

PREPARING FOR SELF-ACCREDITATION STATUS: CODE OF PRACTICE/QUALITY ASSURANCE FRAMEWORK, STANDARDS, RUBRIC AND EVIDENCES

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Sesi Taklimat Persediaan Swa Akreditasi kepada UNIMAS
16hb. December 2025

Speaker



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QUALIFICATIONS:

- **B.E. (Hons.) in Civil Engineering, University of Melbourne, Australia**
- **M.Sc. in Water and Environmental Management with Distinction, University of Loughborough, UK**
- **Ph.D. in Water and Wastewater Engineering, UTM, Malaysia**

PROFESSIONAL & MANAGERIAL EXPERIENCES:

- **Emeritus Professor, UiTM**
- Assistant VC, College of Engineering, UiTM
- Chairman/Director, UiTM Private Education Sdn Bhd (INTEC)
- Honorary Professor, Faculty of Civil Engineering, UiTM
- Deputy VC (Academic and International) UiTM
- Assistant VC (Facilities Dev and Management and ICT) UiTM
- Assistant VC (Puncak Alam & Puncak Perdana Campus) UiTM
- Deputy Dean (Academic/ Research & Industry Linkages/ Quality & Research) at Faculty of Civil Engineering (UiTM)
- Adjunct Professor, Taylor's University
- **Adjunct Professor, HELP University**
- **Adjunct Professor, UNITAR International University**
- Visiting Professor at UTHM
- Visiting Professor at Heidelberg University, Germany.
- Visiting Research Fellow at University of New South Wales

APPOINTMENTS RELATED TO QUALITY ASSURANCE IN HIGHER EDUCATION:

- **Alternate Chairman/Member of Accreditation Committee at MQA**
- **Specialist Consultant** on Malaysian Qualifications Framework and Learning Outcomes for MQA
- **MQA Lead Assessor for Self-Accreditation Universities**
- Former Lead Panel/Panel for EAC and Council Member of EAC

OUTCOMES

At the end of this session participants will be able to:

- Relate the **thought process** on evaluation of self-accreditation institutions.
- Prepare a **concise narrative** corresponding to the level of attainment stipulated in the Standards and/or assessment rubrics.
- Prepare **evidence in a systematic manner** for assessment of self-accreditation institutions.

PRESENTATION OUTLINE

- ❖ INTRODUCTION
- ❖ THOUGHT PROCESS BEHIND EVALUATION OF SELF-ACCREDITATION INSTITUTIONS
- ❖ EVOLVING DOCUMENTS AND EXPECTATIONS
- ❖ STANDARDS AND RUBRICS
- ❖ STRATEGIES IN PREPARING THE SRP & SRR
- ❖ SINGLE ENTITY FOR SUCCESS
- ❖ CONCLUDING REMARKS

INTRODUCTION

NATIONAL EDUCATION PHILOSOPHY (1988; ACT 550-1996): (KEY PHRASES)



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

The NEP was formed in 1988 in line with the [Rukun Negara](#) with the ultimate aim **of building a united and progressive society** (Ministry of Education, 2001)

[Klaus Schwab: The Fourth Industrial Revolution, pg99](#)

[The Treasure Within \(Jacque Delors, 1996; pg 36\)](#)



OUR DIRECTION/ OUR COMPASS/ GUIDING PRINCIPLES (ATTRIBUTES OF THE NEP)

Knowledgeable
Competent
High moral standards

Harmony
Betterment of family,
society and nation

High moral standards
Personal Well-being

Developing
Industry Talent
with
Knowledge &
Skills of the
Discipline

Moulding Citizens
with shared
values/norms
Working Together
capitalizing on
unity in diversity
The SEJAHTERA
community

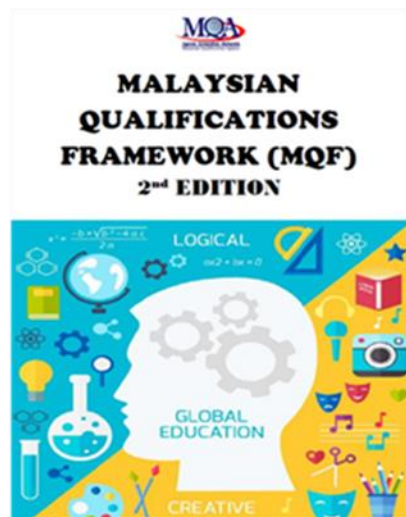
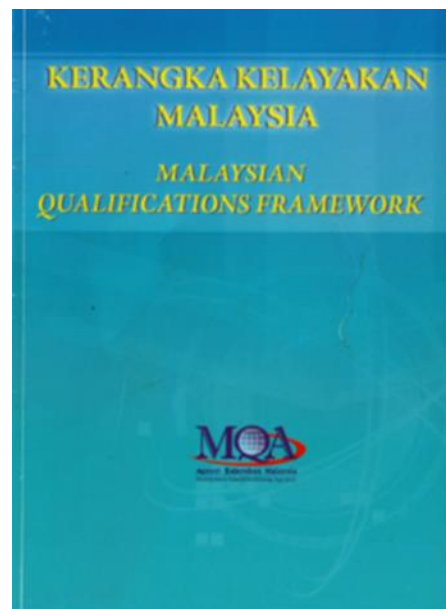
Developing
Personality and
Character

Objektif pendidikan
adalah **ta'dib** yakni
bertujuan menjadikan
manusia lebih baik, lebih
beradab.

Sayed Naquib Al-Attas



“learning outcome” means the standard to be achieved from an educational or skill training programme or qualification as determined by the Framework;



MQF SKILLSETS

MQF 5 CLUSTERS OF LEARNING OUTCOMES

1. Knowledge _insights into facts, concepts, ideas, principles, theories, skills aspects – technicalities/ specialization (information/media literacy?) [factual; conceptual; practical/ procedural; meta-cognitive]	2. Cognitive skills application (R Blooms/Solo) Remember Understanding Applying Analysing Evaluating Creating	3. Functional skills application – cross critical skills includes • work skills (practical, technical, specialized) • Interpersonal & communications, • Digital, numeracy • Leadership, autonomy & responsibility
5. Ethic and professionalism	Application (applied and integrative approach) in context and responsibility	4. Personal skill-autonomous lifelong learner, self development, reflective, proactive and values <u>Entrepreneurial skills</u>

MQF 2024 to include VBE/ESD competencies/ flexibility, adaptability

1. Knowledge & understanding ESD
2. Cognitive skill/problem solving ESD
3. Work skills: practical, specialized, technical /organizational skills ESD
4. Interpersonal skills incl. team skills ESD
5. Communication skills ESD
6. Digital skills ESD
7. Numeracy skills ESD
8. Leadership, responsibility & autonomy ESD
9. Personal-LLL, value ,self- development /autonomous FLEXIBILITY & ADAPTABILITY
10. Entrepreneurial skills ESD
11. Ethics & Professionalism VBE ESD



PRESENTATION BY VC SHOULD EXPLAIN HOW THESE WERE STRATEGICALLY PLANNED AND ROLLED OUT

QUALITY ASSURANCE: PROGRAMME ACCREDITATION AND INSTITUTIONAL AUDITS

ACT 679

The work of the MQA revolves around two major approaches to quality assure higher education in Malaysia. The **first** approach is to accredit programmes and qualifications. The **second** is to audit institutions or their components. The two are distinct approaches but highly interrelated.

Quality Assurance

Quality assurance comprises planned and systematic actions (policies, strategies, attitudes, procedures and activities) to provide adequate demonstration that quality is being achieved, maintained and enhanced and meets the specified standards of teaching, scholarship and research as well as student learning experience.

WHAT IS QUALITY ASSURANCE (QA)?

- Quality assurance: a planned and **systematic process** to ensure that **acceptable standards** of education, scholarship and infrastructure are **being met, maintain and enhance**.

Source: COPPA Edition 2, Glossary Pg.VI

- Quality assurance in higher education can be defined as **systematic management** and **assessment procedures** to **monitor performance** of higher education institutions.

Source: The Regional Report of Asia and the Pacific
(UNESCO, 2003b)

QUALITY ASSURANCE: Programme Accreditation

Accreditation

A formal recognition that a certificate, diploma or degree programme has attained the **quality standards and criteria** set by MQA and is in compliance with the MQF.

MQF – Malaysian Qualification Frameworks

***Approval for Private HEP – BoD/BoG**

The Malaysian Qualifications Agency (MQA) & MOHE confers 3 levels of "approvals" on the academic programs in Malaysia.



QUALITY ASSURANCE: Programme Accreditation

The Malaysian Qualifications Agency (MQA) confer 3 levels of "approvals" on the academic programs in Malaysia.

**HOW DO WE KNOW
THAT AT EACH STAGE
THE JOB WAS
CORRECTLY DONE?**

**Accredited
Programme**

Registered on MQR

Approval (MSA)

An exercise to determine the need for the programme, the national capacity and programme nomenclature and structure

Provisional Accreditation

An exercise to determine whether the programme structure, BOK and resources have met the requirements prior to starting a programme

Full Accreditation

An assessment exercise to ascertain that the teaching, learning and all other related activities of a programme provided by a higher education provider has met the **quality standards and in compliance** with the MQF.



