

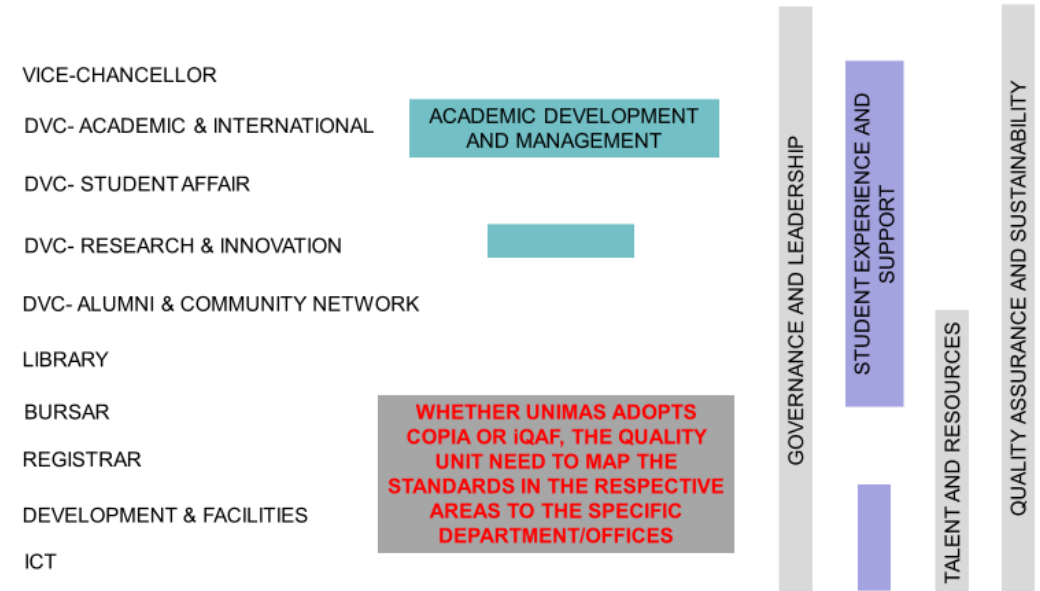
PREPARING FOR SELF-ACCREDITATION STATUS: GUIDANCE FOR UNIMAS QUALITY UNIT

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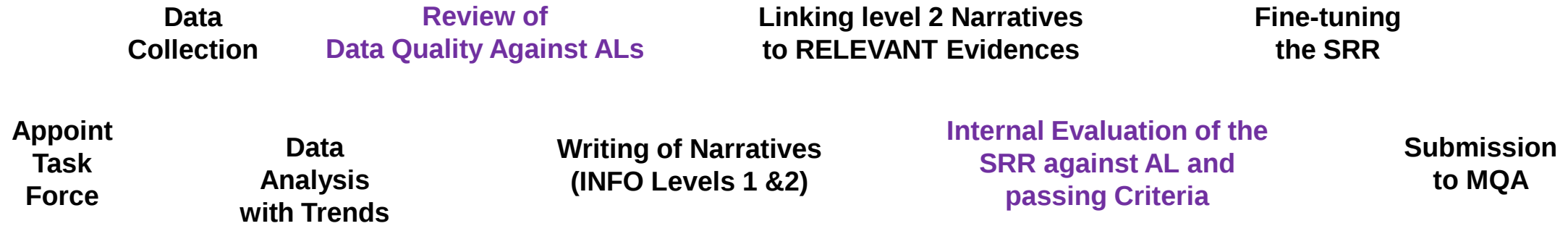
Sesi Taklimat Persediaan Swa Akreditasi kepada UNIMAS
16hb. December 2025

STRATEGY AND ACTION PLANS

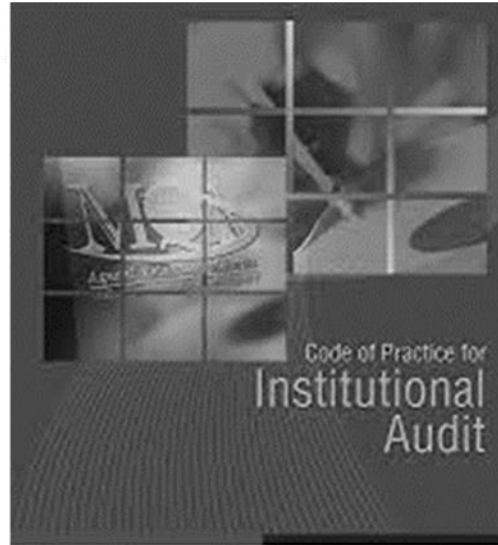
- Timeline for submission?
- Which code of practice to adopt?
- Can we meet the minimum standards for passing based on the selected code of practice?
- Strategy for data collection?
- Whom to lead data collection based on areas of evaluation?
- Whom to lead the task of analysing the data and writing the SRR?
- Mock audit before/after submission?



