



MODULE 1B

IQAF Evaluation Instrument, 2026 Edition

Area 5 (Quality Assurance and Enhancement)

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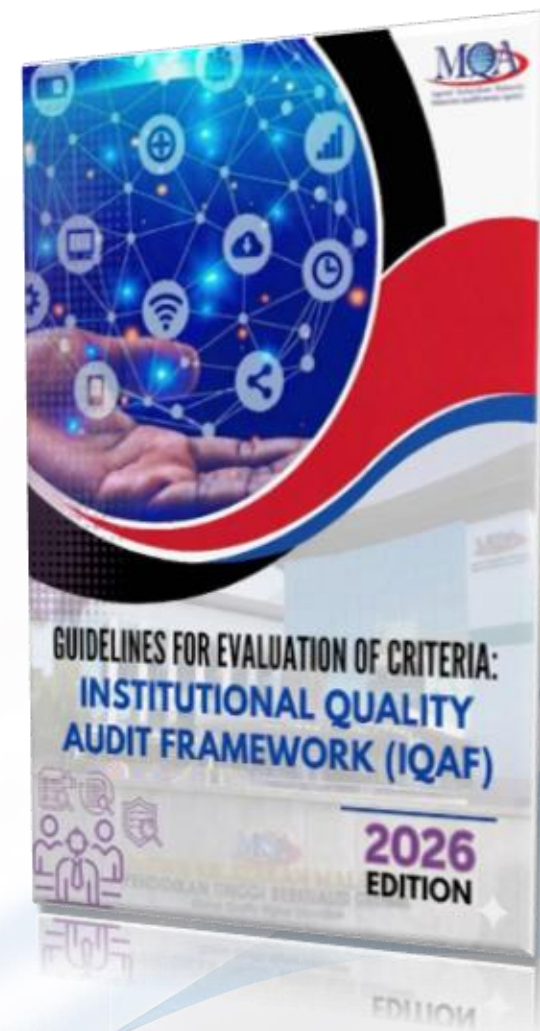
Guidelines for Evaluation of Criteria: Institutional Quality Audit Framework 2026 Edition

Background and General Principles



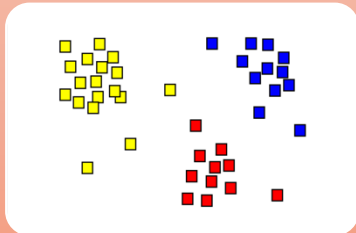
Structure of IQAF Instrument 2026 Document

Section	Content
Section 1	Introduction
Section 2	Guide to Evaluation of Criteria for Institutional Quality Audit
Section 3	Methodology for Ratings and Final Recommendation



Evaluation Instrument of IQAF

Principles for Developing the Assessment Rubrics



Assessment level descriptors are developed based statements of the standards in the IQAF Section 2, which are clustered into thematic criteria based on 5 areas of evaluation.



Using a 5-point scale, the Attainment Level (AL) 3 is set to indicate a baseline or expected level, where the statement representing the achievement is derived directly from the standard. Consequently, AL1 and AL 2 are below the expected score, while AL4 and AL5 represent effective and exemplary achievements.



By summing the levels of achievement of the standards in a particular criterion, the criterion is evaluated evaluation of a standard or a cluster of standards should be based on “incremental achievement” of the attainment level, e.g., only after all elements of AL 3 are achieved, then AL 4 can be considered.

Evaluation Instrument of IQAF

General Evaluation Framework



AL 1

Inadequate, non-fulfilment of any of the standards in the criterion, leading to a **major deficiency** and requiring **major improvement** to adequately address the criterion as a whole.

AL 2

Less adequate, partial fulfilment of at least one of the standards in the criterion, leading to a **minor deficiency** and requiring **minor improvement** to adequately address the criterion as a whole.

Expected level



AL 3

Adequately addressing the criterion, fulfilment of the criterion as a whole as indicated directly by its statement(s).

AL 4

Addressing the criterion **efficiently and/or effectively**, the HEP and its internal quality assurance system manage the respective processes in **maintaining their efficiency and effectiveness**.

AL 5

Exceeding the criterion, to the extent that the respective processes and/or systems **demonstrate good/best or exemplary practice** which could be benchmarked by other parties.

Guidelines for Evaluation of Criteria: Institutional Quality Audit Framework 2026 Edition

Evaluation Instrument for Area 5



Referred Documents

IQAF Instrument 2026

Section	Content
Section 1	Introduction
Section 2	Guide to Evaluation of Criteria for Institutional Quality Audit
Section 3	Methodology for Ratings and Final Recommendation

IQAF 2025

Section	Content
Section 1	Introduction to Institutional Audit for Malaysian Higher Education
Section 2	Criteria and Standards for Higher Education Providers
Section 3	Submission for Institutional Audit
Section 4	Institutional Audit
Section 5	Panel of Auditors
Section 6	Guidelines for Preparing Institutional Audit Report
Appendix A	Flowchart for the Institutional Audit Process
Appendix B	Mapping of Section 2, Section 3 and Section 6



IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.1 Internal Quality Assurance System

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.1.1 The HEP must have an independent department or equivalent unit dedicated to, and responsible for, the internal quality assurance system, led by a competent person with a direct line of reporting to the head of institution or the governing board.	5.1.1 (a) Based on an organisation chart or equivalent diagram showing lines of authority and reporting, explain the structure and position of the department (or equivalent unit) within the HEP that is responsible for the internal quality assurance (IQA) system, as well as the qualifications and competencies of its head. (b) Describe the terms of reference and resource capacity (including HR) of the department or unit responsible for the HEP's IQA system and its reporting lines. Explain how independent and prominent it is in implementing the system within the HEP. <i>(Note: An IQA system may form part of the HEP's overall Quality Management System or operate in coordination with it.)</i>	5.1.1 Evaluate the current status of the department, or its equivalent unit, dedicated to and responsible for the HEP's IQA system. The evaluation should consider: • its capacity, independence and prominence within the institution; • the qualifications and competencies of its head; and • whether he or she has a direct line of reporting to the head of institution, the governing board or other relevant authorities.

