

IQAF and Self Review Report Task Briefing

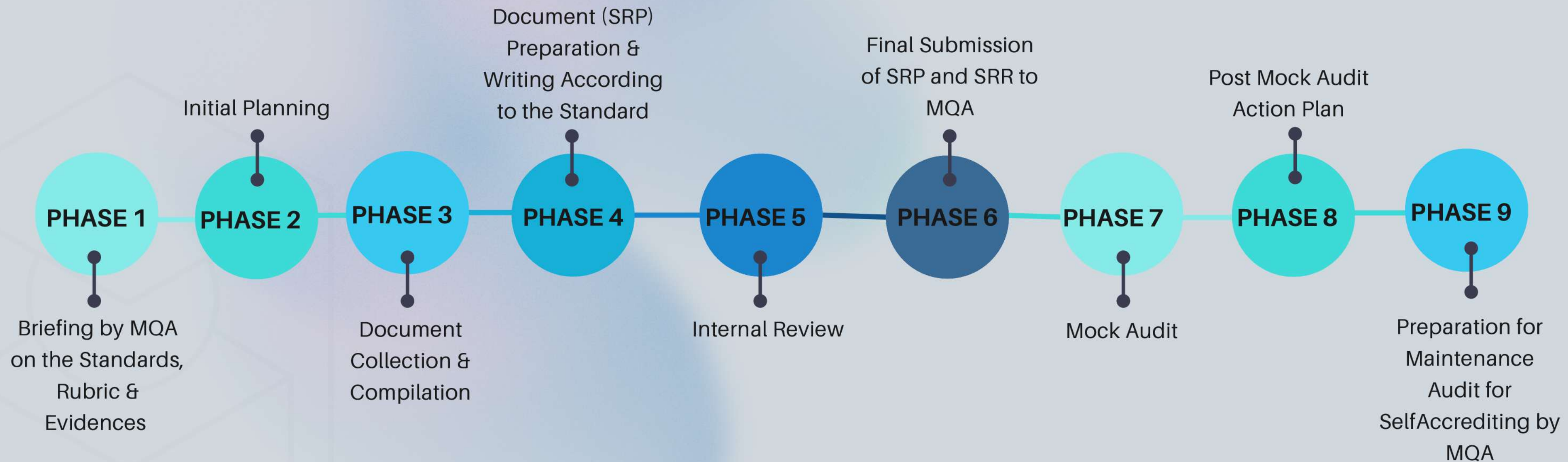
7 Jan 2026

Task Force SRP Swa Akreditasi UNIMAS

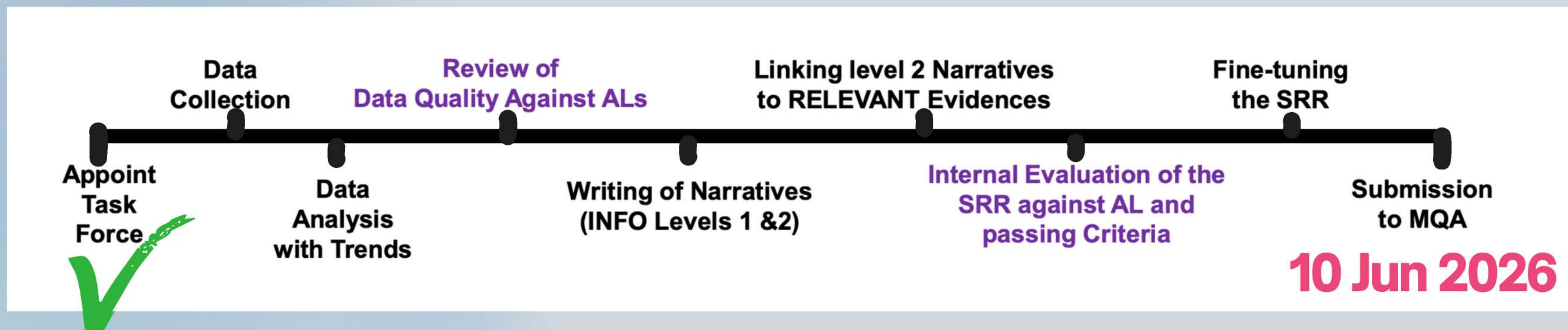


MQA-03

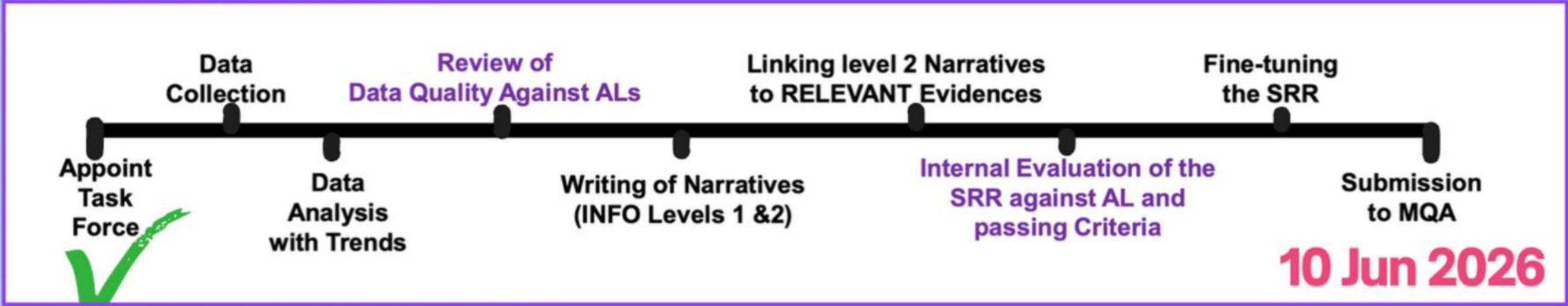
Preparation Phase



UNIMAS SRR Preparation

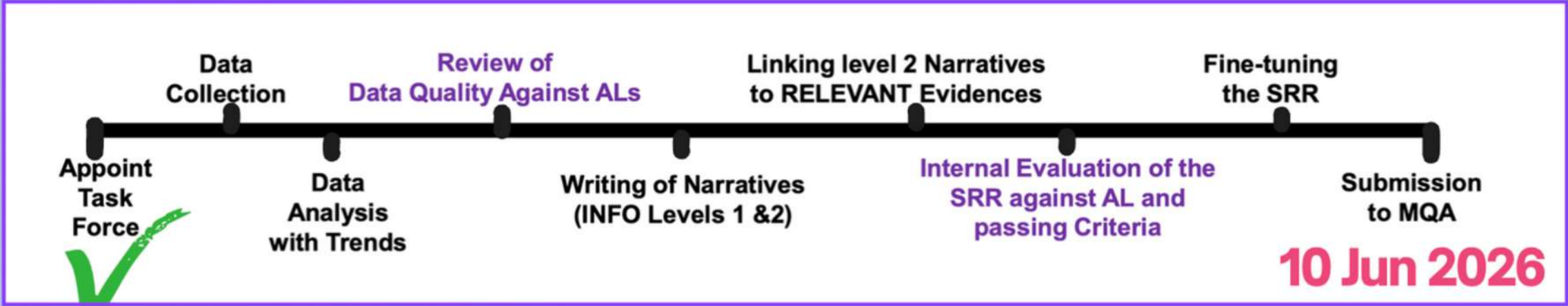


GOALS



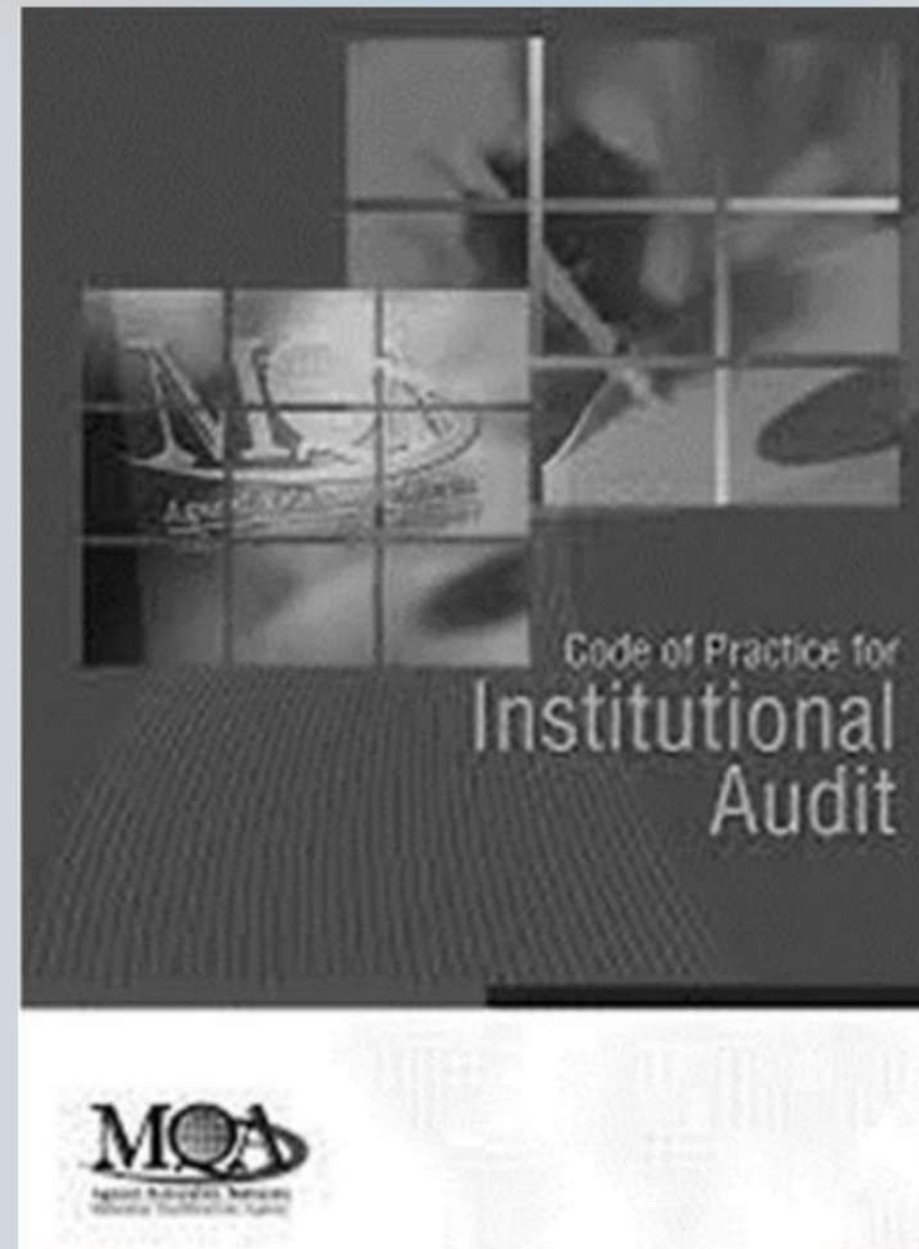
Date	Task	Note	Action
7 Jan 2026	Briefing		BJKA
7 Jan – 28 Jan 2026 (3 weeks)	2 weeks to compile data and 1 week to analysis the data	- Each team should familiarize and understand the standard, rubric, and evidence needed for each area. - Conduct gap analysis to identify discrepancies between current practices and the required standards. - Check the policies/procedures – are they updated? is there any need to create new policies/procedures? - Review the data – is it accurate/relevant for that particular area? *Revision week: 12 Jan -18 Jan *Exam week: 19 Jan – 8 Feb	Swa Taskforce – Lead by each area’s leader

GOALS



29 Jan – 12 Feb (2 weeks)	Document writing	BJKA will be arranging a one-to-one session with each group. *Exam week: 19 Jan – 8 Feb	- BJKA - Swa Taskforce – Lead by each area’s leader
23 Feb – 27 Feb (1 week)	First draft presentation by area’s lead’s (by slot)	BJKA will be arranging a one-to-one session with each group. *Chinese New Year: 17 Feb – 18 Feb	- BJKA - Swa Taskforce