**BJKA – COMPLETE INFO SINCE 1992 ON AUDIT
HISTORY OF ACADEMIC PROGRAMMES**

QUALITY ASSURANCE: VARIOUS AUDITS

PROGRAMME AUDITS (PA-FA-CE/MA*)

MQA-01; MQA-02; MQA-04

INSTITUTIONAL AUDITS SWA Compliance Audit*

MQA-03

L.O ... L.Env ... L.Exp
QMS & CQI

Programme –
COPPA/COPPA ODL/COPTPA
Provisional Accreditation
Full Accreditation
CE/Maintenance Audit*

Institutional – COPIA
Institutional Audit for APA
Institutional Audit for SWA
Compliance Audit* for SWA

*Maintenance Audit is also referred to as **Compliance Evaluation** in institutional audits involving
Self-accreditation Universities

THE THOUGHT PROCESS

NATIONAL EDUCATION PHILOSOPHY (1988;1996)

Focus on Humanistic Development for Benefit of
Family, Society and Nation

**QA EXERCISES FOCUS ON THE PROCESS/MECHANISM BUT DO
NOT LOSE SIGHT ON WHAT THE STUDENTS WILL BECOME...**

HUMANISE THE PROCESS / MECHANISM

COMMUNITY DRIVEN UNIVERSITY FOR A SUSTAINABLE WORLD

Quality assurance: a planned and systematic process to ensure that acceptable standards of education, scholarship and infrastructure are being met, maintain and enhance.

TEACHING EXCELLENCE FRAMEWORK

REGULATORS ADOPTED THE **OUTCOME-BASED EDUCATION** (OBE) PHILOSOPHY (MQA ACT 2007) WHICH IS ALIGNED TO NEP (EDUCATION ACT 1996).

LEARNING OUTCOMES MUST BE ADDRESSED IN THE FOLLOWING CONTEXT:

LEARNING ENVIRONMENT
Human Centric
Life long Learning
Continuous

LEARNING OUTCOMES
Balance Individual:
Knowledgeable, Competent,
High Moral

..based on a firm belief in
and devotion to God..

MQF2024: VALUES-BASED EDUCATION

LEARNING EXPERIENCE
Holistic
Integrated
Harmonious
Balance

FUTURE OF HIGHER EDUCATION



Anywhere Anytime



Personal



Flexible Delivery



Peers and Mentors



Why/Where not What/How



Practical Application



Modular and Projects



Student Ownership

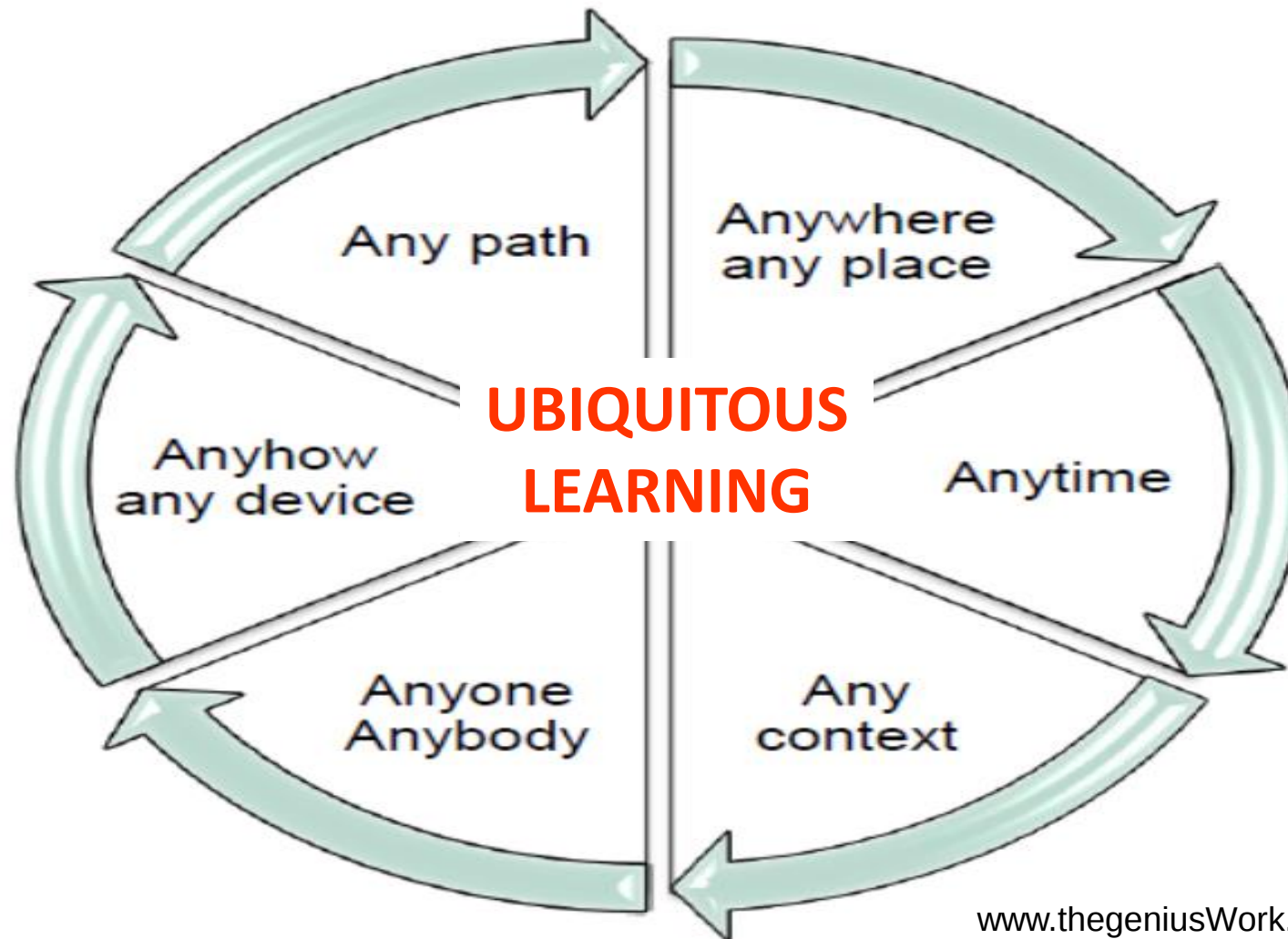


Evaluated not Examined

www.thegeniusWork.com

TECHNOLOGY ENABLED TEACHING & LEARNING

FUTURE OF HIGHER EDUCATION

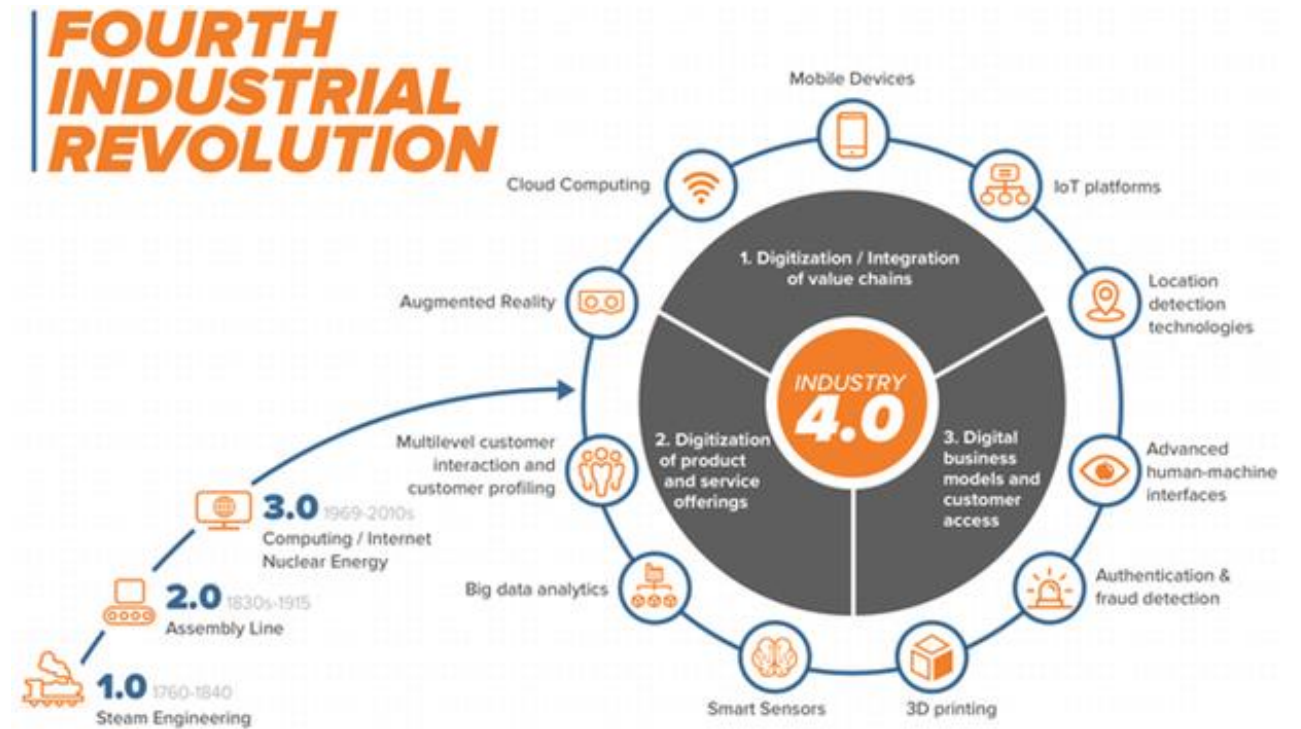


TECHNOLOGY ENABLED TEACHING & LEARNING

UNGA: SEPT 2015



WEF, DAVOS: JAN 2016



SWA INSTITUTION/COMPLIANCE AUDIT (BIG PICTURE)

