by a wide variety of public and private training institutions.

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11 ANSSR: Enhancing the Quality and Relevance of Technical and Vocational Education and Training (TVET) for Current and Future Industry Needs-Phase 1
12 LAPORAN STATISTIK JPK 2020 JABATAN PEMBANGUNAN KEMAHIRAN (JPK)
The NOSS is currently supported by various development plans, policies and National Acts such as the Malaysian Budget 2011, NASDA 2006 (Act 652), and the Economic Transformation Programme, to name a few. The DSD has also taken the initiative to introduce the Industrial Lead Bodies (ILB) that are involved in ensuring the NOSS is developed in tandem with the respective industry’s standards and requirements. This move will also forge more relationships between the DSD and the industry to enable double certification with cooperative Licensing Bodies.

The history of TVET curriculum development in Malaysia has started since the 1990’s with the adoption of the DACUM approach that originated in Ohio State University. The concept of DACUM is the use of visualisation as the basis of analysing occupations that result in Duty and Tasks.

In 2005, Malaysia introduced the National Dual Training System (NDTS) based on the German Dual Training Approach. This approach uses the work process methodology. In 2010, DSD merged the above approaches to improve the National Occupational Skills Standards (NOSS) development methodology and at the same time adopted the Work Function Analysis Approach used in Australia and the UK. The adoption of all three approaches is used in the modified development methodology.

The skills development implementation in Malaysia depicts the sequence of the skills development implementation that is currently practiced in Malaysia which includes identifying the Needs Analysis (Occupational Analysis-OA) by referring national development policies such as the Malaysian Plan, Industrial Malaysian Plan (IMP3), and Economic Transformation Programme (ETP) and Labour Market Analysis. Then this will lead to the OA development that will identify the occupational structure, then will be the development of NOSS that will define the occupational standards of an industry and in turn the implementation of TVET training and delivery, finally is the certification of a trainee as a k-worker in the relevant industry (Figure 5).\(^\text{13}\)

\(^{13}\) ANSSR: Enhancing the Quality and Relevance of Technical and Vocational Education and Training (TVET) for Current and Future Industry Needs-Phase 1
6.0 Recognition of Prior Achievement (RPA), APEL for Access [APEL (A)] and APEL for Credit Award [APEL (C)]

Recognition of Prior Achievement (RPA), APEL for Access [APEL (A)] and APEL for Credit Award [APEL (C)] is another way of certification system.\textsuperscript{14} To recognize non-formal and informal learning as provided in the MQF, APEL (A) was introduced in 2011 to provide learners who lack formal qualifications but wish to pursue higher education in academic and technical-vocational fields. They can now, through assessment of their work experiences, enroll in certificate, diploma, bachelor or master studies. Since its introduction in 2011, annual APEL (A) applications have increased from 9 to 3,874 in 2017. Of the total 6,525 applications, 1,280 students or 20\% are enrolled in HEPs.

Following the implementation of APEL (A), MQA introduced on APEL for Credit Award, known as APEL (C) in 2016. APEL (C) provides a mechanism to systematically assess relevant experiential learning of an individual against the course learning outcomes for

\textsuperscript{14} AQRF Referencing Report - Malaysia
credit awards. As of December 2017, four HEPs have granted credits to 84 successful applicants.

The DSD also implements the Recognition of Prior Achievement (RPA) scheme, which certifies individuals based on work experiences. It was introduced since 1996 and as of December 2017, 139,863 certificates have been awarded through RPA at various levels of certification. The competency assessment for this certification is based on the National Occupational Skills Standards (NOSS)\textsuperscript{23}. In 2017, 17,500 individuals were certified through this scheme\textsuperscript{24}.

7.0 Stakeholders’ Involvement in The Skills/Competency Assessment and Certification System of Malaysia

Stakeholders’ involvement in the skills/competency assessment and certification of Malaysia involves participation from the government bodies, industry groups, industry practitioners, employers, labor groups and workers’ organizations, professional and expert organizations.

7.1 Government Bodies and Coverage of Industry in The Skills/Competency Assessment and Certification System

As mentioned before the Department of Skills Development (DSD) as a government bodies are designated as the single agency to develop and standardise TVET curriculum. The Department of Skills Development has to ensure that the skills development curriculum developed meets the minimum standard required and is fully aligned with national economic priorities.

As for the industry involvement, it started with the coverage of industry sectors that have been listed by Malaysia Standard Industrial Clasification (MSIC). The coverage and industry sectors involved for skills development increasing every year. Overall
sectors involve in skills development in 2004/2005 is only 19 sectors, but increased to 118 in 2018 as shown below in Table 4.\textsuperscript{15}

Table 4: Malaysia Standard Industrial Classification (MSIC)

<table>
<thead>
<tr>
<th>Sections</th>
<th>Description</th>
<th>Divisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Agriculture, forestry and fishing</td>
<td>01-03</td>
</tr>
<tr>
<td>B</td>
<td>Mining and quarrying</td>
<td>05-09</td>
</tr>
<tr>
<td>C</td>
<td>Manufacturing</td>
<td>10-33</td>
</tr>
<tr>
<td>D</td>
<td>Electricity, gas, steam and air conditioning supply</td>
<td>35</td>
</tr>
<tr>
<td>E</td>
<td>Water supply; sewerage, waste management and remediation activities</td>
<td>36-39</td>
</tr>
<tr>
<td>F</td>
<td>Construction</td>
<td>41-43</td>
</tr>
<tr>
<td>G</td>
<td>Wholesale and retail trade; repair of motor vehicles and motorcycles</td>
<td>45-47</td>
</tr>
<tr>
<td>H</td>
<td>Transportation and storage</td>
<td>49-53</td>
</tr>
<tr>
<td>I</td>
<td>Accommodation and Food service activities</td>
<td>55-56</td>
</tr>
<tr>
<td>J</td>
<td>Information and communication</td>
<td>58-63</td>
</tr>
<tr>
<td>K</td>
<td>Financial and insurance/takaful activities</td>
<td>64-66</td>
</tr>
<tr>
<td>L</td>
<td>Real estate activities</td>
<td>68</td>
</tr>
<tr>
<td>M</td>
<td>Professional, scientific and technical activities</td>
<td>69-75</td>
</tr>
<tr>
<td>N</td>
<td>Administrative and support service activities</td>
<td>77-82</td>
</tr>
<tr>
<td>O</td>
<td>Public administration and defense; compulsory social security</td>
<td>84</td>
</tr>
<tr>
<td>P</td>
<td>Education</td>
<td>85</td>
</tr>
<tr>
<td>Q</td>
<td>Human health and social work activities</td>
<td>86-88</td>
</tr>
<tr>
<td>R</td>
<td>Arts, entertainment and recreation</td>
<td>90-93</td>
</tr>
<tr>
<td>S</td>
<td>Other service activities</td>
<td>94-96</td>
</tr>
<tr>
<td>T</td>
<td>Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use</td>
<td>97-98</td>
</tr>
<tr>
<td>U</td>
<td>Activities of extraterritorial organizations and bodies</td>
<td>99</td>
</tr>
</tbody>
</table>

Source: Malaysia Standard Industrial Classification (MSIC) 2008 Ver 1.0

7.2 Government Bodies and Coverage of Industry in The Skills/Competency Assessment and Certification System

Industry Lead Body is a leading industry sector organization appointed by the Ministry of Human Resources (MoHR). Until November 2019 there are 30 organization appointed as ILB (Table 5) to perform the role and responsibility of ILB such as:

i. job analysis according to the industry sector;

\textsuperscript{15} Malaysia Standard Industrial Classification (MSIC) 2008 Ver 1.0
ii. developing new National Occupational Skills Standards (NOSS) and reviewing existing NOSSs for relevant industry sectors as well as obtaining approval from the National Skills Development Council (MPKK) on NOSS provided;

iii. promoting and gaining company participation in the NDTS program and Recognition of Prior Achievement (RPA);

iv. conducting studies to identify supply vs demand, emerging technologies, as well as job creation and job enrichment opportunities;

Table 5: List of Industry Lead Body (ILB)

<table>
<thead>
<tr>
<th>NO.</th>
<th>ORGANIZATION</th>
<th>ABBREVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Association of Marine Industry of Malaysia</td>
<td>AMIM</td>
</tr>
<tr>
<td></td>
<td>Bahagian Latihan Kemahiran Pertanian / Agricultural Skills Training</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Division</td>
<td>BLKP</td>
</tr>
<tr>
<td>3</td>
<td>Construction Industry Board Malaysia</td>
<td>CIDB</td>
</tr>
<tr>
<td>4</td>
<td>Federation of Malaysian Freight Forwarders</td>
<td>FMFF</td>
</tr>
<tr>
<td>5</td>
<td>Malaysia Automotive Robotics &amp; IOT Institute</td>
<td>MARii</td>
</tr>
<tr>
<td>6</td>
<td>Malaysia Digital Economy Corporation</td>
<td>MDEC</td>
</tr>
<tr>
<td>7</td>
<td>Machinery &amp; Equipment Manufacturers Association of Malaysia</td>
<td>MEMA</td>
</tr>
<tr>
<td>8</td>
<td>Malaysia Steel Institute</td>
<td>MSI</td>
</tr>
<tr>
<td>9</td>
<td>Malaysian Association of Hotel</td>
<td>MAH</td>
</tr>
<tr>
<td>10</td>
<td>Malaysian Bioeconomy Corporation</td>
<td>BIOECO</td>
</tr>
<tr>
<td>11</td>
<td>Malaysian Plastics Manufacturers Association</td>
<td>MPMA</td>
</tr>
<tr>
<td>12</td>
<td>The Malaysian Oil &amp; Gas Services Council</td>
<td>MOGSC</td>
</tr>
<tr>
<td>13</td>
<td>National Aerospace Industry Coordinating Office</td>
<td>NAICO</td>
</tr>
<tr>
<td>14</td>
<td>The Malaysian Water Association</td>
<td>MWA</td>
</tr>
<tr>
<td>15</td>
<td>Malaysia Retailers Association</td>
<td>MRA</td>
</tr>
<tr>
<td>16</td>
<td>Malaysian Association of Tour and Travel Agents</td>
<td>MATTA</td>
</tr>
<tr>
<td>17</td>
<td>Malaysian Organisation of Pharmaceuticals Industries</td>
<td>MOPI</td>
</tr>
<tr>
<td></td>
<td>Institut Perladangan dan Komoditi Malaysia / Institute of Plantation and</td>
<td>IMPAC</td>
</tr>
<tr>
<td></td>
<td>Jabatan Kebajikan Masyarakat / Social Welfare Department</td>
<td>JKM</td>
</tr>
<tr>
<td>19</td>
<td>Halal Industry Development Corporation</td>
<td>HDC</td>
</tr>
<tr>
<td>20</td>
<td>Jabatan Kebajikan Masyarakat / Social Welfare Department / National Film</td>
<td>JKM</td>
</tr>
<tr>
<td>21</td>
<td>Malaysia Institute of Human Resource Management</td>
<td>MIHRM</td>
</tr>
<tr>
<td>22</td>
<td>Malaysian Green Technology Corporation</td>
<td>MGTC</td>
</tr>
<tr>
<td>23</td>
<td>Malaysian Society For Non-Destructive Testing</td>
<td>MSNT</td>
</tr>
<tr>
<td>24</td>
<td>Malaysian Textile and Apparel Centre</td>
<td>MATAC</td>
</tr>
<tr>
<td></td>
<td>Perbadanan Kemajuan Filem Nasional Malaysia / National Film Development</td>
<td>FINAS</td>
</tr>
<tr>
<td>25</td>
<td>Jabatan Laut Malaysia / Marine Department of Malaysia</td>
<td>JLM</td>
</tr>
<tr>
<td></td>
<td>and Arts</td>
<td>JKKN</td>
</tr>
<tr>
<td></td>
<td>Jabatan Kebudayaan dan Kesenian Negara / Department of Culture</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>The Malaysian Technical Standards Forum Bhd</td>
<td>MTSFB</td>
</tr>
<tr>
<td></td>
<td>Persatuan Industri Keselamatan Malaysia / Security Industry</td>
<td>PIKM</td>
</tr>
<tr>
<td>29</td>
<td>Association of Malaysia</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>CyberSecurity Malaysia</td>
<td>CYSEC</td>
</tr>
</tbody>
</table>

Source: Laporan Statistik JPK November 2019
7.3 Personnel Assessment and Verification (PPV) Malaysian Skills Certification System (SPKM)

Personnel Assessment and Verification (PPV) is an individual that has been certified by Director General to run Assessment and Verification of Malaysian Skills Certification System (SPKM). PPV act as a personnel assessment and external verification is responsible in the quality assurance of SPKM implementation. PPV can be certified among personnel who have knowledge, skills and extensive experience in the applied field.\textsuperscript{16} There are Structure of Personnel Assessment and Verification (PPV) in SPKM for three certification method (Figure 6);

i. PPL-SLaPB: External Verifier Officer of Certified Program Training System;

ii. PPL-NDTS: External Verifier Officer of National Dual Training System;

iii. PP-PPT: Assessment Officer of Prior Achievement Recognition;

iv. PPL- PPT: External Verifier Officer of Prior Achievement Recognition;

\textsuperscript{16} ASSESSMENT AND VERIFICATION PERSONNEL (PPV), ciast.gov.my
8.0 Working Structure with the Sectoral Structure of the Pilot Sector - Tourism

The working structure of the pilot sector which is Tourism is still subjected to the working structure set by the Department of Skills Development (DSD). The pilot sector of Tourism must follow the registered National Occupational Skills Standard (NOSS) establish by Department of Skills Development (DSD), Ministry of Human Resources (MoHR) with the involvement of the Industry Lead Body (ILB) and panel experts. The Industry Lead Body (ILB) for the pilot sector (Tourism) appointed by the Ministry of Human Resources (MoHR) are Malaysian Association of Hotel (MAH).