COPIA vs IQAF



COPIA – 9 AREAS
BENCHMARK & ENHANCE



IQAF– 5 AREAS
PRESCRIBED RUBRICS

COPIA vs IQAF



IQAF- 5 AREAS
PRESCRIBED RUBRICS

Note:

UNIMAS SRP will be
written based on IQAF

Task Force Terkini SRP

Area 1 (Institutional Governance & Sustainability)	Penulis: Prof Dr Johari Abdullah (Ketua) Prof Madya Dr Nor Mazlina Ghazali Dr Adibah Yusuf Dr Nur Qasdina Jeeta Dr Nurdiani Zamhari Pn Candida Jau Emang Pemberi Maklumat: Puan Adeline Ann Anak Lubi (SQRC) En Yulhardy Budiman (UCC) Encik Syahrizan bin Abang Monir (Pejabat Pendaftar) Encik Azhar bin Abdul Aziz (BPSM) Puan Sharifah Norsyamsyina bt Wan Mahli (BPSM) Cik Nur Izyan Hamdan (Pejabat Undang-undang) Puan Norhamimah bt Hj Buang (Bahagian Integriti) Puan Harfida bt Willie (Bahagian Integriti) Puan Nur Sherina James Abdullah (TAHODC) Proofreader: Pn Siti Marina Kamil Dr Florence G. Kayad
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Area 2 (Academic Development and Management)	Penulis: Dr Nur Tahirah Razali (Ketua) PM Dr. Devagi a/p Kanakaraju Dr Haslina Hashim Prof Dr Nariman Singmamae Prof Madya Dr Joseph Ramanair Prof Madya Dr Terry Lukas Dr Hafizah binti Abdul Halim Yun En Mohamed Afizal Mohamed Amin En Dev Nath Kaushal Proofreader: Dr Pung Wun Chiew Dr Ho Ai Ping
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Task Force Terkini SRP

Area 3 (Student Experience and Support)	Penulis:
	Dr Sharifah Sophia Wan Ahmad (Ketua) Dr Jong Sze Joon Dr Maya Asyikin Mohamad Arif En Iswan Nur Arriff Dr Mohd Najib bin Abdullah Sani Dr Jamilah binti Maliki En Dhana Jay Raja Gopal
	Pemberi Maklumat:
	Pn Saptuyah binti Mahmud (BPPS) En Fadly Faizal bin Rakawi (BPPS) En Mohammad Ikhwan bin Othman (BPPS) Pn Zurina Haslin binti Hamzah (BPPS) Pn Nur Puspa Lela binti Reduan (CGS) Pn Yusrina Alyani binti Yunus (UG) Cik Wan Nuraida binti Wan Aziz (PKP) En Zahirudin bin Md. Jais (PKP) Dr Nurnazarina binti Mahrif (PKU) En Ealfy Graggory Dullie (Arena) Pn Hejilda Hendrick (Petary) En Tamsir Adi Mas (PPP) Pn Aileen Anne (PPP) Cik Amirahatul Nurulhuda binti Latif (PPP) En Mohd Syahrulnizam bin Termizi (PPP)
	Proofreader: En Muhammad Jazlan Ahmad Khiri Cik Liyana Rosli

Area 4 (Talent and Resources)	Penulis:
	Prof Madya Dr Idawati Ismail (Ketua) Dr Nordiana Rajaee Cik Melisa Malini Raja Gopal Dr Rosita Hamdan Dr Melody ak Kimi Prof Dr Ruhana Hassan Dr Ernisa Binti Marzuki
	Pemberi Maklumat:
	En Azhar bin Abdul Aziz (BPSM) Pn Sharifah Norsyamsyina bt Wan Mahli (BPSM) En Sarmizi bin Mohamad Daud (ULC) Pn Harfida Willie (Bahagian Integriti) Cik Amylianatasa Ahmad (Pej.Pembangunan) Pn Huzaimah binti Abdul Rani (Petary) Pn Nur Amalina binti Mohamad Said (UKKP) Pn Sherina James Abdullah (TAHODC) Pn Rozita Nawli (RDICE) Pn Sharosliza binti Azman (Pej Bendahari)
	Proofreader: Pn Rosnah Mustafa Dr Amee Joan