NATIONAL EDUCATION PHILOSOPHY (1988;1996)

Focus on Humanistic Development for Benefit of
Family, Society and Nation

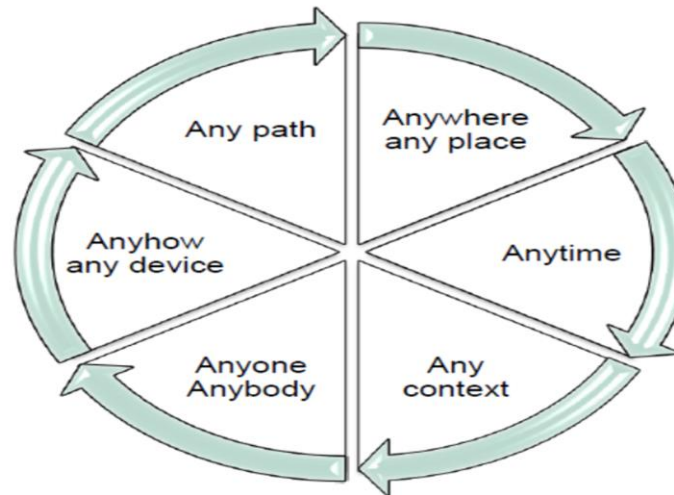
QA EXERCISES FOCUS ON THE PROCESS/MECHANISM BUT DO
NOT LOSE SIGHT ON WHAT THE STUDENTS WILL BECOME...

HUMANISE THE PROCESS / MECHANISM

Quality assurance: a planned and systematic process to ensure
that acceptable standards of education, scholarship and
infrastructure are being met, maintain and enhance.

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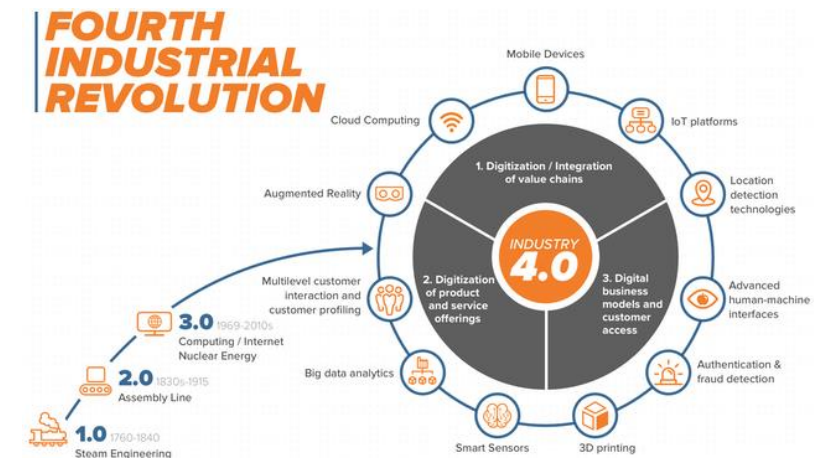
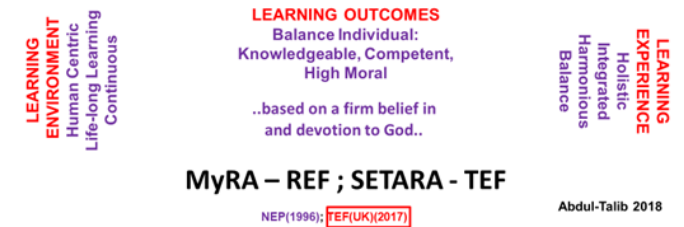
Strategic/Systemic;
CQI;
Sustainability

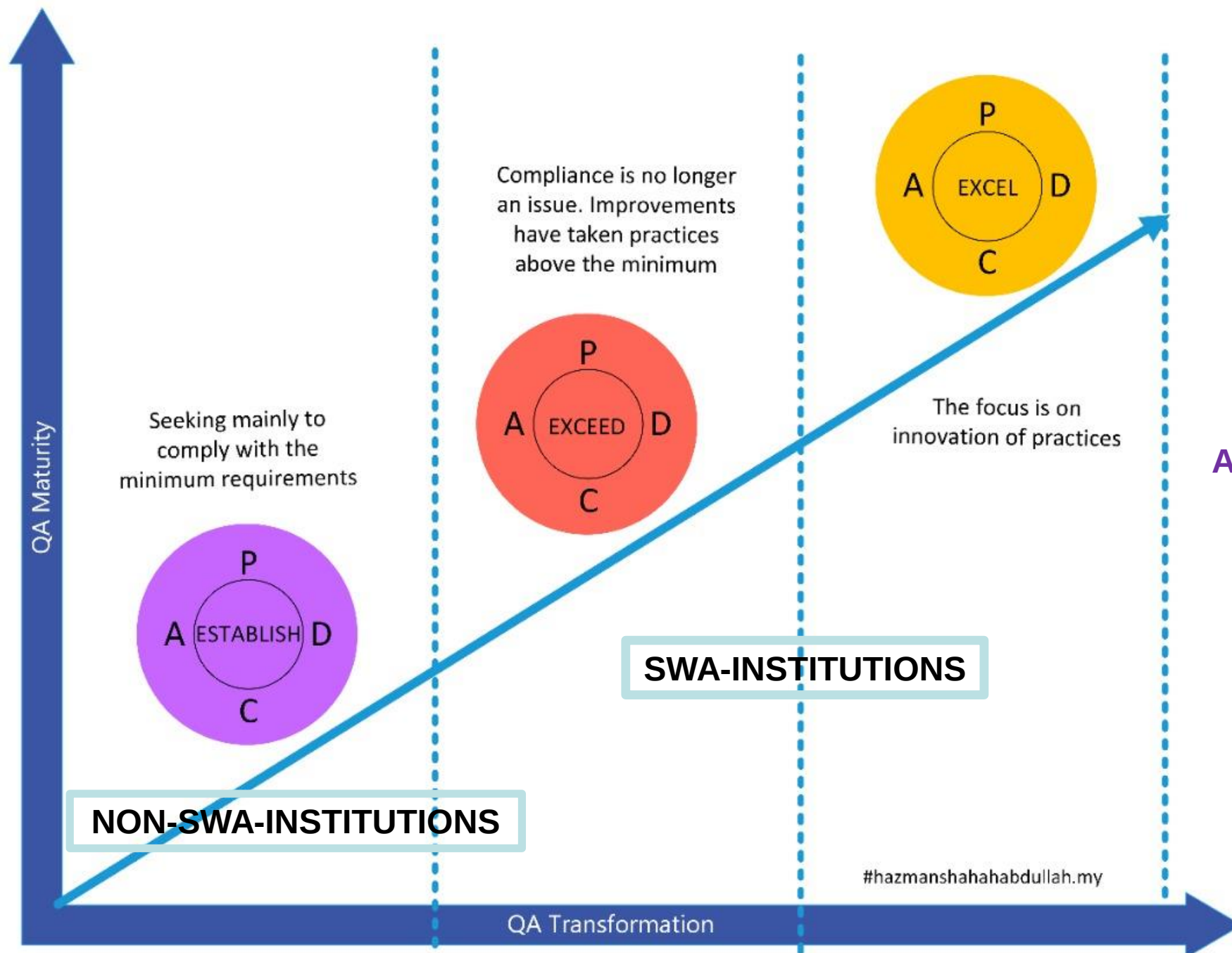


TEACHING EXCELLENCE FRAMEWORK

REGULATORS ADOPTED THE **OUTCOME-BASED EDUCATION** (OBE)
PHILOSOPHY (MQA ACT 2007) WHICH IS **ALIGNED TO NEP** (1996).