C. Components of the System

1.0 Development and Promulgation of Competency Standards of the Skills/Competency Assessment and Certification System

The development and promulgation of competency standards of the skills/competency assessment and certification system of Malaysia is referred to several framework which is the Malaysian Qualifications Framework (MQF), Code of Practice for TVET Programme Accreditation (COPTPA), National Occupational Skills Standards (NOSS) and standards which are certified, recognised and endorsed by MQA and DSD to be used as a benchmark in determining an individual’s performance in a specific field/discipline.

1.1 The Malaysian Qualifications Framework (MQF)

Section 37 (1) of the MQA Act, 2007 provides that no programme or qualification shall be accredited unless it complies with the MQF. Hence, a programme is required to fulfil all the prescribed criteria and standards in the MQF in order to be accredited and registered in the MQR. The development of key standards and criteria documents consistently references to and guided by the level descriptors and the eight learning outcome domains of the MQF. The key standards documents used by the MQA and
the DSD are listed in Table 6.

<table>
<thead>
<tr>
<th>DSD Key Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code of Practice for TVET Programme Accreditation (COPTPA)</td>
</tr>
<tr>
<td>National Occupational Skills Standards (NOSS),</td>
</tr>
<tr>
<td>Others: Rules &amp; Regulations, Guidelines, Standard Operating Procedures</td>
</tr>
</tbody>
</table>

### 1.2 Code of Practice for TVET Programme Accreditation (COPTPA)

This Document, the Code of Practice for TVET Programme Accreditation (COPTPA) was outlined to operationalise the single QA system for the TVET programme. The COPTPA was developed with the collaboration of Malaysian Qualifications Agency (MQA), Ministry of Education, and Department of Skills Development (DSD), Ministry of Human Resources, taking into consideration the seven Malaysian QA areas and distinguished requirements of each type of the TVET programmes. The document will be implemented by higher education providers and training providers as standards and guidelines in offering TVET programmes in Malaysia. MQA and DSD officers and the panel of assessors, on the other hand, make reference to this Document in evaluating accreditation applications.

### 1.3 National Occupational Skills Standards (NOSS)

National Occupational Skills Standards (NOSS) is a national document of occupational skills standard established under Part IV of the National Skills Development Act, 2006. It specifies the competencies expected of a skilled worker for an occupational area, level and the pathway to achieve the competencies in Malaysia. As stated under Sections. 20, 21 and 22, Act 652, the DSD is responsible for developing the NOSS which is the basis of developing a national curriculum for skills training programmes, as the main reference for programme accreditation and a standard of competency that a candidate must achieve to be awarded a skills certificate. The NOSS identifies the competency units in a particular job area, which

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17 Code of Practice For TVET Programme Accreditation (COPTPA), MQA & DSD.
is a basis for developing a syllabus or a training curriculum. It is transformed into training materials such as Written Instructional Materials (WIM). Learning outcomes are represented in the Competency Unit (CU) in the NOSS. The learning outcomes are accompanied by Curriculum of Competency Unit (CoCU) which includes appropriate assessment criteria used to evaluate whether the expected learning outcomes have been achieved. It covers the knowledge, skills, attitude, and employability skills needed by an individual in order to succeed in a particular occupation. The document also reflects the occupational structure for each level of competency and the career path within the occupation. The DSD assures that the trainees produced by training providers meet the requirements of the industry.\textsuperscript{18}

1.4 Occupational Industry Standard (OIS)

Standards which are certified, recognised and endorsed by MQA and DSD to be used as a benchmark in determining an individual’s performance in a specific field/discipline. The Standards underline the expectation of achievement and the amount of knowledge and skills required to perform effectively as described by the industry. The National Occupational Skills Standards (NOSS) is one of the recognised Occupational/Industry Standards.

2.0 The Application of Standards in Certification of the Skills/Competency Assessment and Certification System

The need for specific qualifications or programme standards emanates from rising applications from HEPs in a discipline or programme. Standards may also be developed in response to requests from national bodies. When the need for a specific standard or guide becomes apparent, the MQA will establish an ad hoc Standards Committee, consisting of experts in the field of study and/or practice to formulate the standard. The members of these committees are from the academia, ministries, professional bodies and industry. The main function of the Standards Committee is to develop or review the guidelines, standards and criteria for programme accreditation.

\textsuperscript{18} AQRF Referencing Report-Malaysia
The DSD has set up Industry Lead Bodies (ILB) which represent specific industry sectors as strategic partners in determining the needs for the development of skilled workers, enhancing the acceptance of the skills-testing industry and becoming the driver of skilled worker development and training. Among ILB functions are the analysis of relevant occupations within specific industries, development of new the NOSS and periodic review of existing NOSS.

The NOSS is reviewed according to current needs of the relevant occupation. Any variation of any part of the NOSS shall be approved by the National Skills Development Council (NSDC). As a result of NOSS review, accredited centers are given ample time of 12 months for transition to fulfil requirements in the revised NOSS.\(^\text{19}\)

### 3.0 The Assessment Process of the Skills/Competency Assessment and Certification System

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

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

As such, learning outcomes in TVET cannot be adequately measured through traditional means such as paper examination. Instead, more emphasis is given to finding suitable means to demonstrate TVET learners’ capacity to carry out assigned tasks in the workplace competently.\(^\text{20}\)

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\(^{19}\) Code of Practice For TVET Programme Accreditation (COPTPA), MQA & DSD.

\(^{20}\) Code of Practice For TVET Programme Accreditation (COPTPA), MQA & DSD.
i. Competency-based assessment is the basis for certification of competency. It is carried out as a process for collecting evidence about the performance and knowledge of a person concerning an occupational/industry competency standard.

ii. Assessment principles, methods and practices must be aligned to the achievement of learning outcomes of the programme, consistent with the levels defined in the MQF.

iii. The frequency, methods, and criteria of student assessment — including the grading system and appeal policies — must be documented and communicated to students on the commencement of the programme.

iv. The department/TVET Providers and their teaching staff must have an adequate level of autonomy in the management of student assessment. (This standard may not be applicable to certain programmes’ arrangement.

4.0 Data Management of the Skills/Competency Assessment and Certification System

The procedures for the collation and management of data on assessment and certification by the competent authority/ies are stated in the Section 81 of the Malaysian Qualifications Agency (MQA) Act 2007 (Act 679) provides that the Agency shall establish and maintain a national register known as the Malaysian Qualifications Register (MQR), containing programmes, qualifications and higher education providers accredited under the Act. The MQR is the reference point for accredited programmes awarded by higher education providers. These programmes or qualifications (i.e. certificate, diploma, advanced diploma, or degree) must conform to the Malaysian Qualifications Framework. On behalf of skills development data management, it is done by DSD through The Malaysian Skills Credit System (SKKM) data management of skill certification and accreditation and through the web application www.skkm.gov.my.
5.0  Malaysia Skills Certificates (SKM)

The national certificate and certificate of competency are issued by the Department of Skills Development (DSD), Ministry of Human Resources to qualified individuals. The certificates bear the Occupation, Level of Occupation Competency and Accredited Center (AC) on the specific competencies the certified individual has achieved as in Figure 7.

![Example of Malaysia Skills Certificate English and Malay Version](image)

**Figure 7:** Example of Malaysia Skills Certificate English and Malay Version

D.  Quality Assurance

The QA system in Malaysia conceptually involves four components (see Figure 8). The first component is the MQF, which is the overarching benchmark that defines the qualifications system in Malaysia. The second component is the standards in higher education and training that provides operational benchmarks capturing various learning contexts and orientations in the national system. The third component is the implementation of audits and assessments for assuring quality based on established
standards. The fourth component is qualification referencing where QA results are accessible to various parties within and outside the country for various related purposes.21

![Quality System in Education and Training](image)

**Figure 8: Quality System in Education and Training**

These interconnected and interdependent components are aligned to the country's key policies and agenda as well as international good practices. Its operations also require the involvement of various key parties such as policymakers, QA specialists, field experts, the industry as well as education and training institutions. This arrangement of MQF-based quality assurance enables Malaysia to create a national qualifications system which is clearly understood and trusted by various parties within and outside the country.

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21 AQRF Referencing Report - Malaysia
E. Status of Implementation

Present is the 2019-year data sets on the status of the implementation of the competency assessment and certification system. The last five years, the registered and certified trainee were 1,845,853 and 43,325 certified personnel and 30 Industry Lead Body (ILB) as of September 2019 all over the country. Table 7 presents the number of certified trainee according to level and year, certified personnel according to category and year and certified ILB according to year.
Table 7: Certified trainee, personnel and ILB.\(^\text{22}\)

**Number of Registered and Certified Trainee as of September 2019**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Certified</td>
<td>Certified</td>
<td>Certified</td>
<td>Certified</td>
<td>Certified</td>
<td>Certified</td>
</tr>
<tr>
<td>Level 2</td>
<td>22,127</td>
<td>16,680</td>
<td>7,044</td>
<td>4,837</td>
<td>3,550</td>
<td>653,577</td>
</tr>
<tr>
<td>Level 3</td>
<td>38,704</td>
<td>44,921</td>
<td>41,961</td>
<td>31,344</td>
<td>30,354</td>
<td>733,342</td>
</tr>
<tr>
<td>Level 4</td>
<td>34,844</td>
<td>31,336</td>
<td>44,627</td>
<td>37,104</td>
<td>28,110</td>
<td>382,087</td>
</tr>
<tr>
<td>Level 5</td>
<td>6,287</td>
<td>5,748</td>
<td>11,036</td>
<td>9,153</td>
<td>9,490</td>
<td>71,169</td>
</tr>
<tr>
<td>Overall</td>
<td>102,730</td>
<td>99,550</td>
<td>105,887</td>
<td>83,658</td>
<td>72,252</td>
<td>1,845,853</td>
</tr>
</tbody>
</table>

**Certified Personnel and Industry Lead Body (ILB) as of September 2019**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPB</td>
<td>428</td>
<td>384</td>
<td>575</td>
<td>696</td>
<td>542</td>
<td>2,477</td>
</tr>
<tr>
<td>PPD</td>
<td>2210</td>
<td>3,837</td>
<td>2,901</td>
<td>2,828</td>
<td>5,170</td>
<td>14,108</td>
</tr>
<tr>
<td>PP</td>
<td>3738</td>
<td>5,772</td>
<td>5,068</td>
<td>5,041</td>
<td>9,022</td>
<td>24,186</td>
</tr>
<tr>
<td>PPB-NDTS</td>
<td>-</td>
<td>-</td>
<td>62</td>
<td>80</td>
<td>63</td>
<td>189</td>
</tr>
<tr>
<td>Coach</td>
<td>10</td>
<td>183</td>
<td>324</td>
<td>244</td>
<td>336</td>
<td>1,600</td>
</tr>
<tr>
<td>P-NDTS</td>
<td>54</td>
<td>107</td>
<td>193</td>
<td>182</td>
<td>239</td>
<td>765</td>
</tr>
<tr>
<td>Overall</td>
<td>21,998</td>
<td>10,283</td>
<td>9,123</td>
<td>9,071</td>
<td>15,372</td>
<td>43,325</td>
</tr>
<tr>
<td>Industry Lead Body (ILB)</td>
<td>22</td>
<td>23</td>
<td>27</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

\(^{22}\) Laporan Statistik JPK from 2015- November 2019
F. National Definition of Terms Used

List all key terms used and the national official definition of each term. Include any special terms used for the purposes of the pilot sector and occupations (Table 8).\textsuperscript{23}

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>An assessment exercise to ascertain that the teaching and learning and all other related activities of a programme provided by a higher education and training provider have met the quality standards and in compliance with the Malaysian Qualifications Framework.</td>
</tr>
<tr>
<td>Accreditation of Prior Experiential Learning (APEL)</td>
<td>A systematic process that involves the identification, documentation and assessment of prior experiential learning, i.e., knowledge, skills and attitudes, to determine the extent to which an individual has achieved the desired learning outcomes, for access to a programme of study.</td>
</tr>
<tr>
<td>Approval</td>
<td>An authorisation to the HEP by the Ministry of Education to conduct a programme for any programme to be conducted by a higher education provider. The report from the successful Provisional Accreditation is one of the requirements to seek approval from the Ministry.</td>
</tr>
<tr>
<td>ASEAN Qualifications Reference Framework</td>
<td>A common reference framework which functions as a device to enable comparisons of qualifications across ASEAN Member States.</td>
</tr>
<tr>
<td>Course</td>
<td>An identifiable module or unit with credits, learning outcomes, content, assessment and other related matters which contribute to the attainment of one or more programme learning outcomes.</td>
</tr>
<tr>
<td>Credits</td>
<td>A quantitative measurement that represents the learning volume of academic load to achieve the respective learning outcomes. One credit is equivalent to 40 notional hours of learning.</td>
</tr>
<tr>
<td>Full Accreditation</td>
<td>MQA evaluation of a programme that has received Provisional Accreditation and is usually conducted when the first cohort of students is in the final year. Full accreditation entails the evaluation of the delivery of a provisionally accredited programme by examining all evidence of teaching, learning and assessment and achievement of learning outcomes to determine compliance with all standards.</td>
</tr>
<tr>
<td>Guidelines to Good Practices</td>
<td>MQA publications that provide guidelines to HEPs in developing and conducting their programmes. Most of these GGPs are an extension of,</td>
</tr>
</tbody>
</table>

\textsuperscript{23} AQRF Referencing Report, Malaysia
and complementary to, requirements of the Code of Practice for Programme Accreditation with focus on specific areas of evaluation.

| **Higher education provider** | A body corporate, organisations or other body of persons which conduct higher education or training programmes including skills training programmes leading to the award of a higher education qualification or which awards a higher education qualification and includes the public and private higher education providers, examination or certification bodies or their branches (S. 2(1), MQA Act, 2007) |
| **Learning Outcomes** | Statements that explain what students should know, understand and can do upon the completion of a period of study or training. |
| **Learning Outcomes Domains** | Learning domains that provide an organising scheme for the development of learning outcomes of the qualification. |
| **Accredited Center** | Accredited Center means a skills training provider authorized by the Director General to carry out an accredited program up to the award of a certificate. |
| **Technical and Vocational Education and Training** | In developing this TVET Standards, the Committee makes reference to the latest definition of TVET by UNESCO in 2015, which redefined TVET as: comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihood. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. This Document defines TVET as an education and training process that has occupational direction with a major emphasis on industry practices. It aims to produce competent workforce in related fields for the achievement of socio and economic objectives of the country. |

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25 Code of Practice For TVET Programme Accreditation (COPTPA), MQA & DSD.
Section 2: The Governance Structure and the responsibilities and legal basis of the competent body/ies and all relevant national bodies involved in the skills/competency assessment and certification

A. The Competent Body Mandate, Responsibilities and Activities

Malaysian Qualification Agency (MQA) is the national body to implement the Malaysian Qualification Framework (MQF), to accredit and regulate the quality and standard of higher education providers, to establish and maintain the Malaysian Qualification Register (MQR) and to provide for related matters.