Area 5 (Quality Assurance and Enhancement)	Penulis: Prof Madya Dr Kartinah Zen (Ketua) Ir Dr Marini Binti Sawawi Ts. Dr Hashimatul Fatma Dr Chin Chee Ling Dr Faizah bt Hj Mas'ud Dr Anna Andrew Pemberi Maklumat: Dr Dayang Nur Salmi Dharmiza binti Awang Salleh (PPPA) Dr Nurul Syuhada binti Ismail (BJKA) Dr Aidil Azli bin Alias (BJKA) Pn Dayang Zuliana binti Abang Abdul Rahman (SQRC) Dr Muhamad Fadzli bin Ashari (PPPA) Dr Agatha Lamentan anak Muda (BJKA) Proofreader: Cik Feona Albert Pn Minah Mohammed Salleh
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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

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]

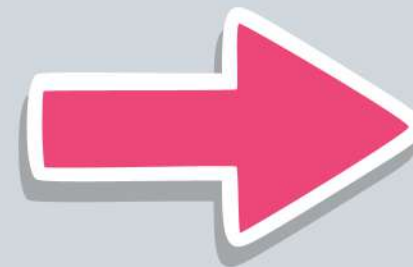
- 5.1 Internal Quality Assurance (IQA) System (C1 S2)
- 5.2 Mechanisms for Programme Monitoring, Review and Evaluation (C2 S7)
- 5.3 Involvement of Stakeholders and Educational Expert (C1 S3)
- 5.4 Quality Improvement and Enhancement (C1 S2)
- 5.5 Institutional Sustainability (C1 S1)

S:15, Cr: 5, Cl:6

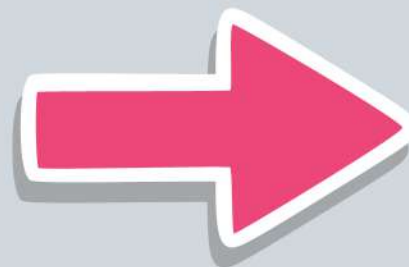
IQAF



1. Institutional Governance and Sustainability
2. Academic Development and Management
3. Student Experience and Support
4. Talent and Resources
5. Quality Assurance and Enhancement



Section 2:
Criteria and Standards for HEP (page 10)



Section 3:
**Submission for Institutional Quality Audit -
PART B (page 29)**



Section 6:
Evaluation of Standards (page 79)

Section 3:

Submission for Institutional Quality Audit - PART B

Institutional Governance and Leadership

1

30 questions and the required
information across **15** standards
Grouped under **6** criteria

Academic Development and Management

2

33 questions and the required
information across **15** standards
Grouped under **5** criteria

Student Experience and Support

3

27 questions and the required
information across **15** standards
Grouped under **7** criteria

Talent and Resources

4

43 questions and the required
information across **21** standards
Grouped under **7** criteria

Quality Assurance and Sustainability

5

25 questions and the required
information across **14** standards
Grouped under **5** criteria

AREA 1: INSTITUTIONAL GOVERNANCE AND SUSTAINABILITY

Mapping of Section 2, Section 3 and Section 6 of IQAF 2025

Section 2: Criteria and Standards for Higher Education Providers

Section 3: Submission for Institutional Quality Audit — The Required Documentation Part B: Information on Standards

Section 6: Guidelines for Preparing Institutional Quality Audit Report: Evaluation of Standards

Standards

Part B (Questions)

PoA assessment

MUST be met and evidences **MUST** be shown during the audit

The required items in the SRP documents

Guidance statements on the evaluation of standards and reporting of findings by the panel

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 institution's educational goals (or the specific academic outcomes the HEP aims for students to achieve) are directly linked to the vision and mission. Demonstrate 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 the 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, including its membership, responsible for approving the vision, mission and educational goals, and overseeing their implementation. (b) Provide official minutes or other documents from the governing board or relevant body meetings that record the discussion and formal approval of the vision, mission and educational goals, in	1.1.2 Verify that the vision, mission and educational goals were formally approved by the governing board or another appropriate body, and comment on the governing body and its membership responsible for the approval according to the HEP's constitution.

Narrative writing guidelines

- Be clear about the purpose

What does the reader need to know from this section?