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.1 Internal Quality Assurance System

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.1.2 The HEP must establish policies and procedures for the regular review of its internal quality assurance system and processes, to keep abreast of current developments in quality assurance and to maintain continual quality improvement within the institution.	5.1.2 (a) Describe the policies and procedures for the regular review of the IQA system and processes to maintain quality assurance and continual quality improvement within the institution. (b) Explain the mechanisms through which the current IQA system keeps abreast of national and global developments in quality assurance, and how good and best practices are incorporated to promote continual quality improvement.	5.1.2 Assess the policies and procedures for regular review of the HEP's internal IQA system and processes, ensuring they keep abreast of current developments in quality assurance, implement good and best practices, and maintain continual quality improvement within the institution.

IQAF Instrument 2026: Area 5

Quality Assurance and Enhancement

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

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.2A Mechanisms for Programme Monitoring, Review and Evaluation: (A) Policies and Procedures

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.2.1 The HEP must have policies and procedures for the periodical monitoring, review and evaluation of its programmes, covering needs assessments and benchmarking analyses, teaching and learning activities, student assessment, administration and related educational and support services.	5.2.1 (a) Describe the policies and procedures for monitoring, reviewing and evaluating the HEP's curricula and programmes, covering needs assessment and benchmarking analysis, as well as aspects of teaching and learning activities, student assessment, administration and related educational and support services. (b) Explain the mechanisms in place for periodical programme monitoring, review and evaluation, and their implementation to cover all programmes within the institution.	5.2.1 Assess the policies and procedures for the periodical monitoring, review and evaluation of curricula and programmes, and determine what extent they cover needs assessment (including currency and relevance) and benchmarking analysis, teaching and learning activities, student assessment, administration and related educational and support services.

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.2A Mechanisms for Programme Monitoring, Review and Evaluation: (A) Policies and Procedures

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.2.2 The policies and procedures for the programme monitoring, review and evaluation must be regularly reviewed and updated.	5.2.2 Explain the mechanisms and processes through which the policies and procedures for programme monitoring, review and evaluation are regularly reviewed, updated and continually improved.	5.2.2 Assess the implementation of the policies and procedures, mechanisms and processes for programme monitoring, review and evaluation, including how regularly they are reviewed, updated and continually improved.

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.2A Mechanisms for Programme Monitoring, Review and Evaluation: (A) Policies and Procedures

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.2.3 The HEP must share responsibility with all collaborative partners in the programme management, monitoring, review and evaluation processes for programmes offered through collaborative arrangements. <i>(Note: Applicable only to programmes offered with collaborative partners.)</i>	5.2.3 If there is any programme offered together with one or more collaborative partners, describe all general and specific arrangements of responsibilities with the collaborative partners in the aspects of programme management, including programme design and delivery, as well as programme monitoring, review and evaluation processes.	5.2.3 If any programme is offered together with one or more collaborative partners, assess all general and specific arrangements of responsibilities with the collaborative partners in programme management, as well as in programme monitoring, review and evaluation processes.

IQAF Instrument 2026: Area 5

Quality Assurance and Enhancement

5.2A Mechanisms for Programme Monitoring, Review and Evaluation: Policies and Procedures		Attainment Level	Level Descriptor
5.2.1	The HEP must have policies and procedures for the periodical monitoring, review and evaluation of its programmes, covering needs assessments and benchmarking analyses, teaching and learning activities, student assessment, administration and related educational and support services.	1	The HEP fulfils NONE of the following: • Has policies and procedures for the periodical monitoring, review and evaluation of its programmes, covering needs assessments and benchmarking analyses, teaching and learning activities, student assessment, administration and related educational and support services. • Has policies and procedures for the programme monitoring, review and evaluation regularly reviewed and updated. • Shares responsibility with all its collaborative partners in the programme management, monitoring, review and evaluation processes for programmes offered through collaborative arrangements. <i>(Note: Applicable only to programmes offered with collaborative partners.)</i>
5.2.2	The policies and procedures for the programme monitoring, review and evaluation must be regularly reviewed and updated.	2	The HEP fulfils PARTIALLY or AT LEAST ONE of the following: • Has policies and procedures for the periodical monitoring, review and evaluation of its programmes, covering needs assessments and benchmarking analyses, teaching and learning activities, student assessment, administration and related educational and support services. • Has policies and procedures for the programme monitoring, review and evaluation regularly reviewed and updated. • Shares responsibility with all its collaborative partners in the programme management, monitoring, review and evaluation processes for programmes offered through collaborative arrangements. <i>(Note: Applicable only to programmes offered with collaborative partners.)</i>
5.2.3	The HEP must share responsibility with all collaborative partners in the programme management, monitoring, review and evaluation processes for programmes offered through collaborative arrangements. <i>(Note: Applicable only to programmes offered with collaborative partners.)</i>		