LEARNING OUTCOMES MUST BE ADDRESSED IN THE FOLLOWING CONTEXT:





BJKA:
Analysis of Accreditation
Report on Conditions
Imposed by AREAS

#hazmanshahahabdullah.my

QUALITY ASSURANCE
(Various MQA QA Documents)

INSTITUTIONAL AUDITS
(Institutional/Compliance Audit for Swa)

THINKING FRAMEWORK
(Quality Not Only Maintained But Improved WITHOUT
losing sight on the Humanistic Development)

EVIDENCE OVER TIME
(Monitored, Analysed, Action Plan - PDCA)

ATTAINMENT RUBRICS

QUALITY CULTURE/EXAMPLARY

L.O ... L.Env ... L.Exp

Programme - COPPA
Provisional Accreditation
Full Accreditation
Compliance Evaluation

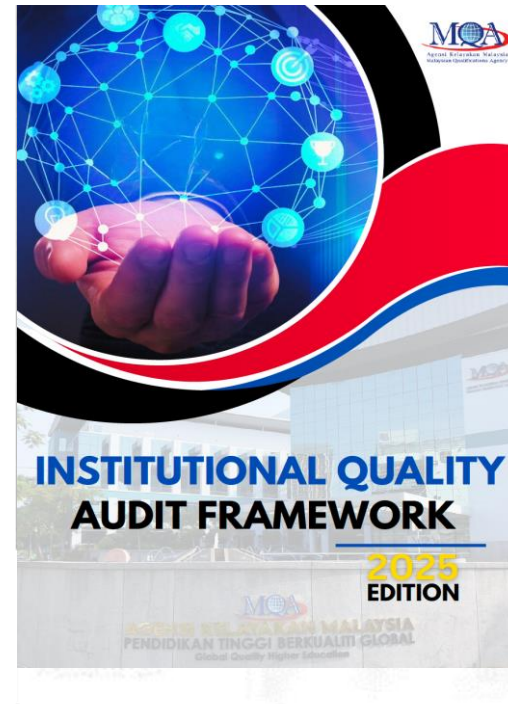
Institutional – COPIA/iQAF
Institutional Audit for APA
Institutional Audit for Swa
Compliance Evaluation for
Swa

EVOLVING DOCUMENTS AND EXPECTATIONS

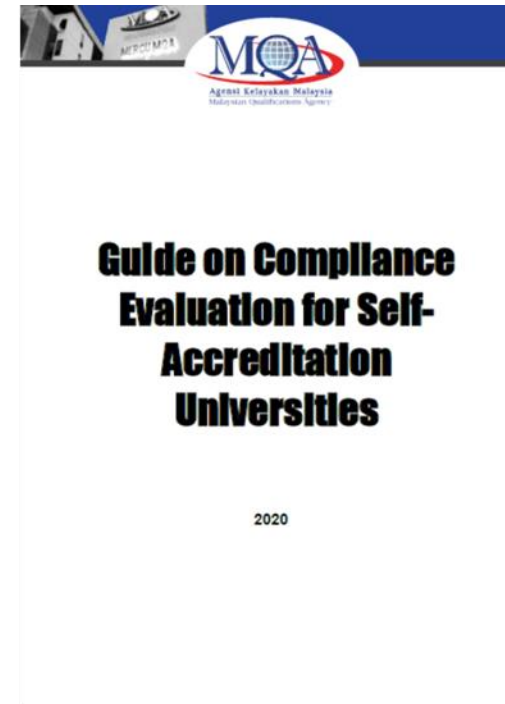
QA DOCUMENTS FOR INSTITUTIONAL AUDITS



1st Edition: 2007
2nd Edition: 2017
3rd Edition: 2024



1st Edition: 2009
2nd Edition: 2025?



1st Edition: 2020



2nd Edition: 2016

**CURRENTLY THERE IS NO EVALUATION INSTRUMENT FOR THE NINE AREAS OF COPIA (2009)
THAT IS COMPLEMENTARY TO THE APPROACH ADOPTED IN CESAU (2020).**

COPIA (2009)

Guidelines in COPIA are:

- a. aimed at helping HEP attain AT LEAST **benchmarked standards** in each aspect of higher education and stimulate them to continuously improve their programmes.
- b. designed to encourage diversity of approach that is compatible with national and global human resources requirements.
- c. define standards for higher education in broad terms, within which individual HEPs can design their programmes of study and to appropriately **allocate resources in accordance with their stated vision, mission, educational goals and learning outcomes**.

COPIA: Benchmark & Enhanced Standards

Benchmarked standards are standards that must be met and its compliance demonstrated during an institutional audit. These are MINIMUM standards expected of an institution of higher learning. Institutions of higher learning are expected to fulfil all the benchmarked standards. *However, some of these standards may not be applicable to certain institutions or in certain situations, for which the institution involved must justify this exception.*

COPIA: Sect 7.2; p.8

Nevertheless, the diversity of the institutions and their programmes call for flexibility wherever appropriate.

Where necessary, when preparing their documents for submission to the MQA, *the HEPs may need to provide additional information to explain why certain standards are not applicable to their case.*

COPIA: Benchmark & Enhanced Standards

Enhanced standards are standards that should be met as the institution strives to continuously improve itself.

The use of two levels of standards recognises the fact that HEPs are at different stages of development and emphasises that quality improvement is a continual process.

Institutions aspiring to apply for SWA status are expected to meet/exceed some/most of the enhanced standards

COPIA (2009): THE NINE AREAS & ASSOCIATED SUB-AREAS

AREAS IN COPIA	BENCHMARKED STANDARDS	ENHANCED STANDARDS
Area 1: Vision, Mission, Education Goals and Learning Outcomes	9	5
Area 2: Curriculum Design and Delivery	17	8
Area 3: Assessment of Students	12	5
Area 4: Student Selection and Support Services 4.1 Admission and Selection 4.2 Articulation Regulations, Credit Transfer and Credit Exemption 4.3 Transfer of Students 4.4 Student Support Services and Co-Curricular Activities 4.5 Student Representation and Participation 4.6 Alumni	24	16

COPIA (2009): THE NINE AREAS & ASSOCIATED SUB-AREAS

AREAS IN COPIA	BENCHMARKED STANDARDS	ENHANCED STANDARDS
Area 5: Academic Staff	12	4
Area 6: Educational Resources	14	10
Area 7: Programme Monitoring and Review	6	3
Area 8: Leadership, Governance and Administration	16	11
Area 9: Continual Quality Improvement	4	3
SUBTOTAL	114	65
TOTAL	179	



Institutions applying for SWA status are expected to meet/exceed 1/3 to 1/2 of the enhanced standards

CESAU (2020)

The highest form of institutional audit is the self-accreditation audit, which can lead to a conferment of a self-accreditation status for the institution so audited, whereby the institution can accredit its own programmes. Sometimes called a “system audit”, the institutional audit for purposes of self-accreditation focuses on the capacity and capability of the internal quality assurance system of an institution to evaluate academic programmes that it offers. In a sense, a self-accreditation audit is an exercise in accrediting the internal quality assurance system of the institution.

CESAU (2020)

Maintenance audits (Compliance evaluation) will guide self-accreditation HEP to continually improve through a quality culture that enhances academic excellence and organisational excellence. Furthermore, the standards and their attainment levels in CESAU were developed with the intention of transforming these self-accreditation HEPs into exemplary institutions that serve as benchmark for local and foreign institutions. Maintenance audits (Compliance evaluations) focus on the quality of institutions prescribed based on four areas of evaluation as follows:

- i. Institutional Leadership and Governance
- ii. Academic Development and Management
- iii. Talent and Resources
- iv. Continual Quality Improvement and Sustainability

MAPPING OF COPIA(2009) TO CESAU(2020)

AREAS IN COPIA	BENCHMARKED STANDARDS	ENHANCED STANDARDS	NEW AREAS (CESAU)	NO. OF STANDARDS*
Area 1: Vision, Mission, Education Goals and Learning Outcomes	9	5	Area 1: Institutional Leadership and Governance (Combination of Area 1 & 8)	15
Area 2: Curriculum Design and Delivery	17	8		
Area 3: Assessment of Students	12	5	Area 2: Academic Development and Management (Combination of Area 2, 3, 4.1, 4.2 & 4.3)	11
Area 4: Student Selection and Support Services 4.1 Admission and Selection 4.2 Articulation Regulations, Credit Transfer and Credit Exemption 4.3 Transfer of Students 4.4 Student Support Services and Co-Curricular Activities 4.5 Student Representation and Participation 4.6 Alumni	24	16		

REVISED FOR SWA-INSTRUMENT (CESAU 2020)

AREAS IN COPIA	BENCHMARKED STANDARDS	ENHANCED STANDARDS	NEW AREAS (CESAU)	NO. OF STANDARDS*
Area 5: Academic Staff	12	4	Area 3: Talent and Resources (Combination of Area 4.4, 4.5 , 5 & 6)	16
Area 6: Educational Resources	14	10		
Area 7: Programme Monitoring and Review	6	3		
Area 8: Leadership, Governance and Administration	16	11	Area 4: Continual Quality Improvement and Sustainability (Combination of Area 4.6, 7 & 9)	11
Area 9: Continual Quality Improvement	4	3		
SUBTOTAL	114	65		
TOTAL	179			53

*No benchmarked and enhanced standards

QUALITY ASSURANCE: Streamlining the “inconsistencies”

COPPA (2017) has **SEVEN** areas of evaluation

COPIA (2009) and COPPA (2008) utilises the **NINE** areas of evaluation, i.e.:

1. Vision, mission, educational goals and learning outcomes;
2. Curriculum design and delivery;
3. Assessment of students;
4. Student selection and support services;
5. Academic staff;
6. Educational resources;
7. Programme monitoring and review;
8. Leadership, governance and administration; and
9. Continual quality improvement.

CESAU (2020) has **FOUR** areas of evaluation

**A TASK HAS REVIEWED COPIA (2009).
A THIRD EDITION IS EXPECTED TO BE RELEASED IN 2025**

COPIA (2009)

Standards: 179 (114/65)

The quality evaluation process covers **nine** areas:

- Vision, Mission, Educational Goals and Learning Outcomes;
- Curriculum Design and Delivery;
- Assessment of Learning Outcomes;
- Student Selection and Support Services;
- Academic Staff;
- Educational Resources;
- Programme Monitoring and Review;
- Leadership, Governance and Administration;
- Continual Quality improvement.

USE TO EVALUATE HEALTH OF HEP & ELIGIBILITY TO BE AWARDED SELF-ACCREDITING UNIVERSITIES

COPPA (2017)

Standards: 98

The quality evaluation process covers **seven** areas:

- Programme Development and Delivery (1,2);
- Assessment of Student Learning;
- Student Selection and Support Services;
- Academic staff;
- Educational resources;
- Programme Management;
- Programme Monitoring, Review and Continual Quality improvement (7,9).