Exclude background or explanations not essential to that message.

- Use a simple narrative structure

Context – What is being reported?

Key point / finding – What is the main result or issue?

Implication / action

- Use precise and formal language
- Keep sentences short and direct
- Use evidence selectively
- End with a clear takeaway

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

Narrative writing guidelines

- Narrative writing can be done in 3 levels

Info Level 1 (LVL 1) - Statement of claim on Attainment Level (AL)

concise narrative using adapted statement from the attainment rubric with hyperlinks
(80 - 250 words)

Info Level 2 (LVL 2) - Document/Elaboration - Use Roman Numeral*

Elaboration on items which had been hyperlinked in LVL1
(1-3 pages including chronological tables or flowcharts)

Info Level 3 (LVL 3) - Document/ Evidences - Use alphabets*

Evidences (highlighted or marked the relevant sections)

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

Narrative writing guidelines

Evidences:

- Pick latest data within 3 to 5 years
- Data specific to programme are based on fields : BASK, BASP, BASS and BASK
- Template for data collection
- Analysis - trend

Framework of Rubric Development

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.

Narrative writing guidelines

1.1.1 Provide the HEP's vision and mission statements, and describe how the institution's educational goals (or the specific academic outcomes the HEP aims for students to achieve) are directly linked to the vision and mission. Demonstrate consistency and coherence with national development goals and global trends in higher education to foster academic excellence and societal impact.

Info Level 1 (LVL 1) - Statement of claim on Attainment Level (

concise narrative using adapted statement from the attainment rubric with hyperlinks
(80 - 250 words)

Info Level 2 (LVL 2) - Document/Elaboration - Use Roman Numerals

Elaboration on items which had been hyperlinked in LVL1
(1-3 pages including chronological tables or flowcharts)

Info Level 3 (LVL 3) - Document/ Evidences - Use alphabets*

Evidences (highlighted or marked the relevant sections)
Report on analysis and trends (preceded with the necessary executive summary relating to the relevant standard being addressed)

UNIMAS, guided by the vision “a leading global university for a sustainable future” and mission “to enhance social and economic impacts through excellence in teaching, research, and strategic engagement”, aligns its educational goals [1.1a] with these guiding statements [1.1a(i)].

statement of EG

narrative of EG-V,M mapping

Narrative writing guidelines

1.1.1 Provide the HEP's vision and mission statements, and describe how the institution's educational goals (or the specific academic outcomes the HEP aims for students to achieve) are directly linked to the vision and mission. Demonstrate consistency and coherence with national development goals and global trends in higher education to foster academic excellence and societal impact.

Info Level 1 (LVL 1) - Statement of claim on Attainment Level (1)
concise narrative using adapted statement from the attainment rubric with hyperlinks
(80 - 250 words)

Info Level 2 (LVL 2) - Document/Elaboration - Use Roman Numerals
Elaboration on items which had been hyperlinked in LVL1
(1-3 pages including chronological tables or flowcharts)

Info Level 3 (LVL 3) - Document/ Evidences - Use alphabets*
Evidences (highlighted or marked the relevant sections)
Report on analysis and trends (preceded with the necessary executive summary relating to the relevant standard being addressed)

UNIMAS, guided by the vision “a leading global university for a sustainable future” and mission “to enhance social and economic impacts through excellence in teaching, research, and strategic engagement”, aligns its educational goals [1.1a] with these guiding statements [1.1a(i)]. Strategically, UNIMAS integrates sustainability, industry-community partnerships, and talent development in line with the Malaysia Education Blueprint, SDG Roadmaps, and the Twelfth Malaysia Plan. [1.1b(ii)]. Internationally, the university reflects global higher education trends, with its Times Higher Education Impact Rankings [1.1(c)] highlighting contributions to the United Nations Sustainable Development Goals and reinforcing its commitment to sustainability and global partnerships.

narrative of
alignment
with National
dev. goals

Evidence of THE awards

Narrative writing guidelines

Other examples by Prof Suhaimi based on **OLD COPIA**:

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]

All standards must met AL3

Pick few standards that met AL4 or AL5 and focus on them

80-250 words



Thank you