IQAF Instrument 2026: Area 5

Quality Assurance and Enhancement

5.2A Mechanisms for Programme Monitoring, Review and Evaluation: Policies and Procedures	Attainment Level	Level Descriptor
5.2.1 The HEP must have policies and procedures for the periodical monitoring, review and evaluation of its programmes, covering needs assessments and benchmarking analyses, teaching and learning activities, student assessment, administration and related educational and support services.	3 The HEP has policies and procedures for the periodical monitoring, review and evaluation of its programmes, covering needs assessments and benchmarking analyses, teaching and learning activities, student assessment, administration and related educational and support services. These policies and procedures are regularly reviewed and updated. The HEP shares responsibility with all its collaborative partners in the programme management, monitoring, review and evaluation processes for programmes offered through collaborative arrangements. <i>(Note: Applicable only to programmes offered with collaborative partners.)</i>	4 Programme monitoring and review are systematically implemented across all academic programmes, integrated with the HEP's internal quality assurance processes and linked to its educational goals and programme learning outcomes, market trends and strategic goals. Programme evaluation is carried out with effective external scrutiny that leads to improvements in students' attainment of the learning outcomes and incorporation of good practices in programme management.
5.2.2 The policies and procedures for the programme monitoring, review and evaluation must be regularly reviewed and updated. 5.2.3 The HEP must share responsibility with all collaborative partners in the programme management, monitoring, review and evaluation processes for programmes offered through collaborative arrangements. <i>(Note: Applicable only to programmes offered with collaborative partners.)</i>	5 The HEP demonstrates quality assurance processes with a dynamic and agile internal quality assurance system, supported by data analytics. The outcomes of the programme review and evaluation contribute to innovation, accreditation success and institutional reputation.	

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.2B Mechanisms for Programme Monitoring, Review and Evaluation: (B) Implementation of Programme Review and Evaluation

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.2.4 The implementation of programme review and evaluation must be timely and coordinated by designated committees.	5.2.4 Describe the structure and functioning of the designated committees responsible for planning, managing and coordinating the programme review and evaluation process implemented by the HEP. Include details of the implementation timeframe, specific interactions between departmental-level and institutional-level units, and any special provisions made to manage particular programmes or unconventional situations.	5.2.4 Assess the structures and operations of committees responsible for planning, managing and coordinating the implementation of programme review and evaluation, including the timeliness of implementation and the effectiveness of coordination between departmental and institutional levels.

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.2B Mechanisms for Programme Monitoring, Review and Evaluation: (B) Implementation of Programme Review and Evaluation

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.2.5 Programme review and evaluation must be conducted to verify and validate the curriculum and its constructive alignment in order to ascertain the attainment of programme learning outcomes and the achievement of the HEP's educational goals.	5.2.5 (a) Describe the mechanisms and processes used by the HEP, at either the programme level or institutional level, to verify and validate the curriculum and its constructive alignment in order to ascertain the attainment of programme learning outcomes based on students' academic performance. (b) Describe the mechanisms and explain how the HEP determines the achievement of its educational goals, whether through students' academic performance or by other means.	5.2.5 (a) Assess the mechanisms and processes for verifying and validating curricula and their constructive alignment during the implementation of programme review and evaluation. (b) Evaluate the adequacy and effectiveness of these mechanisms in ascertaining the attainment of programme learning outcomes and the achievement of the HEP's educational goals.

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.2B Mechanisms for Programme Monitoring, Review and Evaluation: (B) Implementation of Programme Review and Evaluation

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.2.6 Programme review and evaluation must include analyses of student progression and performance, covering passing, graduation, attrition and employment rates, for the purpose of continual quality improvement.	5.2.6 (a) Describe the factors considered when analysing student progression and performance for the purpose of programme review and evaluation, including but not limited to passing, graduation, attrition and employment rates. (b) Explain how these analyses are discussed and deliberated during the programme review and evaluation processes, and how they are used to support continual quality improvement.	5.2.6 Evaluate the extent and effectiveness of student progression and performance analyses conducted during programme review and evaluation exercises in contributing to continual quality improvement.

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.2B Mechanisms for Programme Monitoring, Review and Evaluation: (B) Implementation of Programme Review and Evaluation

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.2.7 The results of the programme review and evaluation, including areas of concern, must be brought to the attention of the highest relevant authorities within the HEP.	5.2.7 (a) Describe the mechanisms for presenting the results of the programme review and evaluation, including areas of concern and areas for improvement, to the highest relevant authorities in the HEP. (b) Explain the types of decisions that may be made by these authorities for the purpose of maintaining continual quality improvement of the programmes under review and assuring the overall quality of the HEP's programmes. (c) If a programme falls under the purview of a statutory professional body that regulates a separate accreditation process, explain how continual quality improvement and other IQA processes are managed and maintained within the HEP to complement the accreditation process conducted by the relevant professional body.	5.2.7 (a) Assess the mechanisms and processes for presenting the results of programme review and evaluation, including the areas of concern and areas for improvement, to the highest relevant authorities in the HEP. (b) Evaluate the extent to which these mechanisms and processes contribute towards assuring the quality of the HEP's programmes, including those under the purview of relevant professional bodies.