TIMELINE FOR SUBMISSION



WHICH CODE OF PRACTICE?



**COPIA – 9 AREAS
BENCHMARK &
ENHANCE**



**IQAF– 5 AREAS
PRESCRIBED
RUBRICS**

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

- 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

Total no. of standards: **80**

Total no. of clusters: **30**

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

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

TASK FORCE

AREAS	RELEVANT DEPARTMENTS	PIC FOR DATA COLLECTION	PIC FOR DATA ANALYSIS	PIC FOR WRITING THE REPORT
AREA 1				
AREA 9				

THE SELF REVIEW PORTFOLIO

While the guidelines are comprehensive, not all items apply equally to every submission; some may be more relevant than others. The HEPs should adapt the guidelines to suit their specific institutional needs and clearly indicate and explain any items that are not applicable

The HEPs are expected to provide relevant information and supporting evidence that effectively demonstrates their institutional practices.

The HEP is required to submit the Self-Review Portfolio, also referred to as MQA-03, in the following format:

Part A: General Information about the HEP

This section provides a concise institutional profile of the HEP.

Part B: Information on the Areas of Evaluation

This section provides detailed information related to the five areas of evaluation that is related and linked to the corresponding standards in each area.

Part C: Self-Review Report (SRR)

This section presents the HEP's self-assessment on its fulfilment of the standards in all the areas of evaluation carried out within the institution, such as through an internal quality audit. Relevant supporting documents may be appended to strengthen the information provided.

THE SELF REVIEW PORTFOLIO

A Self-Review Report (SRR) is a comprehensive document prepared by an HEP as part of the institutional evaluation process. The SRR serves as a reflective analysis of the HEP's practices, policies and outcomes, demonstrating how these align with established quality standards and criteria.

It as an evidence-based assessments of strengths, areas for improvement, and compliance with relevant standards, providing a clear narrative of the HEP's quality assurance efforts

An institutional quality audit evaluates a Higher Education Provider's (HEP) compliance with quality standards and the effectiveness of its quality assurance systems, ensuring accountability and continuous improvement in education delivery

THE SELF REVIEW TASK FORCE

An internal quality audit requires time and effort. To carry out this task, a Self-Review Task Force should be formed, led by a **Self-Review Coordinator who is appointed by the head of institution**, or equivalent. **Members of the task force should include people who are able to make an objective assessment and valuable insights about the HEP, as well as verify the contents of the HEP's Self-Review Portfolio (SRP).** The members may be appointed among academic and non-academic staff, as well as individuals external to the HEP (where necessary), who are competent and have experience performing any programme or institutional quality audit and evaluation exercises.

As part of the process of verifying and validating the information, a number of discussion sessions could be organised with specific individuals to be interviewed, who are chosen from among heads of departments and programmes, registrar, bursar, academic and non-academic staff, students and alumni, as well as those external to the HEP. **For each section of the SRR, it is recommended that a person most familiar with the relevant processes is appointed as the head of the section.**

The **Self-Review Coordinator** is responsible for coordinating the internal quality audit process which include verifying and validating the information reported in the institutional database, preparing the final unified version of the database, coordinating the self-analysis report and writing the final consolidated the Self-Review Report (SRR, or Part C of the SRP). The main deliverable of this process is the finalised SRP.

THE SELF REVIEW PORTFOLIO

The self-review process involves **asking critical questions** about the institution's processes and their outcomes, as well as its structures and their impact. This **reflective exercise** allows the HEP to **generate an objective and constructive critique**, promoting meaningful self-development.

The HEP is encouraged to conduct a **thorough analysis of its strengths, weaknesses and opportunities and to evaluate itself against established quality assurance standards**. The internal quality audit focuses on the institution's goals and its success in achieving them. For the process to be effective, the internal quality audit must be widely understood and embraced across the institution, ensuring that the **findings and their implications are acted upon and integrated into future improvements**.