In the case of accreditation of skills training programme or skills training qualification, the Agency (MQA) shall cooperate and coordinate with the Department of Skills Development (DSD) for the purpose of accreditation. In accordance with the provisions of the National Skills Development Act, 2006 (Act 652), the DSD accredits skills training programmes based on the NOSS; coordinate, regulate and promote the implementation of Malaysian Skills Certification System; develop, review and regulate NOSS according to industry requirements and promote skills training for the development and improvement of the abilities of a person needed for vocation. The DSD also plays a major role in formulating, promoting and coordinating industrial and vocational training strategies and programmes, including implementing national skills certification programme from Levels 1 to 5 of the MQF.

1.0 Department of Skills Development (DSD) Responsibilities

The DSD, under the Ministry of Human Resources, was established in May 1989 and was known as the National Vocational Training Council (NVTC). The NVTC was changed to the Department of Skills Development under the National Skills Development Act, 2006 (NASDA) or Act 652 on 1st September 2006.26 The NASDA

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provides for the DSD to carry out the functions of formulating, promoting and coordinating Malaysia’s vocational and industrial training in meeting the country’s needs for technological and economic development.

The Act specifically assigns the DSD with responsibilities to:

i. accredit skills training programme based on National Occupational Skills Standards (NOSS);

ii. coordinate, regulate and promote the implementation of the Malaysian Skills Certification System;

iii. develop, review and regulate NOSS according to industry requirements;

iv. promote skills training for the development and improvement of the abilities of a person needed for vocation.

As stated in S. 22 of the NASDA (2006), NOSS is used to develop a national curriculum for skills training programmes, which must be complied by all accredited skills programmes and used as a measure of proficiency leading to the Malaysian Skills Certificate. The NASDA (2006) also outlines other key provisions, among others, on the National Skills Development Council, accreditation, certification and recognition, appeal, inspections of providers, enforcement as well as offences and penalties.

2.0 Accreditation Process

The accreditation process consists of several stages27 (see Figure 9), as follows:

i. The TVET Provider submits the relevant documents to MQA or DSD for evaluation. This includes the programmes regulated by professional bodies. For programmes regulated by licensing authorities, prior approval by relevant authorities is necessary.

ii. MQA or DSD will scrutinise the documents to ensure that they are complete.

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27 Code of Practice For TVET Programme Accreditation (COPTPA), MQA & DSD.
iii. The respective agency will appoint a Panel of Assessors (POA) from the TVET Pool of Assessors endorsed by the Joint Technical Committee; the POA will commence the evaluation exercise based on the stipulated timeline and process.

v. The POA shall produce a report and recommendation of accreditation which will be presented to and endorsed by the Accreditation Committee of MQA or the Technical Committee of DSD.

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

Figure 9: The accreditation process flow
3.0 Criteria for Accreditation of Training Providers

In general, criteria for accreditation of training centres as set by Director Genera of the DSD are as follows:

i. Legally constituted training centre;
ii. NOSS-based training curriculum;
iii. Sufficient training tools, equipment and materials in accordance with NOSS;
iv. Sufficient qualified personnel (ratio of trainer to trainees, 1:25); and
v. Conducive training premises equipped with facilities and infrastructures.

B. The Performance and Achievement of the Competent Body/ies

The performance and achievement of the competent body in at least the last 5 years are as stated in the Table below. NOSS were develop according to the level. Overall NOSS that has been develop by the competent body (DSD) as of September 2019 is in total of 1,884 (Table 9).

Table 9: The Performance Achievement of the Competent Body

<table>
<thead>
<tr>
<th>National Occupational Skills Standard (NOSS) as of September 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td>No. National Competency Standard (NCS)</td>
</tr>
<tr>
<td><strong>NOSS Development</strong></td>
</tr>
<tr>
<td>Level 1</td>
</tr>
<tr>
<td>Level 2</td>
</tr>
<tr>
<td>Level 3</td>
</tr>
<tr>
<td>Level 4</td>
</tr>
<tr>
<td>Level 5</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td><strong>Accreditation Personnel</strong></td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td><strong>Accreditation Centre</strong></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Section 3. The procedures for assessment of skills and competencies and awarding of certificates and diplomas per Section 4 of the Guiding Principles including the basis for the officially promulgated skills/competency standards used in developing the assessment packages

A. The procedures for the development and application of competency standards, what bodies are involved, what are the basis of the standards and how the standards are deployed and published.

The procedures and basis for the development and application of competency standards, bodies involved and how the standards are deployed and published is discussed below. Basically the competency standards are developing and establish through National Occupational Skills Standards (NOSS).

The Director-General may authorise any person, organisation or other body of persons to develop the NOSS on his behalf. The DSD has set up Industry Lead Bodies (ILB) which represent specific industry sectors as strategic partners in determining the needs for the development of skilled workers, enhancing the acceptance of the skills-testing industry and becoming the driver of skilled worker development and training. Among ILB functions are the analysis of relevant occupations within specific industries, development of new the NOSS and periodic review of existing NOSS. Figure 10 shows the processes adopted in developing the NOSS. The NOSS is reviewed from time to time according to current needs of the relevant occupation. Any variation of any part of the NOSS shall be approved by the National Skills Development Council (NSDC). As a result of NOSS review, accredited centers are given ample time of 12 months for transition to fulfil requirements in the revised NOSS.\(^\text{28}\)

\(^{28}\) AQRF Referencing Report, Malaysia
To develop NOSS, a systematic development session is required (Figure11). NOSS was developed beginning with the Occupational Analysis (OA) until the establishment of the Curriculum of Competency Unit (CoCU) before it was approved by the Technical Committee and Valuation Standards (JTPS) & Standard Technical Committee (JTS). During these sessions some information such as Occupational Structure (OS), Occupational Area Structure (OAS), Competency Profile Chart (CPC), Standard Practice and Curriculum of Competency Unit (CoCU) was generated and included as content in NOSS.
The package of NOSS contains 3 elements namely Standard Practice (SP), Standard Content (SC) and Curriculum of Competency Unit (CoCU). As for Standard Practice, it is related to the background of the NOSS such as occupational structure, employment prospects, training, industrial recognition, other qualification and advancement and others which are related to the standard practice of the NOSS (Figure 12).
Meanwhile for the SC, it is divided into two competency profiles which is the Competency Profile Chart (CPC) and Competency Profile (CP). The CPC is related to the occupational competency and competency units that students must follow in order to be skilled. In the CPC there are also Core Competency Units (common / generic competencies to the job according to the industry) and elective competency (elective competency Units are the specific requirement in an industry / subsector / manufacturer). In the CP there is CU which has comprehensive breakdown of each work activities in a work cycle and the performance criteria that specifies the outcomes with regards to accomplishment of a specific job function that meets the standard. Each work activity may comprise of more than one performance criteria.

For CoCU it includes: 1) Knowledge of doing work activities; 2) Skills for performing Work activities; 3) Aspects of Attitude and Safety and the environment required when performing work; 4) Guidelines for training periods subject to the terms of the MOSQ section include activities such as Guided Training, Assessment and Self-Learning; 5) Recommended training delivery method and; 6) Guide to the recommended assessment criteria based on the SMART criteria: - S - Specific, M- Measurable, A- Achievable, R- Relevant and T- Timely.

Figure 12: NOSS Package

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30 Slides Induksi PP-PPD-PPB
B. The procedures for the assessment of competencies including the methods, the marking and grading, the accreditation of providers, the monitoring of providers’ activities, the training and accreditation of assessors, the monitoring of the activities and decisions of the assessors.

The fundamental of assessment, certification method and certification in Malaysian Skills Certification System (SPKM) is as shown in Figure 13 below.

Figure 13: Fundamental of Assessment, Certification Method and Certification in SPKM

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31 Structure of Personnel Assessment and Verification (PPV) SPKM, ciast.gov.my
1.0 Assessment of Student Learning

Since TVET is more practical in nature and oriented towards the world of work, its assessment methods need to confirm that an individual can satisfactorily perform a specific skill or competency according to standards set by the industry. As such, learning outcomes in TVET cannot be adequately measured through traditional means such as paper examination. Instead, more emphasis is given to finding suitable means to demonstrate TVET learners’ capacity to carry out assigned tasks in the workplace competently.

Competency-Based Assessment

i. Competency-based assessment is not a set of examinations, but rather it is the basis for certification of competency. It is carried out as a process for collecting evidence about the performance and knowledge of a person concerning an occupational/industry competency standard.

ii. Characteristics of competency-based assessment are:

a) It is based on standards that describe the expected level of job competency.

b) Standards include criteria that provide details of what are considered as a good job.

c) The assessment is individual, there is no comparison among candidates.

d) It provides a judgement to confirm whether the candidate is competent or not.

e) It is done, preferably, in real working situations.

f) It includes the recognition of acquired competencies as a result of job experience known as the “Recognition of Prior Learning (RPL)”.

g) It is a tool for the orientation of subsequent learning of the candidate. As such, it plays an important role in the development of skills and abilities of those assessed.

h) It forms the basis for the certification of job competency of the candidate.
iii. The assessment of competencies places emphasis on actual performance that is based on specified criteria. TVET assessment methods will depend on the specific requirements of each course/module, structure, level of study and learning/competency outcome.

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

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

v. The various aspects and suggested methods of assessment for skills competency are shown in the Table 10:

<table>
<thead>
<tr>
<th>Level</th>
<th>Type of Assessment (%)</th>
<th>Focus of Assessment (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continuous</td>
<td>Summative</td>
</tr>
<tr>
<td>Certificate / Level 1</td>
<td>70 - 100</td>
<td>0 - 30</td>
</tr>
<tr>
<td>Certificate / Level 2</td>
<td>70 - 100</td>
<td>0 - 30</td>
</tr>
<tr>
<td>Certificate / Level 3</td>
<td>70 - 100</td>
<td>0 - 30</td>
</tr>
<tr>
<td>Diploma / Level 4</td>
<td>50 - 100</td>
<td>0 - 50</td>
</tr>
<tr>
<td>Advanced Diploma / Level 5</td>
<td>50 - 100</td>
<td>0 - 50</td>
</tr>
</tbody>
</table>

Table 10: Assessment Methods

32 Code of Practice For TVET Programme Accreditation (COPTPA), MQA & DSD.
2.0 The Accreditation of Training Providers

Guidelines for Implementation and Accreditation of Qualifying Centers Under the Malaysian Skills Certification System Based on the National Occupational Skills Standard (NOSS) is intended to meet the requirements of implementing the Malaysian Skills Certification System through an accredited center (PB). These guidelines are the accreditation requirements set by the Director General of Skills Development under Section 28 of the National Skills Development Act 2006 [Act 652] and should be read in conjunction with the COPTA.

3.0 Accreditation Criteria for Accredited Center (AC)

A Skills Training Provider (PLK) who wants to become a Center, the accredited (PB) must meet the following criteria (Figure 14):

i. Ownership of Skills Training Providers

   The PLK has been established and legally registered,
   a. As a Private Limited Company (Sendirian Berhad) or Public Limited Company (Berhad) with the capital of minimum RM50,000.00;
   b. Associations/organizations registered with the Registration Department Malaysian Organization; or
   c. It has been registered as a training institution by any government agency in accordance with any applicable legal provisions.

ii. Training Premises

   The PLK must meet the following requirements:
   a. Owning a premises or renting any premises with a remaining lease term of not less than one (1) year;
   b. Obtained approval from local authorities and the Fire Department for operating purposes;
   c. Obtained approval from law enforcement agencies for specific areas of expertise; (example: get government agency approval for areas

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related to the Department of Health, Department of Occupational Safety and Health, etc);

d. Ensuring premises are in a conducive and safe environment for training; and

e. Use of additional training premises must be approved by DSD.

iii. Name of Certified Center

The name of the accredited center should reflect a skills training institution and approved by the Director General (DG) and comply with the following:

a. Does not match with other PB names;

b. Not related to the name of the DSD or the section under the DSD or anything related to the DSD; and

c. Does not reflect business or company entity.

iv. Training Curriculum

The training curriculum should be developed according to the latest NOSS.

v. Physical accommodation

The PLK should provide physical facilities based on the programs requested including infrastructure and equipment facilities, equipment and training materials.

vi. Commissioning Personnel

Any training provider applying for accreditation should appoint accrediting personnel consisting of Certified Center Managers (PPBs), Internal Audit Officers (PPDs) and Assessors (PPs). PPs need to be nominated for each program while PPDs are appointed by sub-sector. The accredited PLK must ensure that accrediting personnel apply for a Certificate of Eligibility as an Authorization Personnel online.
C. The procedures for the awarding of certificates and credentials by the competent authority/ies.