IQAF Instrument 2026: Area 5

Quality Assurance and Enhancement

5.2A Mechanisms for Programme Monitoring, Review and Evaluation: Implementation of Programme Review and Evaluation	Attainment Level	Level Descriptor
5.2.4 The implementation of programme review and evaluation must be timely and coordinated by designated committees. 5.2.5 Programme review and evaluation must be conducted to verify and validate the curriculum and its constructive alignment in order to ascertain the attainment of programme learning outcomes and the achievement of the HEP's educational goals.	1	The HEP fulfils NONE of the following: • The implementation of programme review and evaluation is timely and coordinated by designated committees. • The programme review and evaluation are conducted to verify and validate the curriculum and its constructive alignment in order to ascertain the attainment of programme learning outcomes and the achievement of the HEP's educational goals. • The programme review and evaluation include analyses of student progression and performance, covering passing, graduation, attrition and employment rates, for the purpose of continual quality improvement. • The results of the programme review and evaluation, including areas of concern, are brought to the attention of the highest relevant authorities within the HEP.
5.2.6 Programme review and evaluation must include analyses of student progression and performance, covering passing, graduation, attrition and employment rates, for the purpose of continual quality improvement. 5.2.7 The results of the programme review and evaluation, including areas of concern, must be brought to the attention of the highest relevant authorities within the HEP.	2	The HEP fulfils PARTIALLY or AT LEAST ONE of the following: • The implementation of programme review and evaluation is timely and coordinated by designated committees. • The programme review and evaluation are conducted to verify and validate the curriculum and its constructive alignment in order to ascertain the attainment of programme learning outcomes and the achievement of the HEP's educational goals. • The programme review and evaluation include analyses of student progression and performance, covering passing, graduation, attrition and employment rates, for the purpose of continual quality improvement. • The results of the programme review and evaluation, including areas of concern, are brought to the attention of the highest relevant authorities within the HEP.

IQAF Instrument 2026: Area 5

Quality Assurance and Enhancement

5.2A Mechanisms for Programme Monitoring, Review and Evaluation: Implementation of Programme Review and Evaluation		Attainment Level	Level Descriptor
5.2.4	The implementation of programme review and evaluation must be timely and coordinated by designated committees.	3	The implementation of programme review and evaluation is timely and coordinated by designated committees, and the review and evaluation are conducted to verify and validate the curriculum and its constructive alignment in order to ascertain the attainment of programme learning outcomes and the achievement of the HEP’s educational goals. The programme review and evaluation include analyses of student progression and performance, covering passing, graduation, attrition and employment rates, for the purpose of continual quality improvement, and the results of the programme review and evaluation, including areas of concern, are brought to the attention of the highest relevant authorities within the HEP.
5.2.5	Programme review and evaluation must be conducted to verify and validate the curriculum and its constructive alignment in order to ascertain the attainment of programme learning outcomes and the achievement of the HEP’s educational goals.		
5.2.6	Programme review and evaluation must include analyses of student progression and performance , covering passing, graduation, attrition and employment rates, for the purpose of continual quality improvement.	4	The HEP’s programme monitoring, review and evaluation processes are fully integrated within the internal quality assurance system and support achievement of the institutional strategic objectives. The programme review and evaluation processes are evidence-based, involving data analytics on attainment of learning outcomes, market needs and graduate employability. The areas of concern, affirmations and other findings derived from the programme review and evaluation exercises are monitored to ensure the effectiveness of its implementation.
5.2.7	The results of the programme review and evaluation, including areas of concern, must be brought to the attention of the highest relevant authorities within the HEP.	5	The HEP demonstrates leading practices in its programme review and evaluation, with processes that are predictive, benchmarked and supported by data analytics. The areas of concern, affirmations and other findings derived from the programme review and evaluation exercises influence resource allocation, strategic priorities and cross-institutional innovation and enhancement.

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.3 Involvement of Stakeholders and Educational Experts

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.3.1 The implementation of the programme review and evaluation must involve relevant stakeholders, including alumni and employers, to maintain the currency and relevance of the HEP's programmes.	5.3.1 (a) Describe the platforms and processes provided by the HEP to engage with relevant stakeholders, such as alumni, employers and professional bodies and other related associations, in order to maintain the currency and relevance of its programmes. (b) State the existing mechanisms utilised at the programme level to obtain feedback from stakeholders, including alumni and employers, for use in programme improvement.	5.3.1 (a) Assess the involvement of relevant stakeholders, including alumni and employers, as part of the HEP's programme review and evaluation exercises. (b) Evaluate the use of feedback gathered from them in maintaining the currency and relevance of the reviewed and evaluated programmes.

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.3 Involvement of Stakeholders and Educational Experts

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.3.2 The programme review and evaluation must take into account feedback and recommendations from educational experts, including programme assessors, for the purpose of quality assurance and continual quality improvement.	5.3.2 (a) Describe the platforms and processes provided by the HEP to engage with educational experts, which may include programme assessors, to gather their feedback and recommendations for programme improvement. (b) Explain how this feedback and these recommendations are considered for the purpose of quality assurance and continual quality improvement of the programmes.	5.3.2 Assess the engagement of educational experts, which may include programme assessors. Evaluate how their feedback and recommendations are considered for the purpose of quality assurance and continual quality improvement of the programmes.