Each department or section head submits their analysis to the Self-Review Coordinator. **The Self-Review Coordinator consolidates these findings, aligns them with the five quality assurance areas, and prepares the Self-Review Portfolio or the SRP**. This portfolio serves as the foundation for the institutional quality audit, providing a comprehensive and reflective overview of the HEP's quality assurance practices and outcomes.

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-

Evid

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].

Prov

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each

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]

INFO LVL2 HL 2 fr INFO LVL1

Provide a summary of the various stakeholders engagement sessions and the salient inputs by each of the wide range of stake holders [INFO LVL3 HL2-minutes of each engagement] .

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-Evidence of the engagements-reports/minutes] .

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 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].

INFO LVL2 HL 5 fr INFO LVL1

A summary and assessment on the effectiveness of the various platforms used to disseminate the V, M, OG of the Institution [INFO LVL3 HL5-evidences of analysis].

INFO LVL2 HL 6 fr INFO LVL1

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

1.3 Institutional and Academic Leadership (Attainment Levels)

3

The selection criteria, including job description, qualifications and experience, and mechanisms for selection of institutional leaders and academic leaders at the department and programme levels are established, documented and disseminated. This selection process ensures a right candidate with appropriate qualifications and experience be appointed for a particular position, taking into consideration the candidate's knowledge and skills that is in line with the job description. The HEP has planned and developed leadership training and development programmes to continuously improve and enhance capabilities of current and future/potential institutional and academic leaders. Performance of the leaders is evaluated at defined intervals as stipulated by the job description and in relation to the achievement of the mission and institutional goals of the HEP.

4

The HEP has developed and implemented talent management plan and succession plan for its institutional and academic leaders, as well as specific KPIs for performance evaluation of the leaders in relation to the achievement of the mission and institutional goals of the HEP.

5

The institutional and academic leaders are evaluated based on their impactful contribution in promoting and creating a conducive environment as well as generating culture of innovation within the HEP.

CONCISE NARRATIVES (e.g., Std 1.3)

INFO LVL1 **Attainment Level 3**

IHL has periodically reviewed, mechanisms for selection of institutional leaders and academic leaders at the department and programme levels to ensure that they have the right skillsets for the position [1]. The mechanisms, which are documented and disseminated to stakeholders incorporate selection criteria, job description, qualifications, experience and skillsets [2]. IHL has planned and developed leadership training/development programmes [3] through needs/gap analysis [4] to continuously improve and enhance capabilities of current and future/potential institutional and academic leaders [5]. Performance of the leaders at IHL is evaluated at defined intervals as stipulated by the job description and in relation to the V, M and OG of the institution [6].

The selection criteria, including job description, qualifications and experience, and mechanisms for selection of institutional leaders and academic leaders at the department and programme levels are established, documented and disseminated. This selection process ensures a right candidate with appropriate qualifications and experience be appointed for a particular position, taking into consideration the candidate's knowledge and skills that is in line with the job description. The HEP has planned and developed leadership training and development programmes to continuously improve and enhance capabilities of current and future/potential institutional and academic leaders. Performance of the leaders is evaluated at defined intervals as stipulated by the job description and in relation to the achievement of the mission and institutional goals of the HEP.

DETAIL NARRATIVES (e.g., Std 1.3 – AL3)

INFO LVL2 HL 1 fr INFO LVL1

Chronological description/table/ flowchart of the review process. Provide the flowchart of the selection processes

INFO LVL2 HL 2 fr INFO LVL1

Provide an example e.g. Dean: what are the criteria, JD, qualifications/experiences and skillsets [INFO LVL3 HL1]-for a given position- criteria, JD, qualifications, experiences and skillsets].

INFO LVL2 HL 3 fr INFO LVL1

Provide a summary of the training programme and the targeted participants [INFO LVL3 HL3]- List of training programmes and evidences of attendance of current institutional and academic leaders].

INFO LVL2 HL 4 fr INFO LVL1

Provide a summary of the need/gap analysis in development of the training programmes. Gap analysis on participants. [INFO LVL3 HL4]- Report on need analysis.

INFO LVL2 HL 5 fr INFO LVL1

Provide a summary of the post training report [INFO LVL3 HL5- Post-training report.

INFO LVL2 HL 6 fr INFO LVL1

Provide a summary of the thought process on determining the evaluation criteria, the evaluation instrument and the evaluation process [INFO LVL3 HL6 -sample of the evaluation instrument an analysis].

Terimakasih!

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

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