The procedures for the awarding of certificates and credentials were established by the Department of Skills Development (DSD) as a competent authority. Candidates are only awarded Certificates after meeting the following requirements:

i. End the training period as determined successfully; and  
ii. Achieve the required skill level; and  
iii. Performed in National Competency Standard (NCS) - Core Abilities as required in the National Competency Standard (NCS) - Core Abilities Implementation Guide.  
iv. For those who do not reach proficiency level no Certificate will be issued by the Department.
Training and assessment of competencies in Figure 15 shows the process of the assessment starts from the students registration at the Accredited Center (AC) until issuing certificate. Details of the authority is as stated below:

i. **Who assess the candidate?**
   A qualified external verifier is appointed among pool of assessors by the DSD to evaluate the candidate for certification which subject to quality procedures.

ii. **How are assessors quality assured?**
   A qualified external verifier must meet all criteria such as has been approved as expert in particular sector and subsector (limited to only one sector of expertise), pass specified examination and courses and possess skills certificate in that particular program.

iii. **How are assessments quality assured?**
   The candidate must pass all competencies in NOSS (both theoretical and practical components) for that particular program, core abilities modules, industrial training and final project components will be considered competent.

iv. An external verifier verifies and endorses the candidate’s competencies and recommend for certification.
D. **The procedures for the collation and management of data on assessment and certification by the competent authority/ies.**

The procedures for the collation and management of data on assessment and certification by the competent authority/ies are through Malaysian Qualification Register (MQR) and can be viewed through Malaysia Skills Credits System (SKKM) of the skills/competency assessment and certification system of Malaysia.
1.0 Malaysian Qualifications Register (MQR)

The procedures for the collation and management of data on assessment and certification by the competent authority/ies are stated in the Section 81 of the Malaysian Qualifications Agency Act 2007 (Act 679) provides that the Agency shall establish and maintain a national register known as the Malaysian Qualifications Register (MQR), containing programmes, qualifications and higher education providers accredited under the Act.

The MQR is the reference point for accredited programmes awarded by higher education providers. These programmes or qualifications (i.e. certificate, diploma, advanced diploma, or degree) must conform to the Malaysian Qualifications Framework.

The objectives of the MQR are:

1. to provide information on accredited programmes and qualifications;
2. to enable stakeholders to know, understand and make comparison on the features of a qualification and its relationship with other qualifications;
3. to facilitate the credit transfer process.

Currently, the information in the MQR are as follows:

1. name and address of the higher education institution
2. application reference number
3. name of the qualification
4. field of the qualification
5. validity period
6. qualification level
7. credit requirements to graduate and
8. mode and duration of study.

MQR is one of the main features of MQF. It plays a significant role in ensuring that accredited higher education qualifications are registered and made available for
reference to all stakeholders. Higher education providers, both local and foreign, may apply to have their qualifications registered in the MQR provided that the programmes fulfill the standards and criteria set and are accredited. The MQR also contains information on the credit requirements of each qualification or programme, and thus facilitate the credit transfer process from one level to another.

The information in the MQR can also be used for certification or clarification regarding any registered qualification. Any interested party may refer to the MQR in order to obtain verification on the status of any qualification. An extract from the MQR is available upon request.

2.0 Malaysia Skills Credits System (SKKM) of the Skills/Competency Assessment and Certification

The Malaysian Skills Credit System (SKKM) is a platform of data management of skill certification and accreditation through the web application www.skkm.gov.my has been used in stages according to the modules that have been developed and established in 2019. Accredited Centers, Personnel and RPL applications use the SKKM application system and also data management including Star Rating, SKM reviews, Special Assessment RPL reviews, Personnel of Accredited Centers, SKM by RPL, SKKM Personnel Trainer and Application Review, Accredited Center List, List of Programme by Accredited Center, List of NOSS and Registered NOSS are available through this SKKM system.

E. Subsidiary procedures being implemented for alignment to the specific requirements of the competency certification in the Tourism sector and the selected Tourism occupations

There are actually no subsidiary procedures being implemented for alignment to the specific requirements of the competency certification in the tourism sector and the selected occupations which is Food and Beverages Service Operation, Bakery Production and Housekeeping. The procedures for the development and application of the competency standard and certification system is common with other sector which follow the Malaysian Qualification Framework (MQF) and Code of Practice for
TVET Programme Accreditation (COPTPA). The competent body that responsible is the Department of Skills Development (DSD) and the Malaysian Association of Hotel (MAH) will be the Industry Lead Body (ILB) represent Tourism sectors will be involved in the process of developing the standards. The number and NOSS title under Tourism Sector are shown in Table 11. Meanwhile Table 12 shown the number of registered and certified of Tourism sector qualification within 5 years and Table 13 show the number of Accredited Center (AC) certified by Program within 5 years of Tourism sector related qualification.

Table 11: Number and NOSS Title under Tourism Sector

<table>
<thead>
<tr>
<th>No.</th>
<th>NOSS Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Food &amp; Beverage Service Operation</td>
</tr>
<tr>
<td>2</td>
<td>Food &amp; Beverage Operation Supervision</td>
</tr>
<tr>
<td>3</td>
<td>Housekeeping Operation</td>
</tr>
<tr>
<td>4</td>
<td>Housekeeping Operation Supervision</td>
</tr>
<tr>
<td>5</td>
<td>Stewarding Operations Control</td>
</tr>
<tr>
<td>6</td>
<td>Stewarding Management</td>
</tr>
<tr>
<td>7</td>
<td>Front Office Administration</td>
</tr>
<tr>
<td>8</td>
<td>Front Office Management</td>
</tr>
<tr>
<td>9</td>
<td>Reservation, Revenue &amp; Distribution (RRD) Administration</td>
</tr>
<tr>
<td>10</td>
<td>Reservation, Revenue &amp; Distribution (RRD) Management</td>
</tr>
<tr>
<td>11</td>
<td>Water-Based Adventure Tour Guiding</td>
</tr>
<tr>
<td>12</td>
<td>Rooms Reservation Operation</td>
</tr>
<tr>
<td>13</td>
<td>Front Office Operation</td>
</tr>
<tr>
<td>14</td>
<td>Stewarding Operations</td>
</tr>
<tr>
<td>15</td>
<td>Stewarding Operations Supervision</td>
</tr>
<tr>
<td>16</td>
<td>Land Based Adventure Tour Guiding</td>
</tr>
<tr>
<td>17</td>
<td>Homestay Operation</td>
</tr>
<tr>
<td>18</td>
<td>Homestay Coordination &amp; Supervision</td>
</tr>
<tr>
<td>19</td>
<td>Travel Consultation Administration</td>
</tr>
<tr>
<td>20</td>
<td>Travel Consultation Management</td>
</tr>
<tr>
<td>21</td>
<td>MICE Hosting Service Liaison</td>
</tr>
<tr>
<td>22</td>
<td>Scuba Dive Maintenance</td>
</tr>
<tr>
<td>23</td>
<td>Travel Consultation</td>
</tr>
<tr>
<td>24</td>
<td>Floral Designing</td>
</tr>
<tr>
<td>25</td>
<td>Car Rental Operation Control</td>
</tr>
<tr>
<td>26</td>
<td>Car Rental Operation Control</td>
</tr>
<tr>
<td>27</td>
<td>Car Rental Operation (T3)</td>
</tr>
<tr>
<td>28</td>
<td>Scuba Dive Operation Management (T4)</td>
</tr>
<tr>
<td>29</td>
<td>Scuba Dive Operation Management (T5)</td>
</tr>
<tr>
<td>30</td>
<td>Scuba Dive Operation (T3)</td>
</tr>
<tr>
<td>31</td>
<td>Laundry Service Operation (T3)</td>
</tr>
<tr>
<td>32</td>
<td>Laundry Management (T4)</td>
</tr>
</tbody>
</table>
### Table 12: Number of Registered and Certified Within 5 years of Tourism Sector Qualification

<table>
<thead>
<tr>
<th>No.</th>
<th>NOSS Title</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Registered</td>
<td>Certified</td>
<td>Registered</td>
<td>Certified</td>
<td>Registered</td>
</tr>
<tr>
<td>1</td>
<td>Front Office Operation</td>
<td>257</td>
<td>194</td>
<td>265</td>
<td>287</td>
<td>327</td>
</tr>
<tr>
<td>2</td>
<td>Guest Service Operation</td>
<td>265</td>
<td>287</td>
<td>327</td>
<td>120</td>
<td>195</td>
</tr>
<tr>
<td>3</td>
<td>Housekeeping Operation</td>
<td>109</td>
<td>92</td>
<td>66</td>
<td>2</td>
<td>67</td>
</tr>
<tr>
<td>4</td>
<td>Housekeeping Operation Supervision</td>
<td>52</td>
<td>136</td>
<td>109</td>
<td>92</td>
<td>66</td>
</tr>
<tr>
<td>5</td>
<td>Laundry Service Operation</td>
<td>657</td>
<td>622</td>
<td>987</td>
<td>769</td>
<td>714</td>
</tr>
<tr>
<td>6</td>
<td>Food &amp; Beverage Service Operation</td>
<td>203</td>
<td>291</td>
<td>628</td>
<td>235</td>
<td>464</td>
</tr>
<tr>
<td>7</td>
<td>Food &amp; Beverage Operation Supervision</td>
<td>361</td>
<td>424</td>
<td>346</td>
<td>418</td>
<td>198</td>
</tr>
<tr>
<td>8</td>
<td>Bakery Production</td>
<td>201</td>
<td>147</td>
<td>231</td>
<td>173</td>
<td>195</td>
</tr>
<tr>
<td>9</td>
<td>Pastry Production</td>
<td>1348</td>
<td>967</td>
<td>2014</td>
<td>1662</td>
<td>1502</td>
</tr>
<tr>
<td>10</td>
<td>Pastry Production</td>
<td>382</td>
<td>317</td>
<td>695</td>
<td>444</td>
<td>506</td>
</tr>
<tr>
<td>11</td>
<td>Barista Services</td>
<td>2773</td>
<td>1742</td>
<td>4455</td>
<td>3674</td>
<td>3635</td>
</tr>
<tr>
<td>12</td>
<td>Barista Services Operation</td>
<td>883</td>
<td>411</td>
<td>2417</td>
<td>970</td>
<td>1663</td>
</tr>
</tbody>
</table>
Table 13: Number of Accredited Center (AC) Certified by Program Within 5 years of Tourism Sector Related Qualification.

<table>
<thead>
<tr>
<th>No.</th>
<th>NOSS Title</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Active Until 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Front Office Operation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Guest Service Operation</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Housekeeping Operation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Housekeeping Operation Supervision</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Laundry Service Operation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Housekeeping Operation</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>Food &amp; Beverage Service Operation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Food &amp; Beverage Operation Supervision</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Food And Beverage Service Operation</td>
<td>6</td>
<td>13</td>
<td>24</td>
<td>13</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>10</td>
<td>Food And Beverage Service Operation</td>
<td>7</td>
<td>11</td>
<td>21</td>
<td>16</td>
<td>5</td>
<td>37</td>
</tr>
<tr>
<td>11</td>
<td>Barista Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Barista Services Operation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Bakery Production</td>
<td>1</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td>Bakery Production</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>Pastry Production</td>
<td>2</td>
<td>14</td>
<td>37</td>
<td>18</td>
<td>12</td>
<td>65</td>
</tr>
<tr>
<td>16</td>
<td>Pastry Production</td>
<td>5</td>
<td>20</td>
<td>8</td>
<td>29</td>
<td>17</td>
<td>53</td>
</tr>
<tr>
<td>17</td>
<td>Food Preparation &amp; Production</td>
<td>12</td>
<td>73</td>
<td>64</td>
<td>13</td>
<td>93</td>
<td>163</td>
</tr>
<tr>
<td>18</td>
<td>Food Preparation &amp; Production</td>
<td>11</td>
<td>21</td>
<td>36</td>
<td>40</td>
<td>15</td>
<td>88</td>
</tr>
</tbody>
</table>

The occupations that has been decided to be piloted are; 1) Food and Beverages Service Operation; 2) Bakery Production; and 3) Housekeeping (Table 14). The pilot occupations shown in in the table is the qualification, level and the learning outcomes of the occupations.