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.3 Involvement of Stakeholders and Educational Experts

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.3.3 The results of programme review and evaluation arising from stakeholder feedback must be systematically analysed and documented, with the resulting changes disseminated to stakeholders.	5.3.3 Describe the mechanisms for systematically analysing and documenting stakeholder feedback during the programme review and evaluation processes, and explain how the resulting changes to the programmes are disseminated to stakeholders.	5.3.3 Evaluate the implementation of processes through which the stakeholder feedback is incorporated into programme review and evaluation, which are then systematically analysed, documented, with the resulting changes disseminated to stakeholders.

IQAF Instrument 2026: Area 5

Quality Assurance and Enhancement

5.3 Involvement of Stakeholders and Educational Experts		Attainment Level	Level Descriptor
5.3.1	The implementation of the programme review and evaluation must involve relevant stakeholders, including alumni and employers , to maintain the currency and relevance of the HEP's programmes.	1	The HEP fulfils NONE of the following: • The implementation of the programme review and evaluation involves relevant stakeholders, including alumni and employers, to maintain the currency and relevance of the HEP's programmes. • The programme review and evaluation take into account feedback and recommendations from educational experts and programme assessors, for the purpose of quality assurance and continual quality improvement. • The results of programme review and evaluation arising from stakeholder feedback are systematically analysed and documented, with the resulting changes disseminated to stakeholders.
5.3.2	The programme review and evaluation must take into account feedback and recommendations from educational experts, including programme assessors , for the purpose of quality assurance and continual quality improvement.		
5.3.3	The results of programme review and evaluation arising from stakeholder feedback must be systematically analysed and documented, with the resulting changes disseminated to stakeholders.		
		2	The HEP fulfils PARTIALLY or AT LEAST ONE of the following: • The implementation of the programme review and evaluation involves relevant stakeholders, including alumni and employers, to maintain the currency and relevance of the HEP's programmes. • The programme review and evaluation take into account feedback and recommendations from educational experts and programme assessors, for the purpose of quality assurance and continual quality improvement. • The results of programme review and evaluation arising from stakeholder feedback are systematically analysed and documented, with the resulting changes disseminated to stakeholders.

IQAF Instrument 2026: Area 5

Quality Assurance and Enhancement

5.3 Involvement of Stakeholders and Educational Experts		Attainment Level	Level Descriptor
5.3.1	The implementation of the programme review and evaluation must involve relevant stakeholders, including alumni and employers , to maintain the currency and relevance of the HEP’s programmes.	3	The implementation of the programme review and evaluation involves relevant stakeholders, including alumni and employers, to maintain the currency and relevance of the HEP’s programmes. Programme review and evaluation also take into account feedback and recommendations from educational experts and programme assessors, for the purpose of quality assurance and continual quality improvement. The results of programme review and evaluation arising from stakeholder feedback are systematically analysed and documented, with the resulting changes disseminated to stakeholders.
5.3.2	The programme review and evaluation must take into account feedback and recommendations from educational experts, including programme assessors , for the purpose of quality assurance and continual quality improvement.	4	Stakeholder engagement is embedded, and its feedback is triangulated at different stages in the programme review and evaluation, including verification, validation and consideration for decision-making. Processes of gathering feedback are structured, using diverse approaches and are impact driven, and translated into actions for quality enhancement.
5.3.3	The results of programme review and evaluation arising from stakeholder feedback must be systematically analysed and documented, with the resulting changes disseminated to stakeholders.	5	The HEP demonstrates good practices in stakeholder engagement in programme review and evaluation, featuring continuous interaction with the stakeholders and external validation of the quality assurance actions, resulting in curricula that exceed stakeholders’ expectations, leading to good graduate employability and/or significant societal impact.

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.4 Quality Improvement and Enhancement

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.4.1 The HEP must promote a quality culture through participatory and cooperative processes across all levels to assure quality in education, research, service and management within the institution.	5.4.1 (a) Describe how the HEP, through the department or unit responsible for the IQA system, promotes a quality culture to assure quality in education, research, service and institutional management. (b) Explain the extent to which this quality culture promotion involves participatory and cooperative processes across all levels within the HEP.	5.4.1 Evaluate the extent to which a quality culture is promoted through participatory and cooperative processes across all levels within the HEP, to assure quality in education, research, service and institutional management.

IQAF 2005: Mapping of Sections 2, 3 & 6 — Area 5

5.4 Quality Improvement and Enhancement

Section 2: Criteria and Standards	Section 3 (for Self-Review Portfolio): Information on Standards	Section 6 (for Audit Report): Evaluation of Standards
5.4.2 The HEP must have mechanisms to implement recommendations for quality improvement and enhancement plans, which must be linked with institutional goals and strategic objectives.	5.4.2 (a) Describe the mechanisms used by the HEP to implement recommendations for quality improvement and to formulate plans for quality enhancement. (b) Explain how these recommendations and plans are linked to the HEP's institutional goals and strategic objectives.	5.4.2 (a) Assess the mechanisms implemented by the HEP to act upon recommendations for quality improvement and plans for quality enhancement. (b) Evaluate how these recommendations and plans are linked with the HEP's institutional goals and strategic objectives.