COPPA (2008)

Standards: 159 (100/59)

USE FOR PROGRAMME ACCREDITATION

CESAU (2020)

Standards: 53

The quality evaluation process covers **four** areas:

- Institutional Leadership and Governance (1,8);
- Academic Development and Management (2,3,4.1,4.2,4.3);
- Talent and Resources (4.4,4.5, 5,6);
- Continual Quality Improvement and Sustainability (4.6,7,9)

USE FOR COMPLIANCE EVALUATION OF SELF-ACCREDITING UNIVERSITIES

COPIA (2009) Standards: 179 (114/65)	Draft COPIA (2024) Standards: 80	CESAU (2020) Standards: 53
The quality evaluation process covers nine areas: • Vision, Mission, Educational Goals and Learning Outcomes; • Curriculum Design and Delivery; • Assessment of Students; • Student Selection and Support Services; • Academic Staff; • Educational Resources; • Programme Monitoring and Review; • Leadership, Governance and Administration; • Continual Quality improvement. USE TO EVALUATE HEALTH OF HEP & ELIGIBILITY TO BE AWARDED SELF-ACCREDITING UNIVERSITIES	The quality evaluation process covers five areas: • Institutional Governance and Leadership (1.1-1.3; 8.1-8.2 & 8.4); • Academic Development and Management (1.4, 2.1-2.3, 3.1-3.3 & 6.3); • Student Experience and Support (4.1-4.6); • Talent and Resources (5.1-5.2, 6.1-6.2, 6.4-6.5 & 8.3); • Quality Assurance and Sustainability (2.4, 7.1-7.2, 8.5 & 9.1) . USE TO EVALUATE HEALTH OF HEP & ELIGIBILITY TO BE AWARDED SELF-ACCREDITING UNIVERSITIES	The quality evaluation process covers four areas: • Institutional Leadership and Governance (1.1-1.3); • Academic Development and Management (2.3,4.1,4.2,4.3,4.4,4.5); • Talent and Resources (5.1-5.2, 6.1-6.2, 6.4-6.5 & 8.3); • Continual Quality Improvement and Sustainability (4.6,7,9) USE FOR COMPLIANCE EVALUATION OF SELF-ACCREDITING UNIVERSITIES

SUPERSEDED BY IQAF2025

QUALITY ASSURANCE: Institutional Audits

The highest form of institutional audit is the **self-accreditation audit**,

Chapter 4

Self-accrediting higher education providers

61. Application for self-accreditation status on invitation
62. Registering programmes or qualifications
63. Certificate of self-accreditation and certificate of accreditation
64. Revocation of self-accreditation status or cancellation of registration

QUALITY ASSURANCE: Internal Quality Audit

Self-Review Portfolio (SRP)

A Self-Review Portfolio is a portfolio generated by an Internal Quality Audit, which is submitted to the MQA for the purpose of an Institutional Audit.

Self-Review Report (SRR)

A Self-Review Report is a report submitted by a higher education provider to the MQA for the purpose of an Institutional Audit that demonstrates whether the higher education provider has **achieved the quality standards**** as required in the areas that are evaluated.

****53 standards in CESAU 2020 or 80 standards in iQAF2025**

THINKING FRAMEWORK

PROGRAMME DEV & DELIVERY
ASSESSMENT

EMPLOYABILITY & ALUMNI
& EMPLOYER

STUDENT SELECTION

STAFF RECRUITMENT,
RETENTION AND REWARD

INVESTMENT IN INFRA- AND
INFO-STRUCTURES &
EDUCATIONAL RESOURCES

FINANCIAL
SUSTAINABILITY

PROGRAMME MGNT &
REVIEWS

USE AS IQA REPORT BY HEP

SELF REVIEW
PORTFOLIO/REPORT

SELF- ACCREDITATION
STATUS

CONTINUING
ACCREDITATION

FULL ACCREDITATION

PROVISIONAL
ACCREDITATION

USE BY MQA

INCREASE IN
EXPECTATIONS

IMPROVED GOVERNANCE,
EFFICIENCY AND EFFECTIVENESS
THROUGH QUALITY CULTURE

VISION & MISSION
STRENGTH & WEAKNESSES

IQA/EQA IN CONTEXT OF 7 AREAS OF **COPPA**

Abdul Talib, 2018

STANDARDS AND RUBRICS

AREA 1: VISION, MISSION, EDUCATIONAL GOALS AND LEARNING OUTCOMES

Section 2: Guidelines on Criteria and Standards for Higher Education Provider	HEI Processes/ Procedures	ISO 9001:2008	Evidences
1.1 Statement of Vision, Mission and Educational Goals	Teaching & Learning		
1.1.1 Benchmarked Standards			
The HEP must formulate educational goals consistent with its vision and mission.	Quality Manual	4.2.2 Quality Manual	 - Educational Goals/Vision/Mission - Check the statement in the Quality Manual
The mission statement and educational goals must reflect the crucial elements of the processes and outcomes of higher education that is in line with national and global developments.		4.2.2 Quality Manual	 - Educational Goals/Vision/Mission - Align it with <i>Pelan Strategik Pendidikan Tinggi Negara/Malaysia Education Blueprint</i>
The vision, mission, and educational goals must be approved by a governing board or other appropriate body whose membership is made up of those competent to discharge such duties and responsibilities.		4.2.2 Quality Manual	 Minutes of LPU/Senate/Management Meeting
Every HEP must disseminate its vision, mission and educational goals to its internal and external stakeholders.		5.2.3.d) Communication of Quality Policy 5.5.3 Internal Communication 7.2.3 Customer Communication	 Posters/Minit Mesyuarat Senat/Faculty/Jabatan/Kampus/Website Check UiTM Website, Buku Panduan Program, Alumni, KPT

1.1.2 Enhanced Standards			
The mission and educational goals should encompass leadership qualities in the areas of social responsibility, research and scholarly attainment, community engagement, ethical values, professionalism, and knowledge creation.		4.2.1 General (No particular requirement in ISO; to a certain extent is the requirement of 5.1 Management commitment)	 Educational Goals/Vision/Mission
The HEP should demonstrate that its planning and evaluation processes, educational programmes, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to fulfil its stated goals.		4.1 QMS General requirements 5.4.2 Quality management system planning (Strategic planning blueprint) 7.1 Planning of product realization	 Check the planning aspect of any process
1.2 Participation in the Formulation of Vision, Mission and Educational Goals			
1.2.1 Benchmarked Standards			
The vision, mission and goals must be developed in consultation with principal stakeholders which include departments, schools or faculties, research centres, governing boards, academic staff, student organisations, and administration and management staff.		7.2.1 Determination of requirements related to the product 7.3.1 Design & development planning (for programmes)	Minutes of Meeting which involved the various levels.

THE NINE AREAS OF COPIA

STANDARDS and Evidences

THE FIVE AREAS OF iQAF2025

STANDARDS IN iQAF2025
(pp 98-113)

REVISED 3rd Edition (2025)

Section 2: Criteria and Standards

Area 1: Institutional Governance and Leadership

- Statement of Vision, Mission and Educational Goals [1.1]
 - Participation in the Formulation of Vision, Mission and Educational Goals [1.2]
 - Academic Autonomy [1.3]
 - Governance [8.1]
 - Institutional and Academic Leadership [8.2]
 - Academic Records [8.4]
- 1.1 Vision, Mission and Educational Goals (C1 S3)
 - 1.2 Strategic Plans (C1 S2)
 - 1.3 Institutional and Academic Leadership (C1 S4)
 - 1.4 Governance Functions and Mechanisms (C1 S3)
 - 1.5 Management of Information and Records (C1 S2)

S:14, Cr: 5, Cl:5

Area 2: Academic Development and Management

- Learning Outcomes [1.4]
 - Curriculum Design and Teaching-Learning Methods [2.1]
 - Curriculum Content and Structure [2.2]
 - Management of Programmes [2.3]
 - Relationship Between Assessment and Learning [3.1]
 - Assessment Methods [3.2]
 - Management of Student Assessment [3.3]
 - Educational Expertise [6.3]
- 2.1 Learning Outcomes (C1 S2)
 - 2.2 Programme Design (C1 S4)
 - 2.3 Programme Delivery (C1 S2)
 - 2.4 Student Assessment (C1 S3)
 - 2.5 Programme Management (C1 S4)

S:15, Cr: 5, Cl:5

Area 3: Student Experience and Support

- Admission and Selection [4.1]
 - Articulation Regulations, Credit Transfer and Credit Exemption [4.2]
 - Transfer of Students [4.3]
 - Student Support Services and Co-Curricular Activities [4.4]
 - Student Representation and Participation [4.5]
 - Alumni [4.6]
- 3.1 Student Admission (C2 S5)
 - 3.2 Mobility and Credit Transfer (C1 S1)
 - 3.3 Student Support Services (C1 S2)
 - 3.4 Student Development (C1 S3)
 - 3.5 Student Representation and Empowerment (C1 S2)
 - 3.6 Alumni (C1 S2)

S:15, Cr: 6, Cl:7

Area 4: Talent and Resources

- Recruitment and Management [5.1]
 - Service and Development [5.2]
 - Administrative and Management Staff [8.3]
 - Physical Facilities [6.1]
 - Research and Development [6.2]
 - Educational Exchanges [6.4]
 - Financial Allocation [6.5]
- 4.1 Academic Staff (C2 S5)
 - 4.2 Non-academic Staff (C1 S3)
 - 4.3 Physical Resources (C1 S4)
 - 4.4 Technological Resources (C1 S4)
 - 4.5 Research Resources* (C1 S2)
 - 4.6 Financial Resources (C1 S3)

*focus on resources for research, synergy with T&L and support for postgraduate programmes.