Table 14: Pilot Occupation and the Learning Outcomes
<table>
<thead>
<tr>
<th>Qualification</th>
<th>Level</th>
<th>Learning Outcomes/ Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food and Beverages Service Operation</strong></td>
<td>II</td>
<td><strong>Basic Competencies:</strong></td>
</tr>
<tr>
<td>I561-002-2:2018</td>
<td></td>
<td>1) Take food order and provide courteous table service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Provide advice to patrons on food and beverages services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Process transactions for purchase of goods or services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5) Clean and tidy bar and food services areas</td>
</tr>
<tr>
<td><strong>Core Competencies:</strong></td>
<td></td>
<td><strong>1) F&amp;B Safety, Health, Hygiene and Sanitation Practice</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upon completion of this competency unit, trainees shall be able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Identify safety, health, hygiene and sanitation practices requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Carry out wiping &amp; polishing of tools, tableware and equipment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Check safety, health and hygiene practices conformance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Perform waste segregation</td>
</tr>
<tr>
<td><strong>2) F&amp;B Pre-Preparation Operation</strong></td>
<td></td>
<td>(Mise-en-place)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upon completion of this competency unit, trainees shall be able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Set up banquet event.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Set up restaurant operation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Set up in-room dining operation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Set up bars operation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e) Set up lounge event operation.</td>
</tr>
<tr>
<td><strong>3) Perform waste segregation</strong></td>
<td></td>
<td>Upon completion of this competency unit, trainees shall be able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Carry out guest welcoming.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Present menu to guest.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Carry out placing order.</td>
</tr>
<tr>
<td><strong>4) F&amp;B Serving</strong></td>
<td></td>
<td><strong>Upon completion of this competency unit, trainees shall be able to:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Identify guest food and beverage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Serve guest food and beverage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Deliver guest bill.</td>
</tr>
<tr>
<td><strong>5) F&amp;B Billing &amp; Cashiering</strong></td>
<td></td>
<td><strong>Upon completion of this competency unit, trainees shall be able to:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Setup POS.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Carry out guest billing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Carry out POS closing.</td>
</tr>
<tr>
<td><strong>Elective Competencies:</strong></td>
<td></td>
<td>1) Alcoholic Beverage Preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Provide room service</td>
</tr>
<tr>
<td><strong>Bakery Production</strong></td>
<td>II</td>
<td><strong>Basic Competencies:</strong></td>
</tr>
<tr>
<td>HT-013-2:2011</td>
<td></td>
<td>o Prepare and produce yeast goods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Prepare bakery products for patisserie</td>
</tr>
<tr>
<td><strong>Core Competencies:</strong></td>
<td></td>
<td><strong>1) Safety, Health and Hygiene Practices</strong></td>
</tr>
</tbody>
</table>
Upon completion of this competency unit, trainees shall be able to:

a) Identify safety, health and hygiene practices requirements
b) Plan safety, health and hygiene practices activities
c) Carry out safety, health and hygiene practices
d) Evaluate safety, health and hygiene practices conformance
e) Report safety, health and hygiene practices activities

2) **Sweet and Savoury Filling Preparation**
Upon completion of this competency unit, trainees shall be able to:

a) Identify sweet and savoury filling preparation requirements
b) Prepare sweet and savoury filling *mise en place*
c) Carry out sweet and savoury filling preparation
d) Carry out filling end product storage
e) Evaluate sweet and savoury filling quality and quantity
f) Record sweet and savoury filling preparation activities

3) **Doughnut Preparation**
Upon completion of this competency unit, trainees shall be able to:

a) Identify doughnut preparation requirements
b) Prepare doughnut *mise en place*
c) Carry out doughnut preparation
d) Carry out doughnut finishing and decoration
e) Evaluate doughnut quality and quantity
f) Record doughnut preparation activities

4) **Bun Preparation**
Upon completion of this competency unit, trainees shall be able to:

a) Identify bun preparation requirements
b) Prepare bun *mise en place*
c) Carry out bun preparation
d) Carry out bun finishing and decoration
e) Evaluate bun quality and quantity
f) Record bun preparation activities

5) **Pizza Preparation**
Upon completion of this competency unit, trainees shall be able to:

a) Identify pizza preparation requirements
b) Prepare pizza *mise en place*
c) Carry out pizza preparation
d) Carry out pizza finishing work
e) Evaluate pizza quality and quantity
f) Record pizza preparation activities

6) **Muffin Preparation**
Upon completion of this competency unit, trainees shall be able to:

a) Identify muffin preparation requirements
b) Prepare muffin *mise en place*
c) Carry out muffin preparation
d) Carry out muffin finishing work
e) Evaluate muffin quality and quantity
f) Record muffin preparation activities

7) **Bakery Product and Material Handling**
Upon completion of this competency unit, trainees shall be able to:

Identify bakery product and material handling requirement

a) Plan bakery product and material handling activities
<table>
<thead>
<tr>
<th>Qualification</th>
<th>Level</th>
<th>Learning Outcomes/Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housekeeping</td>
<td>II</td>
<td><strong>Basic Competencies</strong></td>
</tr>
<tr>
<td>I551-003-2:2018</td>
<td></td>
<td>Cleaning and servicing assigned rooms or areas according to established standards and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Core Competencies</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Guest Room Cleaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Housekeeping Guest Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Public Area &amp; Facility Maintenance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Laundry Valet/ Linen Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Elective Competencies</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Mini Bar Services</td>
</tr>
</tbody>
</table>

b) Carry out bakery product and material handling
c) Evaluate bakery product and material handling effectiveness
d) Record bakery product and material handling activities

**Elective Competencies:**
1) Bakery Product Sales and Marketing
Section 4: The link between the qualifications levels denoted in the certificates and diplomas issued with the National Qualifications Framework (NQF) levels and level descriptors

A. The levels and level descriptors of the Malaysian Qualifications Framework (MQF) and the levels and level descriptors of the qualifications for which competency certificates are being issued by the competent body/ies.

The Malaysian Qualifications Framework (MQF) is Malaysia’s declaration about its qualifications and their quality in relation to its education system. With the 11th Malaysian Development Plans (2015-2020), the scope of MQF refers to qualifications types from two sectors, i.e., academic and TVET sectors. The Framework, a single and unifying framework of all qualifications in Malaysia, describes the levels of learning, generic learning outcomes, level descriptors, credits and single qualification title for each level to be applied in both academic and TVET type qualifications.

For the purpose of MQF, academic qualifications are qualifications which include general education or discipline-oriented programmes from level 1 to 8 for the purposes of advancement to higher education, career, and professional practice and employment opportunities in various sectors. They are offered by various HEPs. The bachelor degrees and a few diploma qualifications which are recognised by the various statutory professional bodies in Malaysia, enable graduates to be registered as professionals to practice their professions.\textsuperscript{34}

As stated in the Malaysian Qualifications Framework (MQF) 2nd Edition\textsuperscript{35} Technical and Vocational Education and Training (TVET) qualifications is stated as follows:

i. The Framework addresses post-secondary TVET type qualifications within the higher education and training sector. The qualifications are mainly issued by HEPs which are both public and private universities/colleges, polytechnics, community and the recently established vocational colleges, and are governed

\textsuperscript{34} Malaysian Qualifications Framework (MQF) 2nd Edition

\textsuperscript{35} Malaysian Qualifications Framework (MQF) 2nd Edition
by the Education Act 1996 and the Private Higher Educational Institutional Act 1996. In addition, the accredited skills training institutions, regulated under the National Skills Development Act 2006, also issue qualifications to trainees while others deliver training programmes with qualifications incorporating specific National Occupational Skills Standard (NOSS) with certifications conferred by the Department of Skills Development of the Ministries of Human Resource to the trainees.

ii. TVET education and training in Malaysia has an emphasis on industry practices with its main objective to produce industry relevant competent work force to buttress the country’s socio-economic objectives. The generic learning outcomes clusters that apply to all TVET qualifications include knowledge and cognitive skills, functional and work skills and specific industry-appropriate competencies. The differences in the various programmes and levels include specialised technical and vocational knowledge as well as agreed occupational standards of specific industries. At least 60% of the programmes will be made up of practical components which emphasise psychomotor skills strengthened further through industrial exposure and training as part of the curriculum.

iii. At levels 4 and 5, learners should be able to continue with their education, in a similar or related TVET field programme, at an HEP offering higher technical/vocational programme of study.

iv. The application of the learning outcomes in each level is situational-based, and depends on the complexity of tasks, study and work to be performed. The level descriptors explain the context of application of the learning outcomes broadly and are often influenced by levels of autonomy and responsibility. The levels build the knowledge, various skills and learners’ development progressively and incrementally.

v. As a general practice, individual programmes design should address the clusters of learning outcomes appropriately. It describes the general and specific content for knowledge and skills in a subject(s) and related field(s), the level of cognitive skills, and where relevant the specialised technical skills. The other generic skills are capabilities that all learners should develop in the course of further study and training, whether by specialised courses or

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36 Laws of Malaysia - Act 550 - Education Act 1996, As at 1 January 2012
integrated in the teaching and learning strategies including WBL options and co-curricular activities.

vi. A programme’s objectives and learning outcomes reflect what it intends the learner to achieve. It is crucial for these objectives and learning outcomes to be expressed explicitly and made known to learners and other stakeholders alike. Objectives are described in broad and general statements of learning and teaching indication, encapsulating the general contents and direction of a programme.

vii. A clear and appropriate statement of objectives forms an important element in programme design and quality assurance, and it focuses on student learning experiences. An appropriate formulation of objectives enables a clear understanding of what the programme intends to achieve. The programme objectives must be consistent with and supportive of the vision, mission and goals of the TVET provider. Following are the suggested TVET programme objectives for each level (see Table 15):

<table>
<thead>
<tr>
<th>Level</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To provide learners with simple basic knowledge and understanding, and basic skills to carry out simple, highly routine and repetitive tasks for work and/or study. (Basic 3Rs and literacy)</td>
</tr>
<tr>
<td>2</td>
<td>To provide learners with introductory knowledge, basic skills and competencies to progress in their studies and/or work.</td>
</tr>
<tr>
<td>3</td>
<td>To provide learners with fundamental, theoretical and/or technical/operational knowledge, skills and attitudes as well as entrepreneurial skills for further study and/or work.</td>
</tr>
<tr>
<td>4</td>
<td>To provide learners with broad knowledge, technical and/or non-technical skills relevant to an area of study and/or work with moderate autonomy and responsibilities, with some level of creativity and management skills subject to broad guidance and direction.</td>
</tr>
<tr>
<td>5</td>
<td>To provide learners with advanced knowledge as well as cognitive, practical, technical and/or professional skills, with greater autonomy and higher responsibilities in managing one or more specialised area of study or work.</td>
</tr>
</tbody>
</table>

viii. The MQF has eight (8) Levels of qualifications differentiated by descriptors of expected learning outcomes along the generic learning outcomes clusters

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37 Code of Practice for TVET Programme Accreditation (COPTPA), MQA & DSD-page 6.
that apply to all TVET qualifications include knowledge and cognitive skills, functional and work skills and specific industry-appropriate competencies. Table 16.

Table 16: The levels and level descriptors of the Malaysian Qualifications Framework (MQF)\(^{38}\)

<table>
<thead>
<tr>
<th>MQF LEVEL</th>
<th>Summary of Learners’ Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 CERTIFICATE</td>
<td>• Learners will have basic, foundational or general knowledge and skills.</td>
</tr>
<tr>
<td></td>
<td>• Perform basic and/or highly routine tasks under guidance.</td>
</tr>
<tr>
<td></td>
<td>• Prepare for further learning and being responsible ethical workers.</td>
</tr>
<tr>
<td></td>
<td>• Awareness of community as well as local and national institutions</td>
</tr>
<tr>
<td></td>
<td>• Curiosity of the world beyond self.</td>
</tr>
<tr>
<td>Level 2 CERTIFICATE</td>
<td>• Learners will have factual knowledge and skills to carry out work in a well-defined environment as responsible and ethical worker.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate interest to undertake further studies as well as make a commitment to lifelong learning.</td>
</tr>
<tr>
<td></td>
<td>• Develop skills to engage with local communities.</td>
</tr>
<tr>
<td></td>
<td>• Develop basic proficiency in one other language [e.g. English]</td>
</tr>
<tr>
<td>Level 3 CERTIFICATE</td>
<td>• Learners will have the fundamental, theoretical and technical knowledge of facts and principles at an intermediate level. Demonstrate balanced operational skills as required.</td>
</tr>
<tr>
<td></td>
<td>• Show an interest in pursuing further studies in specific subjects or disciplines pertaining to their field of interest or work.</td>
</tr>
<tr>
<td></td>
<td>• Acquired elementary proficiency in one additional language [e.g. English].</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate age-appropriate local civic engagement and awareness of global issues</td>
</tr>
<tr>
<td>Level 4 DIPLOMA</td>
<td>• Learners will have a broad knowledge of the general theories, principles and demonstrate skills in a focused area of study/discipline enabling them to undertake specialized work leading to a career path in technical, professional or management fields.</td>
</tr>
<tr>
<td></td>
<td>• Learners express interest in pursuing further education.</td>
</tr>
<tr>
<td></td>
<td>• Learners will have a commitment for appropriate ethical behavior and express an appreciation of national aspirations within global perspectives.</td>
</tr>
<tr>
<td>Level 5 ADVANCED DIPLOMA</td>
<td>• Learners have significant theoretical and technical knowledge. Can deal with complex situations at work and show an ability to understand and comply with, organizational and professional demands.</td>
</tr>
<tr>
<td></td>
<td>• Learners will have an ability to apply sustainable practices ethically and in the context of local and global work and social environment.</td>
</tr>
<tr>
<td>Level 6 BAHELOER GRADUATE CERTIFICATE/DIPLOMA</td>
<td>• Learners will demonstrate a thorough comprehension of broad based and coherent body of knowledge and skills for para and full professional work embedding research, innovation and creativity in specialized areas.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate professionalism, resilience commitment to an ethical work culture, sustainability issues and an awareness of global citizenship in alignment with national aspirations.</td>
</tr>
<tr>
<td>Level 7 MASTERS POSTGRADUATE CERTIFICATE/DIPLOMA</td>
<td>• Learners at this level will demonstrate a mastery of knowledge in specific field/fields of study/work and through further learning, research, and/or professional practice; and buttressed by a comprehension of strong theoretical knowledge, critical thinking, creative and innovative skills.</td>
</tr>
<tr>
<td></td>
<td>• They will also be able to generate new solutions to problems.</td>
</tr>
<tr>
<td></td>
<td>• They operate with confidence, knowledge and skills both in Malaysia/ASEAN as well as the wider world.</td>
</tr>
<tr>
<td>Level 8 DOCTORAL</td>
<td>• Learners will demonstrate critical understanding of the most advanced knowledge at the frontiers of a field of study or professional practice.</td>
</tr>
<tr>
<td></td>
<td>• Independently conduct, manage, and lead advanced research which contributes to substantial, new and original knowledge, and/or professional practice.</td>
</tr>
<tr>
<td></td>
<td>• Produce research outputs in the form of a thesis, patents, products, new advanced professional practice or advanced technologies, creative models or works of art, or music.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate capacities to present and defend points of view, thesis and ideas in area(s) of expertise with knowledge and confidence.</td>
</tr>
</tbody>
</table>

\(^{38}\) Malaysian Qualifications Framework (MQF) 2nd Edition
B. The Link Between the Levels of The MQF and the Levels for Competency Certificates Awarded

The MQF has eight levels of qualifications in three national higher education sectors and is supported by lifelong education pathways. The sectors are (a) Academic Sector; and (b) TVET Sector (Figure 16).³⁹

i. Levels 1 to 3 are Skills Certificates awarded by the Skills Sectors. For the Academic and Vocational and Technical Certificates are at Level 3. Meanwhile, Diploma and Advanced Diploma are at Levels 4 and 5. Bachelor’s Degree is at Level 6, Master’s Degree at Level 7 and Doctoral Degree at Level 8.