IQAF Instrument 2026: Area 5

Quality Assurance and Enhancement

5.4 Quality Improvement and Enhancement	Attainment Level	Level Descriptor
5.4.1 The HEP must promote a quality culture through participatory and cooperative processes across all levels to assure quality in education, research, service and management within the institution.	1 The HEP fulfils NONE of the following: - Promotes a quality culture through participatory and cooperative processes across all levels to assure quality in education, research, service and management within the institution. - Has mechanisms to implement recommendations for quality improvement and enhancement plans, which are linked with institutional goals and strategic objectives.	
5.4.2 The HEP must have mechanisms to implement recommendations for quality improvement and enhancement plans , which must be linked with institutional goals and strategic objectives.	2 The HEP fulfils PARTIALLY or AT LEAST ONE of the following: - Promotes a quality culture through participatory and cooperative processes across all levels to assure quality in education, research, service and management within the institution. - Has mechanisms to implement recommendations for quality improvement and enhancement plans, which are linked with institutional goals and strategic objectives.	
	3 The HEP promotes a quality culture through participatory and cooperative processes across all levels to assure quality in education, research, service and management within the institution . The HEP also has mechanisms to implement recommendations for quality improvement and enhancement plans, which are linked with institutional goals and strategic objectives .	
	4 The HEP's internal quality assurance department is internally recognised as a prominent entity within the institution. The internal quality assurance system is well integrated across all institutional levels, supported by evidence-based review and effective stakeholder engagement . The internal quality assurance processes are systematically and periodically reviewed for effectiveness and contribute towards continual quality improvement within the institution.	
	5 The HEP demonstrates a well-coordinated, seamless internal quality assurance system that is digitally enabled, predictive, and externally validated and recognised/certified . Its quality assurance insights drive strategic decision-making and innovation , and these practices can be referred to as benchmarks.	

Institutional Quality Audit Framework 2025 Edition

The Evaluation Process

(based on Guidelines for Evaluation of Criteria:
Institutional Quality Audit Framework 2026)



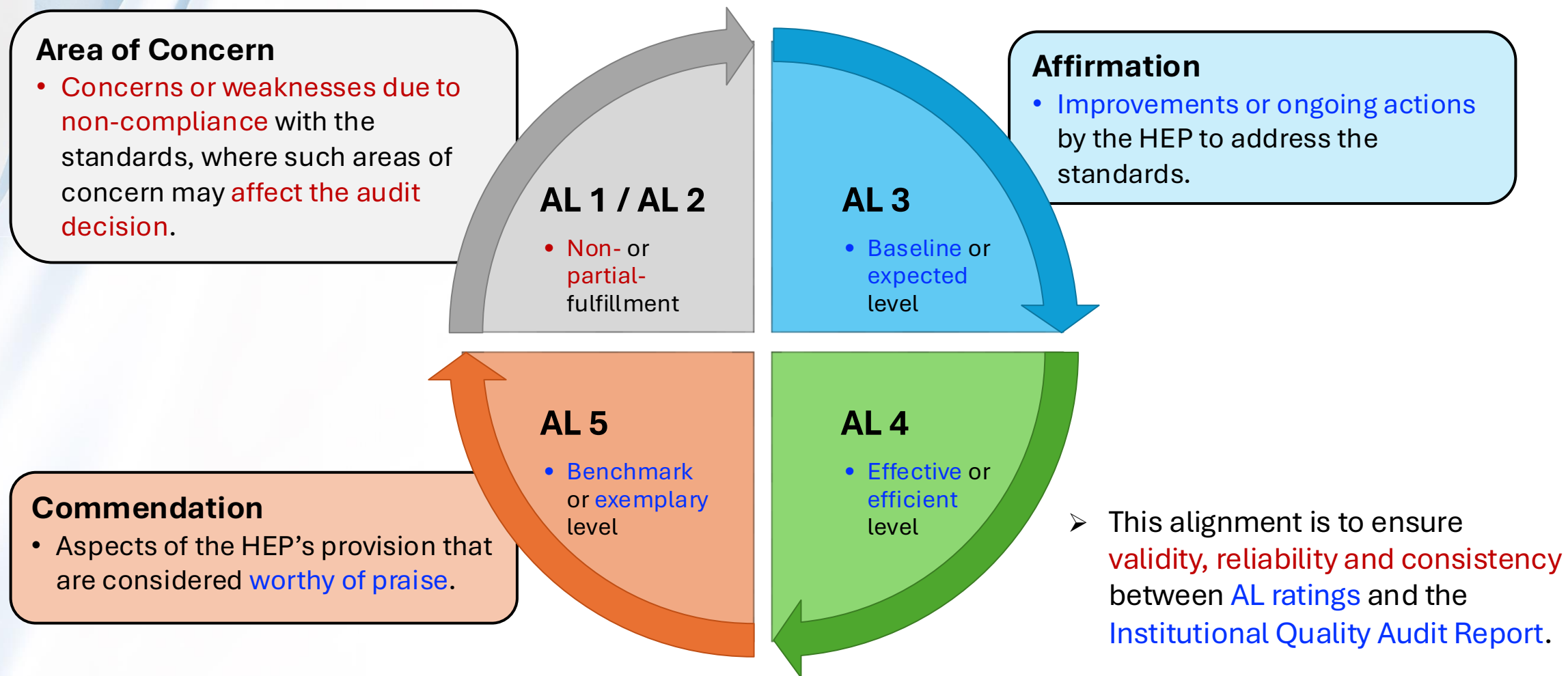
Methodology for Ratings and Final Recommendation

- ❑ 80 standards are assessed in an Institutional Quality Audit:
 - Standards are organised into 5 Areas of Evaluation and 30 Criteria (each area contains 5–7 criteria).
- ❑ Each criterion is evaluated holistically and assigned an Attainment Level (AL) from 1 to 5.
- ❑ **Incremental principle** applies:
 - A higher AL can only be awarded after all lower ALs are fulfilled.