S:21, Cr: 6, Cl:7

Area 5: Quality Assurance and Sustainability

- Linkages with External Stakeholders [2.4]
 - Mechanisms for Programme Monitoring and Review [7.1]
 - Involvement of Stakeholders [7.2]
 - Interaction with External Sectors [8.3]
 - Quality Improvement [9.1]
- 5.1 Internal Quality Assurance (IQA) System (C1 S2)
 - 5.2 Mechanisms for Programme Monitoring, Review and Evaluation (C2 S7)
 - 5.3 Involvement of Stakeholders and Educational Expert (C1 S3)
 - 5.4 Quality Improvement and Enhancement (C1 S2)
 - 5.5 Institutional Sustainability (C1 S1)

S:15, Cr: 5, Cl:6

Total no. of standards: **80**

Total no. of clusters: **30**

Sample 1B

Mapping of Section 2, 3 & 6 – Area 1 (sample)

AREA 1: INSTITUTIONAL GOVERNANCE AND LEADERSHIP

Section 2: Criteria and Standards for Institutional Audit		Section 3: Submission for Institutional Audit Part B – Information on Areas of Evaluation	Section 6: Guidelines for Preparing Institutional Audit Report
1.1 Vision, Mission and Educational Goals			
1.1.1 The HEP must formulate educational goals consistent with its vision and mission, in line with national and global developments.	1.1.1 Provide the HEP’s vision and mission statements and describe how the university’s educational goals (or specific academic outcomes the HEP aims for students to achieve) are directly linked to the vision and mission, demonstrating consistency and coherence with national development goals and global trends in higher education to foster academic excellence and societal impact.	1.1.1 Analyse the alignment of the HEP's educational goals with its stated vision and mission and verify that the educational goals are in harmony with national educational policies and frameworks (e.g., MQF and regulatory requirements) and global trends in higher education (e.g., sustainability, digital transformation and inclusivity).	
1.1.2 The vision, mission and educational goals must be approved by a governing board or other appropriate body for implementation.	1.1.2 (a) Provide an overview of the HEP’s governance structure and describe the governing board or appropriate body and membership responsible for approving the vision, mission and educational goals and overseeing the implementation. (b) Provide official minutes or other documents from the governing board or relevant body meetings that document the discussion and formal approval of the vision, mission and educational goals according to the HEP’s constitution.	1.1.2 Verify that the vision, mission and educational goals were formally approved by the governing board or an appropriate body and comment on the governing body and its membership responsible for the approval according to the HEP’s constitution.	
1.1.3 The HEP must disseminate the vision, mission and educational goals accordingly to relevant stakeholders.	1.1.3 Describe how the vision, mission and educational goals are made known to relevant parties through effective approaches.	1.1.3 Evaluate the methods used for disseminating the vision, mission and educational goals (e.g., website, official publications, orientation programmes, workshops and newsletters) to key stakeholders (e.g., staff, students, governing bodies, industry partners, alumni and the public).	

STANDARDS AND RUBRICS

FRAMEWORK OF RUBRICS DEVELOPMENT (CESAU 2020)

Attainment Level	Description
1	Shortcomings from the standards depending on the severity of non-conformance.
2	
3	Fulfilment of all the required standards associated to rubrics.
4	Performance that improves effectiveness and encourages changes in culture.
5	Performance that meets global level and can be exemplary.

FRAMEWORK OF RUBRICS DEVELOPMENT (CESAU 2020)

Fulfilment of attainment level 3 indicates conformity to the stated standards.

The scoring of the attainment level is based on a cumulative or incremental approach. For example, attainment level 5 will only be considered after fulfilment of attainment level 4.

AREAS, SUB-AREAS, STANDARDS , RUBRICS & SUPPORTING DOCUMENTS

AREA 1 (1.1;1.2 &1.3)

INSTITUTIONAL LEADERSHIP AND GOVERNANCE

[Guide on Compliance Evaluation for Self-Accreditation Universities \(MQA, 2020\)](#)

Sub-Area 1.1 Review of Vision, Mission and Educational Goals

Standards	
1.1.1	The HEP must review or revisit its vision, mission and educational goals, in line with national and global developments.
1.1.2	The new/existing vision, mission and educational goals must be approved by a governing board or other appropriate body to be relevant and current.
1.1.3	The HEP must disseminate the vision, mission and educational goals to its internal and external stakeholders.

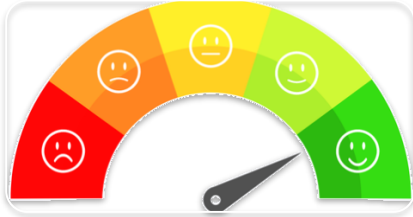
FRAMEWORK OF RUBRICS DEVELOPMENT

Attainment Level	Description
1	Shortcomings from the standards depending on the severity of nonconformance.
2	
3	Fulfilment of all the required standards associated to rubrics.
4	Performance that improves effectiveness and encourages changes in culture.
5	Performance that meets global level and can be exemplary.

SUB-AREA 1.1 Review of Vision, Mission and Educational Goals (Attainment Levels)

1	The HEP does not review or revisit its vision, mission and educational goals and has no plan in place to review or revisit them.
2	The HEP is reviewing or revisiting its vision, mission and educational goals.
3	The HEP has reviewed or revisited its vision, mission and educational goals, in line with national and global developments, which were approved by a governing board or other appropriate body to be relevant and current and disseminated to its internal and external stakeholders.
4	The approved and disseminated vision, mission and educational goals have been formulated in consultation with <u>a wider range of stakeholders</u> that may include the community, civil society, international peers, alumni, industry, professional bodies, funding agencies, and the government, <u>in line with national and global developments</u> . There is <u>internalisation of vision and mission</u> among the HEP community.
5	The approved and disseminated vision, mission and educational goals have <u>reflected the institutional responsiveness to current change and future development</u> of higher education landscape.

MAIN PRINCIPLES OF THE 3C RUBRICS (2024)



For FA and CE, evaluation of a standard/cluster of standards is based on a 5-point scale, AL 1-5:

- AL 3 as meeting the requirement or adequacy level.

AL 1

Inadequate, non-fulfilment of the standard leading to major deficiency and requiring major correction/improvement.

AL 2

Less adequate, non-fulfilment of the standard leading to minor deficiency and requiring minor correction/improvement.

AL 3

Adequately addressing the standard and/or fulfilment of the standard as indicated directly by its statement(s).

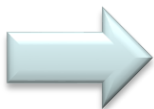
AL 4

Addressing the standard efficiently and/or effectively, indicating that the HEP's IQA system is in control of the respective processes.

AL 5

Addressing the standard to the extent that demonstrates good/best or exemplary practice, which could be benchmarked by others.

Adequacy
Level



MAIN PRINCIPLES iQAF RUBRICS (2025)

The evaluation of each standard or cluster of standards in IQAF 2025 is based on a **5-point scale of attainment levels (AL1–AL5)**. The **passing score** for all audit types is **Attainment Level 3 (AL3)** — indicating that a standard or cluster of standards is *adequately addressed and fulfilled*.

Attainment Level (AL)	Descriptor	Performance Description
AL 1 – Inadequate	Major Deficiency	Non-fulfilment of the standard, or one or more standards in the cluster. Significant weaknesses or systemic gaps are evident, requiring major corrective action to adequately address the standard(s).
AL 2 – Emerging / Partial	Minor Deficiency	Partial fulfilment of the standard or some standards in the cluster. Processes exist but are inconsistently applied or inadequately monitored, requiring minor improvement to achieve compliance.
AL 3 – Adequate / Compliant	Meets Expectations (Passing Score)	The standard or cluster is adequately addressed and fulfilled as stated. Processes are documented and implemented systematically, meeting the minimum acceptable criteria for compliance.
AL 4 – Integrated / Effective	High Performance	The standard or cluster is efficiently and effectively addressed. The Higher Education Provider (HEP) demonstrates that its internal QA system is in control , ensuring process consistency and continuous effectiveness.
AL 5 – Exemplary / Benchmark	Best Practice	The standard or cluster is addressed comprehensively and strategically. The system demonstrates exemplary or best practices that could serve as a benchmark for other institutions, showing evidence of innovation, sustainability, and impact.

Draft Guidelines to Evaluation of Standards (Rubric/ Instrument) for Revised Third Edition (2025)

1.1 Vision, Mission and Educational Goals

Standard 1.1.1

The HEP **must** formulate educational goals consistent with its vision and mission, in line with national and global developments.

Standard 1.1.2

The vision, mission and educational goals **must** be approved by a governing board or other appropriate body for implementation.

Standard 1.1.3

The HEP **must** disseminate the vision, mission and educational goals accordingly to relevant stakeholders.