<table>
<thead>
<tr>
<th>MQF Level</th>
<th>Minimum Graduating Credit</th>
<th>Academic Sector</th>
<th>TVET Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>No credit rating</td>
<td>PhD by Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>Doctoral Degree by Mixed Mode &amp; Coursework</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>No credit rating</td>
<td>Master’s by Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>Master’s by Mixed Mode &amp; Coursework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Postgraduate Diploma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Postgraduate Certificate</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>Bachelor’s degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>66*</td>
<td>Graduate Diploma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>36*</td>
<td>Graduate Certificate</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>Advanced Diploma</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>15</td>
<td>Certificate</td>
<td></td>
</tr>
</tbody>
</table>

Figure 16: Malaysian Qualifications Framework (MQF) 2nd Edition and Lifelong
Attached below is facsimile presented linking between the levels of occupation,

³⁹ Malaysian Qualifications Framework (MQF) 2nd Edition
occupation and Accredited Center (AC) for Malaysian Skills Certificate (SKM) awarded by the competent body which is the Department of Skills Development (DSD) (Figure 17).

Figure 17: Malaysian Qualifications Framework (MQF) 2nd Edition and Lifelong
Section 5: The quality assurance system covering the skills/competency standards development and approval, the assessment and certification procedures as linked to:

i. The Guiding Principles and Protocols for Competent Bodies and Providers of Assessment Services (Section 4 of AGP Book)

ii. Alignment with the AMS Report for Criterion 6 of the AQRF Referencing Guidelines

A. The system by which the procedures for competency standards development, assessment, certification and data management are quality assured to ensure the trust and confidence on the qualifications awarded

The system by which the procedures for competency standards development, assessment, certification and data management are quality assured to ensure the trust and confidence on the qualifications awarded has several process which will be discussed below.

1.0 Program Accreditation Application Process

One of the quality assurance system applied for competency standard and certification is the Program Accreditation Application Process. To award a certificate for authorization for a program to be accredited, Accredited Center (AC) must start with specify the authorized field, identify NOSS and carry out NOSS needs analysis before submit the application (Figure 18).
Figure 18: Program Accreditation Application Process

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2.0 How are the Accredited Centre (AC) are approved?

To accredited a Training Provider (TP) several processes is implemented before it is approved (Figure 19);

i. The Training Provider (TP) submits the required documents for program accreditation to DSD for evaluation.

ii. The DSD scrutinises the documents to ensure that they are complete.

iii. The DSD appoints a Panel of Assessor (POA) from Pool of Assessor and they will commence the evaluation exercise based on the stipulated timeline and process.

iv. The POA then produce a report and recommendation of accreditation which will be presented to and endorsed by the Technical Committee of DSD.

v. The Accredited Centre (AC) will be awarded the approval letter for that particular programme together with the accreditation certificate. The AC/program will be listed in AC registry (link to MQR of MQA, http://www2.mqa.gov.my/mqr/ ).
3.0 **How the Accredited Centre (AC) are monitored?**

The Accredited Center (AC) maintain the quality assurance of Malaysian Skills Certification System throughout the accreditation period and establish AC Assessment Panel and Technical Advisory Committee (TAC) as Internal Quality Assurance system at AC. As for the competent body, Department of Skills Development (DSD) conducts regular monitoring and inspection visit to ensure the AC complies with all requirements (Figure 20). Rating Program is conducted for every 2 years as an effort to enhance
the culture of continuous quality improvement in the AC, which complements the QA process of the DSD. the training and accreditation of assessors, the monitoring of the activities and decisions of the assessors.

![Diagram showing the supervision and training and assessment process for an accredited center.](image)

**Figure 20**: Supervision and Training and Assessment of Accredited Center

### 4.0 The Procedures for Competency Assessment and Certification

The procedures for competency assessment and certification is design to ensure the trust and confidence on the qualifications as well as the quality of the qualifications. For the Quality Assurance of Assessment System for Certificate, it requires certain criterions for one candidate to be certified as competent such as stated in Figure 20. Beside that there are several external quality assurance certificates, international

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recognition and Star Rating system establish or being implemented to assure the quality of skills competency and certificates awarded for Malaysian Skills Certification (SKM).

Figure 20: Quality Assurance of Assessment System for Certification

5.0 External Certification Related to Malaysian Skills Certificates (SKM)

i. MS ISO 9001: 2015 Certification

As a coordinating agency in the skills training system, the role and responsibilities of the DSD are very important in meeting the needs of high skilled labor. This is in line with the country's aspiration to transform Technical Vocational Education and Training (TVET) to meet industry demand the 60% of jobs created during the 11th Malaysian Plan (RMK 11) which is expected to

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require TVET qualification. This, in turn, makes TVET an important platform for enhancing Malaysia's skilled workforce.

To achieve this goal, the DSD is committed to producing competent skilled workers through the Malaysian Skills Certification System (SPKM) efficiently, transparently, effectively and quality to meet the needs of stakeholders and customers in line with the established Quality Management System (SPK).

The DSD is also committed to making continuous improvements to the SPK and re-evaluating the quality objectives set to ensure that they are always relevant and appropriate in line with the advancement of technology and customer requirements from time to time. To ensure that each of the services and products provided to the customer meets the standard and systematically standardized standards, the DSD’s Quality Management System (SPK) has received the MS ISO 9001: 2015 certification from The International Certification Network (IQNet) and SIRIM QAS International Sdn. Bhd. from March 9, 2018 to March 8, 2021.

There are four (4) major processes involved in this certification:

a) Accreditation of Skills Training Program for Newly Accredited Centers;
b) Development of the National Employment Skills Standard (SKPK);
c) Accreditation of New NDTS Certified Center; and
d) Inspection Visit Under Act 652.

ii. EKSA Certification

In order to realize the Department's aspiration to produce a skilled workforce, the DSD management system needs to be in a first-class environment. As such, 5S practices have been identified as a management tool that can help increase productivity as well as produce competitive employees. DSD has successfully received 5S certification from Malaysia Productivity Corporation (MPC) June 16, 2014 through June 15, 2015.
It is not enough that the Department is also committed to improving the work environment of the Department with the implementation of the Public Sector Conducive Ecosystem (EKSA). It aims to create a conducive and quality work environment that is comfortable, neat and safe at all times, helping to enhance the pro-active and innovative teamwork among DSD members and raising awareness of the importance of the Go Green. The rebranding of 5S to the EKSA is one of the efforts to strengthen the culture of high performing and innovative organizations within the organization. Through the improved 5S practice principles, the DSD has announced that the 2nd and 4th week of each month be designated as the zoning days of their respective zones to ensure that EKSA practices are within the reach of every department. The EKSA practice in the DSD has received recognition and certification from the Malaysian Administrative Modernization and Management Planning Unit (MAMPU) effective from April 15, 2018 to April 14, 2020 (Category: Excellent).


The implementation of the SPKM-NDT (Non Destructive Test) certification is based on the International Standards ISO 9712: 2012 and DSD is the sole certification body for the scope of NDT in Malaysia to obtain MS ISO / IEC 17024: 2012 accreditation from the Department of Standards Malaysia (DSM) since 3rd October 2012 (Figure 21). The National Occupational Skills Standard (NOSS) is developed in accordance with ISO 9712: 2012 requirements and it addresses the competency standards required for every NDT personnel performing testing services in the industries. It is the basis for measuring individual competencies to be awarded with SKM NDT certification.

SPKM-NDT certification scheme is based on ISO 9712: 2012 and it is an initiative by DSD to ensure work processes and quality control in certifying every NDT personnel are in accordance with international practice. Being accredited with ISO 17024 and ISO 9712, the implementation of the SPKM-NDT certification scheme is according to the standards, levels and quality as recognized by the industries and the certification of NDT personnel under the scheme stands in line with other international certification.
The NDT programs offered by DSD are as follows:

a) Radiographic Testing
b) Eddy Current Testing
c) Penetrant Testing
d) Ultrasonic Testing
e) Magnetic Particle Testing
f) Radiographic Interpretation

ISO 9712: 2012 (Qualification and Certification of NDT Personnel) is a document that emphasizes on specific requirements for standards and certification of NDT personnel performing testing services in the industries. The ISO / IEC 17024 (Conformity Assessment: General Requirements for Bodies Operating Certification of Persons) is a document that highlights the general requirements for certification bodies to adhere to the impartiality of every certification decision and to ensure the fairness, authenticity and reliability of certification assessments.

Figure 21: ISO 9712: 2012 (Qualification and Certification of NDT Personnel)
6.0 International Recognition

The Department of Skills development (DSD) has successfully gained recognition from the ICNDT (International Committee for Non-Destructive Testing) since September 26, 2019 and has been listed in the ICNDT MRA Schedule 2 as the NDT Certification Body that fulfils the requirements of the International Standard (ISO 9712 and ISO 17024) (Figure 22). ICNDT is an international independent organization consisting of countries implementing the NDT certification system and is currently based and registered in Vienna, Austria. The recognition of the ICNDT MRA (Multilateral Agreement on Recognition) indicates that the quality of the national certification system for the NDT program, SPKM-NDT, is in line with the international certification system.

![ICNDT Logo](http://www.icndt.org/)

Figure 22: ICNDT (International Committee for Non-Destructive Testing) recognition

7.0 Star Rating

The 10th Malaysian Plan has led to streamlining the delivery of the TVET, thus implementing a Rating System to evaluate the performance of public and private training institutions, which is the basis for trainee funding. The Star Rating of an accredited program means rating the accredited programs run by the Accredited Center (AC) in terms of the level of skill training service provided by the Accredited Center (AC).\(^\text{43}\)

\(^{43}\) Slide Taklimat Penarafan Bintang 2017
The purpose of Star Rating is:

i. To identify any Accredited Center that does not maintain standards and quality
ii. To enhance the Accreditation Center’s awareness level in compliance with SPKM implementation rules
iii. As a quality assessment mechanism for improvement of SPKM

Meanwhile the objectives of an accredited Star Rating are to:

i. Evaluate and measure the performance of PBs in terms of quality of service delivery of skills training in accordance with established rules and procedures.
ii. Determine the best training program run by PB.
iii. Position all PBs at a rating level so that PB is always given feedback and can improve the quality of their operations

The implementation is only for eligible programs as follows:

i. Certified program with full accreditation approval;
ii. The program is still in the commissioning phase;
iii. Programs in place of accredited premises;
iv. The implementation of the Single-Tier Certification is only given to the Highest Levels (The rating will be made at the entire level).
v. The Program Renewal Application has been submitted within a period of (at least 3 months) prior to the expiry of the accreditation period. If the application is not submitted and the accreditation is less than 3 months, the accredited program will not be evaluated at the time of the visit (Subsection 27 (1));
vi. The Valuation Visit will only be made to the PB who has submitted the self-assessment within the stipulated period;
vii. Assessments may be canceled if the PB does not submit a program renewal application if the accreditation is less than 3 months;
The Star Rating components comprises of Input (30%), Process (30%) and Output (40%) (Figure 23).

![Star Rating Evaluation Components](image)

Figure 23: Star Rating Evaluation Components

For input components, the aspects evaluated are; 1) Leadership and Governance; 2) Physical and Resources; and 3) Accredited Center (AC) Capabilities. The components of the process evaluated are; 1) Curriculum Design and Training Delivery; 2) Training and Assessment Implementation; 3) Training Facilities and Equipment; 4) Training Quality Improvement; and 5) Program Management. For the Output components evaluated are; 1) Trainee Feedback; 2) Accredited Center (AC) Recognition; 3) Graduate Tracer Studies; 4) Relationships or Strategic Partnerships; and Job Matching (Figure 24).

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8.0 Data Management of Skill Qualification Awarded

The Malaysian Skills Credit System (SKKM)\(^46\) is a platform of data management of skill certification and accreditation through the web application www.skkm.gov.my has been used in stages according to the modules that have been developed to replace the eSPKM v2.0 system starting in 2019.

The establishment of the Malaysian Skills Certification System (SPKM) by the Department of Skills Development (DSD) is for the implementation of the Malaysian Skills Certification System (SPKM) with the implementation of skills credits where trainees are given credit and grade levels to clarify skills achievement of an individual. The SPKM based on the skills credits will be used in the implementation of training through the Certified Program Training System (SLaPB) and the National Dual Training System (NDTS) and through Recognition of Prior Achievement (RPA) to make the qualifications awarded more acceptable and recognized. The implementation of SPKM skills credit will be managed using the Malaysian Skills Credit System (SKKM) fully by the Department of Skills Development (DSD).