Link between AL and Audit Findings

- **AL 3** → Baseline or expected level, minimum level to be considered as fulfilling the standard(s),
- **AL 4** → Fulfilling the standard(s) efficiently or effectively, but not to an exemplary level,
- **AL 5** → Benchmark or exemplary level,
- ⚠ **AL 2** → Standard(s) partially fulfilled,
- ⊘ **AL 1** → Standard(s) not fulfilled.

Methodology for Ratings and Final Recommendation



List of Areas of Evaluation and Numbers of Standards and Criteria

Table 1

Area of evaluation	Number of standards	Number of criteria, m_j
Area 1: Institutional Governance and Sustainability	15	6
Area 2: Academic Development and Management	15	5
Area 3: Student Experience and Support	15	7
Area 4: Talent and Resources	21	7
Area 5: Quality Assurance and Enhancement	14	5
Total	80	30

Computing an Overall Attainment

- The calculation of the overall attainment starts by **assigning all the criteria with scores of 1 to 5**.
- Denoting the attainment level for the i^{th} criterion for Area j as $AL_{i,j}$, **the average attainment level of Area j , $\overline{AL}_j$** , can be calculated as follows:

$$\overline{AL}_j = \frac{1}{m_j} \sum_{i=1}^{m_j} AL_{i,j} \quad (i)$$

where m_j is the total number of criteria in an area j ($j = 1, \dots, 5$), and $i = 1, \dots, m_j$.

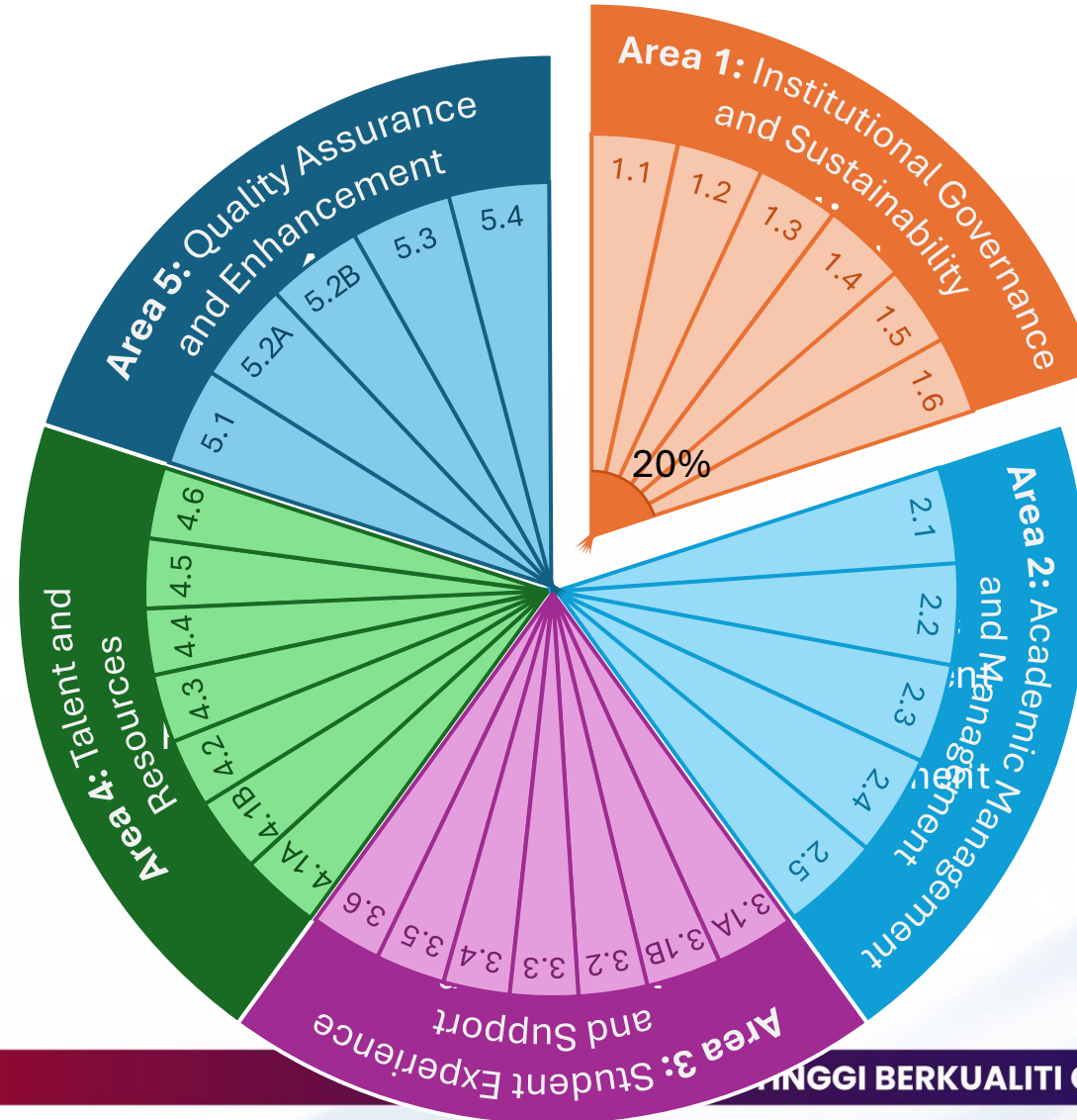
To compute the **overall attainment, $\overline{\overline{AL}}$** , the five values of the average attainment level for all areas of evaluation calculated using Equation (i) can be **averaged and normalised to 100%** as follows:

$$\overline{\overline{AL}} (\%) = \left(\frac{1}{5} \sum_{j=1}^5 \overline{AL}_j \right) \times 100\% \quad (ii)$$

This formula is based on **equal weightings for all areas**. A customised weighting can be introduced involving certain areas and criteria to suit a specific purpose of audit.