Attainment Level	Description
1	The HEP fulfils NONE of the following: - Formulates educational goals consistent with its vision and mission, in line with national and global developments. - Has the vision, mission and educational goals approved by a governing board or other appropriate body for implementation. - Disseminates the vision, mission and educational goals accordingly to relevant stakeholders.
2	The HEP fulfils AT LEAST ONE of the following: - Formulates educational goals consistent with its vision and mission, in line with national and global developments. - Has the vision, mission and educational goals approved by a governing board or other appropriate body for implementation. - Disseminates the vision, mission and educational goals accordingly to relevant stakeholders.
3	The HEP formulates educational goals consistent with its vision and mission, in line with national and global developments. The vision, mission and educational goals are approved by a governing board or other appropriate body for implementation, and are disseminated accordingly to relevant stakeholders.
4	The HEP systematically and timely reviews the achievement of its educational goals to address emerging challenges, including evolving stakeholder expectations, national priorities, and global educational trends. The findings from these reviews are critically evaluated and systematically integrated into the HEP's strategic agenda. This process ensures that institutional planning and continuous improvements are evidence-based, aligned with the HEP's vision and mission, and responsive to future developments.
5	The HEP establishes and implements a robust, evidence-based system for the periodic review of the achievement of educational goals, ensuring alignment with its vision, mission, and strategic objectives. The review process is guided by well-defined governance structures and accountability mechanisms, supporting continuous quality enhancement across all institutional levels. It ensures that the institution remains responsive to internal developments and external changes, including stakeholder expectations, national priorities, and global trends in higher education.

Draft Guidelines to Evaluation of Standards (Rubric/ Instrument) for Revised Third Edition (2025)

5.1 Internal Quality Assurance System

Standard 5.1.1

The HEP **must** have an independent department or equivalent dedicated to, and responsible for, the internal quality assurance system, led by a competent person with the direct line of reporting to the head of the institution or the governing board.

Standard 5.1.2

The HEP **must** establish policies and procedures for regular reviewing of its internal quality assurance system and processes to keep abreast with current development in quality assurance and to maintain continual quality improvement within the institution.

Attainment Level	Description
1	The HEP fulfils NONE of the following: - Has an independent department or equivalent dedicated to, and responsible for, the internal quality assurance (IQA) system, led by a competent person with the direct line of reporting to the head of the institution or the governing board. - Establishes policies and procedures for regular reviewing of its internal quality assurance system and processes to keep abreast with current development in quality assurance and to maintain continual quality improvement (CQI) within the institution.
2	The HEP fulfils PARTIALLY or AT LEAST ONE of the following: - Has an independent department or equivalent dedicated to, and responsible for, the internal quality assurance (IQA) system, led by a competent person with the direct line of reporting to the head of the institution or the governing board. - Establishes policies and procedures for regular reviewing of its internal quality assurance system and processes to keep abreast with current development in quality assurance and to maintain continual quality improvement (CQI) within the institution.
3	The HEP has an independent department or equivalent dedicated to, and responsible for, the internal quality assurance (IQA) system, led by a competent person with the direct line of reporting to the head of the institution or the governing board. The HEP establishes policies and procedures for regular reviewing of its internal quality assurance system and processes to keep abreast with current development in quality assurance and to maintain continual quality improvement (CQI) within the institution.
4	The HEP's internal quality assurance (IQA) department and is internally recognised as a prominent entity within the institution. The IQA system is well-integrated across all institutional levels, supported by evidence-based review and effective stakeholder engagement. The IQA processes are systematically and periodically reviewed for effectiveness and contribute towards continual quality improvement (CQI) within the institution.
5	The HEP demonstrates a well-coordinated, seamless internal quality assurance (IQA) system that is digitally enabled, predictive, and externally validated and recognised/certified. Its quality assurance (QA) insights drive strategic decision-making and innovation, where these practices can be referred to as benchmarks.

MAIN PRINCIPLES iQAF RUBRICS (2025)

Guideline on Rubric for Evaluation of
Standards in iQAF

WHAT ABOUT RUBRICS FOR COPIA (2009) ?

HEP NEEDS TO FULFILL ALL THE BENCHMARK STANDARDS (AL3)
AND SOME OF THE ENHANCED STANDARDS (AL4 & AL5)

EVALUATION FOR COMPLIANCE EVALUATION OF SELF-ACCREDITATION UNIVERSITIES

CESAU 2020

Area									
Area 1: Institutional Leadership and Governance									
1.1	1.2	1.3	1.4	1.5					
5	3	4	3	4					

Score	%	Weightage by Area
$\frac{19}{25}$	19.00	76%

Area 2: Academic Development and Management									
2.1	2.2A	2.2B	2.2C	2.2D	2.3A	2.3B			
3	2	4	3	3	5	3			

$\frac{23}{35}$	16.43	65.72%
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Area 3: Talent and Resources									
3.1A	3.1B	3.1C	3.1D	3.2	3.3	3.3(2)	3.4	3.4(2)	3.5
3	3	4	4	4	4	3	3	3	3

$\frac{34}{50}$	17.00	68%
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Area 4: Continual Quality Improvement and Sustainability									
4.1A	4.1B	4.2	4.3	4.4					
4	3	3	3	4					

$\frac{17}{25}$	17.00	68%
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Total									
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93	69.43	93/135
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Minimum requirement for maintenance of the self-accreditation status:

Overall (Total) >75 and Score for each Area > 70

PERTIMBANGAN STATUS SWAAKREDITASI



DEFINISI

bermaksud **penggantungan sementara kebenaran untuk melaksanakan sendiri aktiviti penilaian program secara dalaman** sehingga syarat-syarat dipenuhi dan tempoh penggantungan ditamatkan. Tempoh bergantung kepada keputusan MJSA.



TINDAKAN SUSULAN

PPT perlu **mengemukakan bukti tindakan susulan yang telah diambil dalam tempoh yang diberikan**. Bukti akan melalui proses penilaian. Hasil dan syor penilaian akan diangkat kepada MJSA untuk diputuskan.



IMPLIKASI

Kegagalan PPT mengambil tindakan yang bersesuaian akan menyebabkan **pengeluaran notis niat pembatalan status swaakreditasi**.



Naziatul Ilyana Il...

Naziatul Ilyana Ilyas - MQA

Guiding criteria for proposing the final recommendation for **consideration of the Self-Accreditation Status**

IQAF 2025

Final Recommendation for Consideration of the Self-Accreditation Status	Overall Attainment	Criteria for Fulfilment of Clusters of Standards
Grant Self-Accreditation Status with/without conditions	$\geq 80\%$	● ALL clusters are fulfilled with AT LEAST AL 3. ● No area of concern (recommendation).
Grant Self-Accreditation Status after conditions are fulfilled	$\geq 70\%$	● MOST clusters are fulfilled (minimum AL 3). ● One or more clusters attain AL 2. ● Unattained standards within clusters are to be stated as recommendations to be addressed.
Denial Self-Accreditation Status (with reasons)	$< 70\%$	● SOME clusters in one or more areas of evaluation attain AL 1, and/or one or more area-level ratings are below 3.0. ● Unattained standards within clusters are to be stated as reasons to deny accreditation.

Guiding criteria for proposing the final recommendation for **maintenance of the Self-Accreditation Status**

IQAF 2025

Final Recommendation for Maintenance of Self-Accreditation Status	Overall Attainment	Criteria for Fulfilment of Clusters of Standards
Maintain Self-Accreditation Status with/without conditions	≥ 85%	● ALL clusters are fulfilled with AT LEAST AL 3, and in combination with AL 4 and/or AL 5. ● No area of concern (recommendation).
Maintain Self-Accreditation Status after conditions are fulfilled	≥75%	● MOST clusters are fulfilled (minimum AL 3). ● One or more clusters attain AL 2. ● Unattained standards within clusters are to be stated as recommendations to be addressed
Revocation of Self-Accreditation Status (with reasons)	< 75%	● SOME clusters in one or more areas of evaluation attain AL 1, and/or one or more area-level ratings are below 3.0. ● Unattained standards within clusters are to be stated as reasons to withdraw accreditation.

STRATEGIES IN PREPARING THE SRP/SRR

FRAMEWORK FOR CONCISE NARRATIVES

INFO LVL1 (Statement of Claim on AL)

Concise narrative using adapted statements from the attainment rubric with hyperlinks.
(80-250 words)

INFO LVL2 (DOCUMENT – rec: ROMAN NUMERALS)

Elaboration on items which had been hyperlinked in INFO LVL1

(1-3 pages including chronological tables or flowcharts).

Items mentioned here (INFO LVL2) need to be hyperlinked to documents showing evidences.

INFO LVL3 (DOCUMENT – rec: ALPHABETS)

Evidences include HIGHLIGHTED minutes meeting.

Reports on analysis and trends (preceded with the necessary executive summary related to the relevant standard being addressed)

All information provided in the submission should be clear, concise and well-organised.

CONCISE NARRATIVES (e.g., Std 1.1)

INFO LVL1 Attainment Level 3

IHL (Name of Institution) has been periodically reviewing its vision, mission and educational goals (V, M, EG) [1] taking on board national and global developments [2] with the approval of the LPU [3] to ensure currency and relevancy of the institution. The reviewed V, M, EG were disseminated to its internal and external stakeholders through various platforms [4].