\(^45\) Slide Taklimat Penarafan Bintang 2017
\(^46\) Sistem Kredit Kemahiran Malaysia (SKKM), skkm.gov.my
Some of the Modules are included in the Malaysian Skills Credit System (SKKM):

i. Personnel module  
ii. PPT module  
iii. Authorization module  
iv. Certification Module  

Information that can be downloaded and available through the SKKM system are:

i. Accredited Centers,  
ii. Personnel and Recognition of Prior Learning (RPL) applications uses the SKKM application system  
iii. Data management of  
   a. Star Rating,  
   b. SKM Reviews,  
   c. Special Assessment RPL Reviews,  
   d. Personnel of Accredited Centers,  
   e. SKM by RPL,  
   f. SKKM Personnel Trainer and Application Review,  
   g. Accredited Center List,  
   h. List of Programme by Accredited Center,  
   i. List of NOSS and  
   j. Registered NOSS.

B. Explain quality assurance requirements that have been formulated for the specific requirements of the pilot sector and occupations.

The quality assurance requirements that have been formulated for the specific requirements of the pilot sector and occupations (Tourism) is still bounded by the Malaysian Qualification Framework (MQF) and Code of Practice for TVET Accreditation (COPTA) as stated above in Section 5.
The occupations that has been decided to be piloted are 1) Food and Beverages Service Operation; 2) Bakery Production; and 3) Housekeeping (Table 17). All the occupations are at Level II and promulgated by the Department of Skills Development (DSD).

Table 17: Specific QA requirement for Sectoral Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Level</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverages Service Operation</td>
<td>II</td>
<td>Promulgated by Department of Skills Development (DSD)</td>
</tr>
<tr>
<td>I561-002-2:2018 Bakery Production</td>
<td>II</td>
<td>Promulgated by Department of Skills Development (DSD)</td>
</tr>
<tr>
<td>HT-013-2:2011 Housekeeping</td>
<td>II</td>
<td>Promulgated by Department of Skills Development (DSD)</td>
</tr>
<tr>
<td>I551-003-2:2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. **Present the alignment of the quality assurance designed and being implemented for award of qualifications under this Benchmarking Report with the AMS Referencing Report for Criteria 6 of the ASEAN Qualifications Reference Framework (AQRF)**

The alignment of the quality assurance designed and being implemented for award of qualifications under this Benchmarking Report with the AMS Referencing Report for Criteria 6 of the ASEAN Qualifications Reference Framework (AQRF) is shown in Table 18.
### Table 1.1. The Guiding principles for Competent Bodies - Malaysia

<table>
<thead>
<tr>
<th>Principles</th>
<th>Areas Of Alignment</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Governance</td>
<td>Align with Section 1 (page 1 – page 4) and Section 2 (page 29)</td>
<td>i) Law of Malaysia Malaysian Qualification Agency Act 2007 (Act 679)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) Code of Practice for TVET Programme Accreditation (COPTPA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iv) Others: Rules &amp; Regulations, Guidelines, Standard Operating Procedures</td>
</tr>
<tr>
<td>2. Accountability</td>
<td>Align with Section 2 (page 29 - page 32) and Section 3 (page 33 – page 46)</td>
<td>Code of Practice for TVET Programme Accreditation (COPTPA) COPTPA Section 1: Quality Assurance Principles of Malaysian Qualifications Framework</td>
</tr>
<tr>
<td>3. Transparency</td>
<td>Align with Section 3 (page 33 – page 52)</td>
<td>i) Malaysian Qualification Framework (MOF)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Code of Practice for TVET Programme Accreditation (COPTPA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) NOSS Development Session Chart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iv) NOSS Development Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>v) NOSS Package</td>
</tr>
<tr>
<td></td>
<td></td>
<td>vi) Criteria of Accreditation for Skills Training Provider</td>
</tr>
<tr>
<td></td>
<td></td>
<td>vii) Flowchart of Training and Assessment of Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>viii) Malaysian Qualifications Register (MQR)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ix) Malaysia Skills Credits System (SKKM) - <a href="http://www.skkm.gov.my">www.skkm.gov.my</a></td>
</tr>
<tr>
<td>4. Independence</td>
<td>Align with Section 1 (page 1 – page 4) and Section 2 (page 29)</td>
<td>i) Law of Malaysia Malaysian Qualification Agency Act 2007(Act 679)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Law of Malaysia National Skills Development Act 2006 (Act 652) - Subsection 72(1): The Minister may make such regulations as may be expedient or necessary for the better carrying out of the provisions of this act.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) Code of Practice for TVET Programme Accreditation (COPTPA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iv) Others: Rules &amp; Regulations, Guidelines, Standard Operating Procedures</td>
</tr>
<tr>
<td>5. Confidence and standards</td>
<td>Align with Section 2, 3 (page 29 - page 53) and Section 5 (page 61 – page 75)</td>
<td>i) Code of Practice for TVET Programme Accreditation (COPTPA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) National Occupational Skills Standards (NOSS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) Others: Rules &amp; Regulations, Guidelines, Standard Operating Procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iv) Industry Lead Body (ILB)</td>
</tr>
<tr>
<td>6. Continuous improvements</td>
<td>Align with Section 5 (page 61 – page 75)</td>
<td>i) Code of Practice for TVET Programme Accreditation (COPTPA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) National Occupational Skills Standards (NOSS) Development Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) Industry Lead Body (ILB) Appointment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iv) Program Accreditation Application Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>v) Flowchart of the approval process of Accredited Centre (AC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>vi) Supervision and Training and Assessment of Accredited Center</td>
</tr>
</tbody>
</table>
7. Proportionality
Competent bodies have quality assurance and quality review approaches that are fit for purpose and reflect the context and diversity of the AMS.

<table>
<thead>
<tr>
<th>Principles</th>
<th>Areas Of Alignment</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. A competent body makes public its QA processes</td>
<td>Align with Section 1 and Section 5</td>
<td>i) <a href="http://www.dsd.gov.my">www.dsd.gov.my</a> ii) Malaysia Skills Credits System (SKKM)-ww.skkm.gov.my</td>
</tr>
<tr>
<td>3. A competent body manages the performance of providers of assessment services through mechanisms such as explicit incentives and sanctions.</td>
<td>Align with Section 3</td>
<td>Star Rating</td>
</tr>
<tr>
<td>4. A competent body maintain public registers for approved providers and for achievements of standards</td>
<td>Align with Section 3</td>
<td>Malaysia Skills Credits System (SKKM)-ww.skkm.gov.my</td>
</tr>
<tr>
<td>5. A competent body establish protocols for international exchanges</td>
<td>Code of Practice for TVET Programme Accreditation (COPTPA)</td>
<td></td>
</tr>
</tbody>
</table>

8. Flexibility of services
Competent bodies ensure that protocols are in place nationally to facilitate assessment services or recognition processes for national or international applicants.

<table>
<thead>
<tr>
<th>Principles</th>
<th>Areas Of Alignment</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3. A competent body manages the performance of providers of assessment services through mechanisms such as explicit incentives and sanctions.</td>
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</tr>
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<td>5. A competent body establish protocols for international exchanges</td>
<td>Code of Practice for TVET Programme Accreditation (COPTPA)</td>
<td></td>
</tr>
</tbody>
</table>

9. Collaboration
Competent bodies collaborate with other competent bodies, nationally and internationally.
6. A competent body commits to an external review of its performance on a cyclical basis and makes public the findings of the review.

<table>
<thead>
<tr>
<th>Principles</th>
<th>Areas Of Alignment</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Governance</td>
<td>Providers have clearly documented goals and objectives, governance arrangements and probity measures to meet the relevant competent body’s requirements and legislation. They should have the financial resources necessary for its operation.</td>
<td>Align with the National Definition of Terms Used (page 28)</td>
</tr>
<tr>
<td>4. Independence</td>
<td>Providers ensure that they conduct their services (e.g. assessment) with impartiality, with avoidance of conflict of interests and ensuring independence of decision making, especially assessment outcome decisions.</td>
<td>COPTPA Section 3 - TVET Quality Assurance Assessment Process</td>
</tr>
<tr>
<td>5. Confidence and standards</td>
<td>Providers have processes and practices that ensure that services conducted by themselves or on their behalf meet the required standards and expectations. Provider processes and practices should provide the competent body and its stakeholders with assurance that individual achievement standards have been met.</td>
<td>Align with Section 2, 3 (page 29 - page 53) and Section 5 (page 61 – page 75)</td>
</tr>
<tr>
<td>6. Continuous improvements</td>
<td>Provider processes and practices balance compliance requirements and continuous</td>
<td>Align with Section 5 (page 61 – page 75)</td>
</tr>
</tbody>
</table>

Table 2.1. The Guiding principles for Providers of Assessment Services

Section 4 of Guiding principles manual
improvement processes to ensure that their services meet stakeholder and client needs.

ii) National Occupational Skills Standards (NOSS) Development Process
iii) Industry Lead Body (ILB) Appointment
iv) Program Accreditation Application Process
v) Flowchart of the approval process of Accredited Centre (AC)
vi) Supervision and Training and Assessment of Accredited Center
vii) Quality Assurance of Assessment System for Certification
viii) MS ISO 9001: 2015 Certification
ix) EKSA Certification
xi) Recognition from the ICNDT (International Committee for Non-Destructive Testing)
xii) Star Rating
xiii) Malaysian Skills Credit System (SKKM)

7. Proportionality
Provider quality assurance and quality review approaches are fit-for-purpose and focused on ensuring quality outcomes.

Align with Section 1 (page 1 – page 28)

iii) Code of Practice for TVET Programme Accreditation (COPTPA)
iv) Others: Rules & Regulations, Guidelines, Standard Operating Procedures

8. Flexibility of services
Providers ensure that barriers to assessment services for national or international applicants are minimised.

Align with Section 1 (page 1 – page 28)


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**Table 2.2. The Guiding Protocol for Providers of Assessment Services**

<table>
<thead>
<tr>
<th>Principles</th>
<th>Areas Of Alignment</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| 1. A provider documents and implements a QMS to ensure that it provides quality assessment services | Align with Section 3 (page 33 – page 52) | i) Law of Malaysia Malaysian Qualification Agency Act 2007 (Act 679)  
iii) Code of Practice for TVET Programme Accreditation (COPTPA)  
v) NOSS Package  
v) Assessment, Certification Method and Certification in SPKM  
vi) Others: Rules & Regulations, Guidelines, Standard Operating Procedures |
| 2. A provider takes responsibility for all assessment services undertaken on its behalf. Provider maintains a public register of its campuses, assessment centres or venues and provides public information on the performance of these sites. | Align with Section 3 (page 33 – page 52) | i) www.dsd.gov.my  
ii) Malaysia Skills Credits System (SKKM)-ww.skkm.gov.my |
| 3. A provider implements access and equity strategies in the provision of services, including, inclusive entry requirements, support for clients with disabilities in the learning and/or assessment, recognition of prior learning, and acknowledges assessments undertaken by other quality assured service providers or competent bodies. | Align with Section 3 (page 33 – page 52) | i) Law of Malaysia Malaysian Qualification Agency Act 2007 (Act 679)  
iii) Code of Practice for TVET Programme Accreditation (COPTPA)  
iv) Others: Rules & Regulations, Guidelines, Standard Operating Procedures |
| 4. A provider implements processes and practices to ensure that decisions made are impartial and free of conflicts of interest or undue influence. | Align with Section 3 (page 33 – page 52) | i) Law of Malaysia Malaysian Qualification Agency Act 2007 (Act 679)  
iii) Code of Practice for TVET Programme Accreditation (COPTPA)  
iv) Others: Rules & Regulations, Guidelines, Standard Operating Procedures |
5. A provider implements procedures to minimise barriers to assessment services including providing assessments at regular intervals, that the fee is reasonable and transparent and does not restrict access to, or the supply of, the service.

Align with Section 3 (page 33 – page 52)

| i) Flowchart of Training and Assessment of Competencies

6. A provider establishes protocols for maintaining communication with the competent body and other providers, as well as participating in benchmarking activities and/or assessment moderation.

Align with Section 3 (page 33 – page 52)

| i) Malaysian Qualifications Framework (MQF) 2nd Edition
| ii) Code of Practice for TVET Programme Accreditation (COPTPA)
| iii) [www.dsd.gov.my](http://www.dsd.gov.my)
| iv) Malaysia Skills Credits System (SKKM)- [www.skkm.gov.my](http://www.skkm.gov.my)

7. A provider takes responsibility for the maintenance of its compliance with the quality standards. Provider takes a continuous improvement approach to its assessment services. Provider is subject to external review of its performance, the findings of which are made public.

Align with Section 3 (page 33 – page 52) and with Section 5 (page 61 – page 75)

| i) Law of Malaysia Malaysian Qualification Agency Act 2007 (Act 679)
| iii) Code of Practice for TVET Programme Accreditation (COPTPA)
| iv) Others: Rules & Regulations, Guidelines, Standard Operating Procedures

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Section 6: Participation of stakeholders in competency assessment and external quality assurance experts in writing the benchmarking report

A. The process by which the benchmarking report was developed and finalized

To write the ASEAN Guiding Principles (AGP) Benchmarking Report of Malaysia by Local Consultant, a series of meetings to discuss the draft reports were conducted with the Taskforce Committee from the Department of Skills Development (DSD), Ministry of Human Resources (MoHR) and Industry Lead Body (ILB). Document analysis from DSD websites, desk reviews and interviews with sectoral leaders from Malaysian Association of Hotel (MAH) was also done to get all the information needed to complete the report.