INFO LVL1 Attainment Level 4

IHL has been periodically reviewing its vision, mission and educational goals (V, M, EG) [1] by engaging a wide range of stake holders [2] taking on board national and global developments [3] with the approval of the LPU [4] to ensure currency and relevancy of the institution. The reviewed V, M, EG were disseminated to its internal and external stakeholders through various platforms [5]. Surveys conducted had shown that internal stakeholders have internalised the V, M, OG of the Institution [6].

INFO LVL1 Attainment Level 5

..... Surveys conducted had shown that internal stakeholders not only have internalised the V, M, OG of the Institution but believed that the institution is now ready to face the changing landscape in HE [6,7]

DETAIL NARRATIVES (e.g., Std 1.1 – AL4)

INFO LVL2 HL 1 fr INFO LVL1

Provide the chronology of and the flowchart of the review process. Statements of the previous and current V, M and OG of the Institution highlighting the rational for the changes or otherwise showing that they are current & relevant [INFO LVL3 HL1-

Evide

INFO LVL1 Attainment Level 4

IHL has been periodically reviewing its vision, mission and educational goals (V, M, EG) [1] by engaging a wide range of stake holders [2] taking on board national and global developments [3] with the approval of the LPU [4] to ensure currency and relevancy of the institution. The reviewed V, M, EG were disseminated to its internal and external stakeholders through various platforms [5]. Surveys conducted had shown that internal stakeholders have internalised the V, M, OG of the Institution [6].

LVL3

INFO LVL2 HL 3 fr INFO LVL1

Provide a summary on national and global developments being considered – SDG, 4IR, SPV etc. [INFO LVL3 HL 3- evidences of the engagements].

INFO LVL2 HL 4 fr INFO LVL1

Provide a summary of the approval processes prior to and including that of the LPU [INFO LVL3 HL4-minutes showing approval at different levels].

A description of the instrument and summary of key results [INFO LVL3 HL6-The instrument and evidences of analysis]

SINGLE ENTITY FOR SUCCESS

VICE-CHANCELLOR

DVC- ACADEMIC & INTERNATIONAL

DVC- STUDENT AFFAIR

DVC- RESEARCH & INNOVATION

DVC- ALUMNI & COMMUNITY NETWORK

LIBRARY

BURSAR

REGISTRAR

DEVELOPMENT & FACILITIES

ICT

ACADEMIC DEVELOPMENT
AND MANAGEMENT



**WHETHER UNIMAS ADOPTS
COPIA OR iQAF, THE QUALITY
UNIT NEED TO MAP THE
STANDARDS IN THE RESPECTIVE
AREAS TO THE SPECIFIC
DEPARTMENT/OFFICES**

GOVERNANCE AND LEADERSHIP

STUDENT EXPERIENCE AND
SUPPORT



TALENT AND RESOURCES

QUALITY ASSURANCE AND SUSTAINABILITY

THE INTERNAL QUALITY AUDIT

An internal quality audit is also known as a self-review, conducted by the HEP and is an important part of the quality assurance process.

The Chief Executive Officer and other senior staff of the HEP must be totally committed to, and supportive of, the internal quality audit and its purposes.

A senior person with appropriate expertise should lead the internal quality audit process, supported by the HEP's quality committee.

The internal quality audit builds as much as possible on current relevant evaluative activity and relevant existing materials.

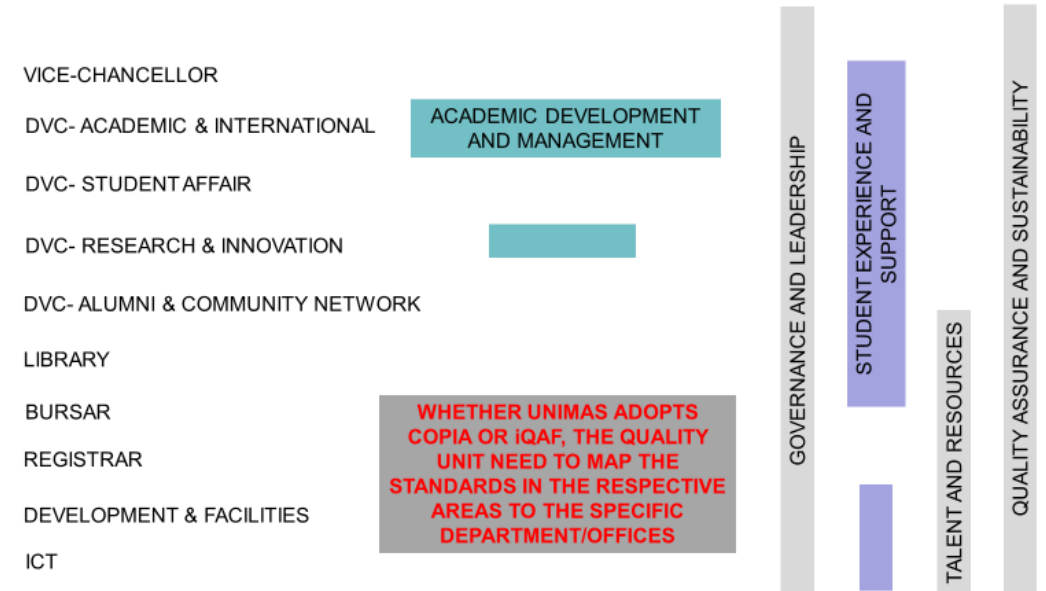
The HEP brings together representatives of the administration, the academic staff, students and other constituents to:

- collect and review data on the HEP and its educational programmes;**
- analyse the data to identify the institutional strengths, areas of concern and opportunities;**
- develop strategies to ensure that the strengths are maintained, and problems are addressed;**
- make specific recommendations for further quality enhancement.**

CONCLUDING REMARKS

Some reflections....

- Timeline for submission?
- Which code of practice to adopt?
- Can we meet the minimum standards for passing based on the selected code of practice?
- Strategy for data collection?
- Whom to lead data collection based on areas of evaluation?
- Whom to lead the task of analysing the data and writing the SRR?
- Is there a need for mock audit?



Terimakasih!

Emeritus Professor. Sr. Ir. Dr. Suhaimi Abdul Talib
Former Deputy Vice-Chancellor (Academic & International), UiTM

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



TRIVIA WARISAN

PENGISYTIHARAN RUKUN NEGARA

Rukun Negara diisytiharkan dengan rasminya oleh Seri Paduka Baginda Yang di-Pertuan Agong **Almarhum Tuanku Ismail Nasiruddin Shah Ibni Almarhum Sultan Zainal Abidin**, Yang di-Pertuan Agong IV pada 31 Ogos 1970.

Kepercayaan Kepada Tuhan
(*Belief in God*)

Kesetiaan Kepada Raja dan Negara
(*Loyalty to King and country*)

Keluhuran Perlembagaan
(*Supremacy of the Constitution*)

Kedaulatan Undang-undang
(*Rule of Law*)

Kesopanan dan Kesusilaan
(*Good behavior and morality*)

– Ministry of National Unity



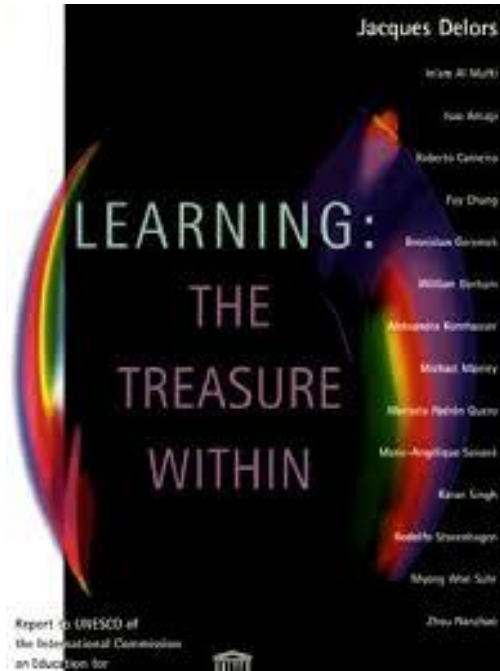
The Way Forward

The fourth industrial revolution may be driving disruption, but the challenges it presents are of our own making. It is thus in our power to address them and enact the changes and policies needed to adapt (and flourish) in our emerging new environment.

We can only meaningfully address these challenges if we mobilize the collective wisdom of our minds, hearts and souls. To do so, I believe we must adapt, shape and harness the potential of disruption by nurturing and applying four different types of intelligence:

- contextual (the mind) – how we understand and apply our knowledge
- emotional (the heart) – how we process and integrate our thoughts and feelings and relate to ourselves and to one another
- inspired (the soul) – how we use a sense of individual and shared purpose, trust, and other virtues to effect change and act towards the common good
- physical (the body) – how we cultivate and maintain our personal health and well-being and that of those around us to be in a position to apply the energy required for both individual and systems transformation

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



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

chapter 4

Pointers and recommendations

- Education throughout life is based on four pillars: learning to know, learning to do, learning to live together and learning to be.
- **Learning to know**, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.
- **Learning to do**, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.
- **Learning to live together**, by developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts – in a spirit of respect for the values of pluralism, mutual understanding and peace.
- **Learning to be**, so as better to develop one's personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.
- Formal education systems tend to emphasize the acquisition of knowledge to the detriment of other types of learning; but it is vital now to conceive education in a more encompassing fashion. Such a vision should inform and guide future educational reforms and policy, in relation both to contents and to methods.

BACK