The draft was then circulated to the stakeholders from the Ministry of Human Resources (MoHR) for comments and validation. The comments and recommendations were considered by the team in a validation meeting before the report was submitted.
Finally, a discussion with national Senior Labour Officials Meeting (SLOM) leaders on the endorsement of the respective Benchmarking Report & Mapping on Alignment of guiding principles and protocols was conducted.

B. The key stakeholders who were consulted in writing and validating the report

The writing of the ASEAN Guiding Principles (AGP) For Quality Assurance and Recognition of Competency Certification Systems Benchmarking Report of Malaysia is a collaborative effort among Taskforce Committee from the Department of Skills Development (DSD), Ministry of Human Resources (MoHR), Industry Lead Body (ILB) from Malaysian Association of Hotel (MAH) and Local Consultant of Malaysia which was appointed by International Organization of Migration (IOM). The respective Benchmarking Report and Mapping on Alignment of guiding principles and protocols was then validated by the Taskforce Committee and by Senior Labour Officials Meeting (SLOM) leaders.

C. The independent competency certification experts who were consulted in writing the reports

The independent competency experts who were consulted in writing the reports are the Industry Lead Body (ILB) from Malaysian Association of Hotel (MAH). The ILB from MAH was appointed by the Department of Skills Development (DSD), Ministry of Human Resources to gives information to the writing of the report. Finally, the report will have quality-assured and certified by the Taskforce Committee, Department of Skills Development (DSD) and by the Senior Labour Officials Meeting (SLOM) leaders.
Section 7: Endorsement of the Report at the National Level.

The alignment of the ASEAN Guiding Principles (AGP) For Quality Assurance and Recognition of Competency Certification Systems Benchmarking Report of Malaysia on quality assurance in the AGP and in the ASEAN Qualifications Reference Framework (AQRF) is only for ASEAN mutually recognize each other’s qualifications. However, this will not be legalized for a free and open market for work mobility across the region. The eligibility to work in a host country will be subjected to prevailing domestic laws and regulations of the host country.

Who will endorse the Benchmarking Report and in what capacity?

The Director General of the Department of Skills Development (DSD), Ministry of Human Resources as the competent authority will endorse the final draft of ASEAN Guiding Principles (AGP) Benchmarking Report of Malaysia meanwhile the final ASEAN Guiding Principles (AGP) Benchmarking Report of Malaysia is endorsed by the Chief Secretary of the Ministry of Human Resources, Malaysia.
Table 18: Mapping of the Asian Guiding Principles (AGP) Benchmarking Reports against the principles and protocols with the AMS Referencing Report for Criteria 6 of the ASEAN Qualifications Reference Framework (AQRF) – Malaysia

### Mapping the benchmarking reports against the principles and protocols - Malaysia

#### Table 1.1. The Guiding principles for Competent Bodies

<table>
<thead>
<tr>
<th>Principles</th>
<th>Areas Of Alignment</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| **1. Governance** | Align with Section 1 (page 1 – page 4) and Section 2 (page 29) | i) Law of Malaysia Malaysian Qualification Agency Act 2007 (Act 679)  
iii) Code of Practice for TVET Programme Accreditation (COPTPA)  
v) Others: Rules & Regulations, Guidelines, Standard Operating Procedures |
| **2. Accountability** | Align with Section 2 (page 29 - page 32) and Section 3 (page 33 – page 46) | Code of Practice for TVET Programme Accreditation (COPTPA)  
COPTPA Section 1: Quality Assurance Principles of Malaysian Qualifications Framework |
| **3. Transparency** | Align with Section 3 (page 33 – page 52) | i) Malaysian Qualification Framework (MQF)  
ii) Code of Practice for TVET Programme Accreditation (COPTPA)  
iii) NOSS Development Session Chart  
iv) NOSS Development Process  
v) NOSS Package  
vi) Criteria of Accreditation for Skills Training Provider  
vii) Flowchart of Training and Assessment of Competencies  
ix) Malaysian Qualifications Register (MQR) - www.skkm.gov.my |
| **4. Independence** | Align with Section 1 (page 1 – page 4) and Section 2 (page 29) | i) Law of Malaysia Malaysian Qualification Agency Act 2007(Act 679)  
- Subsection 72(1): The Minister may make such regulations as may be expedient or necessary for the better carrying out of the provisions of this act.  
iii) Code of Practice for TVET Programme Accreditation (COPTPA)  
v) Others: Rules & Regulations, Guidelines, Standard Operating Procedures |
| **5. Confidence and standards** | Align with Section 2. 3 (page 29 - page 53) and Section 5 (page 61 – page 75) | i) Code of Practice for TVET Programme Accreditation (COPTPA)  
ii) National Occupational Skills Standards (NOSS)  
iii) Others: Rules & Regulations, Guidelines, Standard Operating Procedures  
v) Industry Lead Body (ILB) |
| **6. Continuous improvements** | Align with Section 5 (page 61 – page 75) | i) Code of Practice for TVET Programme Accreditation (COPTPA)  
ii) National Occupational Skills Standards (NOSS) Development Process  
iii) Industry Lead Body (ILB) Appointment  
v) Program Accreditation Application Process  
v) Flowchart of the approval process of Accredited Centre (AC)  
vi) Supervision and Training and Assessment of Accredited Center |
<table>
<thead>
<tr>
<th>Principles</th>
<th>Areas Of Alignment</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| 1. A competent body documents and implements a QMS to address all its functions | Align with Section 3 | i) Law of Malaysia Malaysian Qualification Agency Act 2007 (Act 679)  
iii) Code of Practice for TVET Programme Accreditation (COPTPA)  
iv) Others: Rules & Regulations, Guidelines, Standard Operating Procedures |
| 2. A competent body makes public its QA processes | Align with Section 1 and Section 5 | i) www.dsd.gov.my  
ii) Malaysia Skills Credits System (SKKM)-ww.skkm.gov.my |
| 3. A competent body manages the performance of providers of assessment services through mechanisms such as explicit incentives and sanctions. | Align with Section 3 | Star Rating |
| 4. A competent body maintain public registers for approved providers and for achievements of standards | Align with Section 3 | Malaysia Skills Credits System (SKKM)-ww.skkm.gov.my |
| 5. A competent body establish protocols for international exchanges | | Code of Practice for TVET Programme Accreditation (COPTPA) |

### Table 1.2. The Guiding Protocols for Competent Bodies

**Section 4 of Guiding principles manual**

**Principles** | **Areas Of Alignment** | **Evidence** |
|---|---|---|
| i) Code of Practice for TVET Programme Accreditation (COPTPA)  
i) National Occupational Skills Standards (NOSS) Development Process  
ii) Industry Lead Body (ILB) Appointment  
iii) Program Accreditation Application Process  
v) Flowchart of the approval process of Accredited Centre (AC)  
vii) Quality Assurance of Assessment System for Certification  
viii) MS ISO 9001: 2015 Certification  
ix) EKSA Certification  
xii) Star Rating  
xiii) Malaysian Skills Credit System (SKKM) |
i) Law of Malaysia National Skills Development Act 2006 (Act 652)  
ii) Code of Practice for TVET Programme Accreditation (COPTPA)  
iv) Others: Rules & Regulations, Guidelines, Standard Operating Procedures |
i) Law of Malaysia National Skills Development Act 2006 (Act 652) |
6. A competent body commits to an external review of its performance on a cyclical basis and makes public the findings of the review.

<table>
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<tr>
<th>Table 2.1. The Guiding principles for Providers of Assessment Services</th>
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<tbody>
<tr>
<td><strong>Principles</strong></td>
</tr>
<tr>
<td><strong>1. Governance</strong></td>
</tr>
</tbody>
</table>
| **2. Accountability** | Providers monitor and evaluate their practices and performance against the competent body’s set requirements and using client stakeholder feedback. Providers should ensure that results of quality assurance and quality review activities are publicly reported. | Align with Section 5 (page 61 – page 75) | i) Code of Practice for TVET Programme Accreditation (COPTPA)  
ii) National Occupational Skills Standards (NOSS) Development Process  
iii) Industry Lead Body (ILB) Appointment  
iv) Program Accreditation Application Process  
v) Flowchart of the approval process of Accredited Centre (AC)  
vi) Supervision and Training and Assessment of Accredited Center  
vii) Quality Assurance of Assessment System for Certification  
viii) MS ISO 9001: 2015 Certification  
ix) EKSA Certification  
xii) Recognition from the ICNDT (International Committee for Non-Destructive Testing)  
xii) Star Rating  
ixii) Malaysian Skills Credit System (SKKM) |
| **3. Transparency** | Providers have accurate and clear information in relation to their assessment and support services for clients | Align with Section 3 (page 33 – page 52) | i) Malaysian Qualification Framework (MQF)  
ii) Code of Practice for TVET Programme Accreditation (COPTPA)  
iii) NOSS Development Session Chart  
v) NOSS Development Process  
vii) National Qualification Register (NQR)  
vii) Criteria of Accreditation for Skills Training Provider  
viii) Flowchart of Training and Assessment of Competencies  
ix) Malaysia Skills Credits System (SKKM) - www.skkm.gov.my |
| **4. Independence** | Providers ensure that they conduct their services (e.g. assessment) with impartiality, with avoidance of conflict of interests and ensuring independence of decision making, especially assessment outcome decisions. | COPTPA Section 3 - TVET Quality Assurance Assessment Process |
| **5. Confidence and standards** | Providers have processes and practices that ensure that services conducted by themselves or on their behalf meet the required standards and expectations. Provider processes and practices should provide the competent body and its stakeholders with assurance that individual achievement standards have been met. | Align with Section 2, 3 (page 29 - page 53) and Section 5 (page 61 – page 75) | i) Code of Practice for TVET Programme Accreditation (COPTPA)  
ii) National Occupational Skills Standards (NOSS)  
iii) Others: Rules & Regulations, Guidelines, Standard Operating Procedures  
iv) Industry Lead Body (ILB) |
| **6. Continuous improvements** | Provider processes and practices balance compliance requirements and continuous | Align with Section 5 (page 61 – page 75) | i) Code of Practice for TVET Programme Accreditation (COPTPA) |
Improvement processes to ensure that their services meet stakeholder and client needs.

- National Occupational Skills Standards (NOSS) Development Process
- Industry Lead Body (ILB) Appointment
- Program Accreditation Application Process
- Flowchart of the approval process of Accredited Centre (AC)
- Supervision and Training and Assessment of Accredited Center
- Quality Assurance of Assessment System for Certification
- MS ISO 9001: 2015 Certification
- EKSA Certification
- Recognition from the ICNDT (International Committee for Non-Destructive Testing)
- Star Rating
- Malaysian Skills Credit System (SKKM)

**7. Proportionality**
Provider quality assurance and quality review approaches are fit-for-purpose and focused on ensuring quality outcomes.

Align with Section 1 (page 1 – page 28)

- Law of Malaysia National Skills Law of Malaysia
- Malaysian Qualification Agency Act 2007 (Act 679)
- Code of Practice for TVET Programme Accreditation (COPTPA)
- Others: Rules & Regulations, Guidelines, Standard Operating Procedures

**8. Flexibility of services**
Providers ensure that barriers to assessment services for national or international applicants are minimised.

Align with Section 1 (page 1 – page 28)


---

### Table 2.2. The Guiding Protocol for Providers of Assessment Services

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<th>Principles</th>
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<tr>
<td>1. A provider documents and implements a QMS to ensure that it provides quality assessment services.</td>
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<td><a href="http://www.dsd.gov.my">www.dsd.gov.my</a></td>
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<td>2. A provider takes responsibility for all assessment services undertaken on its behalf. Provider maintains a public register of its campuses, assessment centres or venues and provides public information on the performance of these sites.</td>
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<td><a href="http://www.skkm.gov.my">www.skkm.gov.my</a></td>
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<tr>
<td>3. A provider implements access and equity strategies in the provision of services, including, inclusive entry requirements, support for clients with disabilities in the learning and/or assessment, recognition of prior learning, and acknowledges assessments undertaken by other quality assured service providers or competent bodies.</td>
<td>Align with Section 3 (page 33 – page 52)</td>
<td>Law of Malaysia Malaysian Qualification Agency Act 2007 (Act 679)</td>
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<tr>
<td>4. A provider implements processes and practices to ensure that decisions made are impartial and free of conflicts of interest or undue influence.</td>
<td>Align with Section 3 (page 33 – page 52)</td>
<td>Law of Malaysia Malaysian Qualification Agency Act 2007 (Act 679)</td>
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</table>
| 5. A provider implements procedures to minimise barriers to assessment services including providing assessments at regular intervals, that the fee is reasonable and transparent and does not restrict access to, or the supply of, the service. | Align with Section 3 (page 33 – page 52) | i) Flowchart of Training and Assessment of Competencies  
|---|---|---|
| 6. A provider establishes protocols for maintaining communication with the competent body and other providers, as well as participating in benchmarking activities and/or assessment moderation. | Align with Section 3 (page 33 – page 52) | i) Malaysian Qualifications Framework (MQF) 2nd Edition  
ii) Code of Practice for TVET Programme Accreditation (COPTPA)  
iii) [www.dsd.gov.my](http://www.dsd.gov.my)  
iv) Malaysia Skills Credits System (SKKM)-[www.skkm.gov.my](http://www.skkm.gov.my) |
| 7. A provider takes responsibility for the maintenance of its compliance with the quality standards. Provider takes a continuous improvement approach to its assessment services. Provider is subject to external review of its performance, the findings of which are made public. | Align with Section 3 (page 33 – page 52) and with Section 5 (page 61 – page 75) | i) Law of Malaysia Malaysian Qualification Agency Act 2007 (Act 679)  
iii) Code of Practice for TVET Programme Accreditation (COPTPA)  
iv) Others: Rules & Regulations, Guidelines, Standard Operating Procedures |