The number of standards and criteria for each Area j can be referred to **Table 1** (in the previous slide).

Computing an Overall Attainment



Computing an Overall Attainment

INSTITUTIONAL QUALITY AUDIT FRAMEWORK (IQAF) RATING SCORES AND FINAL RECOMMENDATIONS COMPLIANCE EVALUATION (CE) BY PANEL OF ASSESSORS (POA)

Overall Remarks:

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AREAS OF EVALUATION

Area 1: Institutional Governance and Sustainability

1.1	1.2	1.3	1.4	1.5	1.6	
4	5	4	4	4	5	

Area 2: Academic Development and Management

2.1	2.2	2.3	2.4	2.5		
4	4	4	4	4		

Area 3: Student Experience and Support

3.1A	3.1B	3.2	3.3	3.4	3.5	3.6
3	3	4	4	4	4	4

Area 4: Talent and Resources

4.1A	4.1B	4.2	4.3	4.4	4.5	4.6
4	4	4	4	4	4	3

Area 5: Quality Assurance and Enhancement

5.1	5.2A	5.2B	5.3	5.4		
3	4	3	4	4		

TOTAL

Score	Weight	%
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4.33	1.0	17
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4.00	1.0	16
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3.71	1.0	15
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3.86	1.0	15
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3.60	1.0	14
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(30/30)

78

Name of HEP

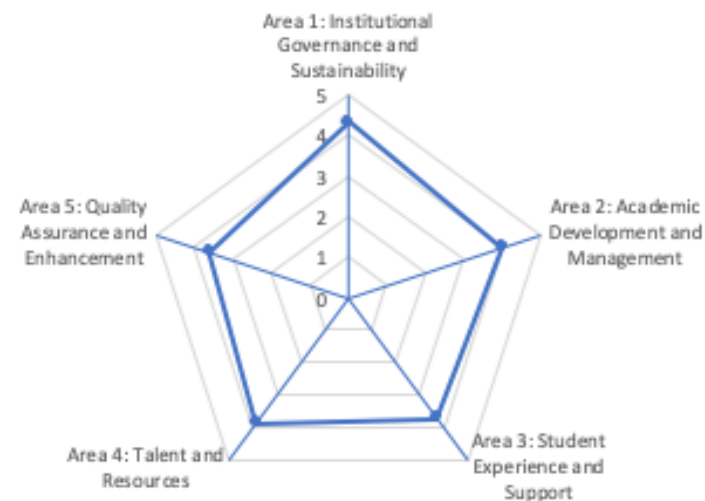
Final Recommendations for Accreditation Decision

Maintain Self-Accreditation Status after conditions are fulfilled

No criterion is lower than AL 2.

Area of concern and/or affirmation to be addressed as conditions.

Overall Ratings:



Considerations of the Final Recommendation

Based on the percentage of overall attainment rating computed, the final recommendation for the accreditation decision can be proposed by the Panel of Auditors.

For consideration of the **Self-Accreditation Status**, the final recommendation shall be one of the following:

- (a) Grant Self-Accreditation Status without conditions;
- (b) Grant Self-Accreditation Status after conditions are fulfilled;
- (c) Refuse to grant Self-Accreditation Status (with reasons).

For consideration of the **renewal of the Self-Accreditation Status**, the final recommendation shall be one of the following:

- (a) Maintain Self-Accreditation Status without conditions;
- (b) Maintain Self-Accreditation Status after conditions are fulfilled;
- (c) Revocation of Self-Accreditation Status (with reasons).

Guiding Principles for Proposing Final Recommendation for Consideration of Self-Accreditation Status

Final Recommendation for Consideration of Self-Accreditation Status	Conditions for Fulfilment of Criteria	Condition for Overall Attainment $\overline{AL}$
Grant Self-Accreditation Status without conditions	● No criterion is lower than AL 4. ● No affirmation and no area of concern.	$\geq 80\%$
Grant Self-Accreditation Status after conditions are fulfilled	● No criterion is lower than AL 2. ● Area of concern and/or affirmation to be addressed as conditions.	$\geq 70\%$
Refuse to grant Self-Accreditation Status (with reasons)	● At least one criterion attains AL 1, and/or at least one area rating is below 3. ● Area of concern and/or affirmation to be stated as reasons to deny Self-Accreditation Status.	$< 70\%$

Guiding Principles for Proposing Final Recommendation for Consideration of Compliance Evaluation

Final Recommendation for Maintenance of Self-Accreditation Status	Conditions for Fulfilment of Criteria	Condition for Overall Attainment $\overline{AL}$
Maintain Self-Accreditation Status without conditions	• No criterion is lower than AL 4. • No affirmation and no area of concern.	$\geq 80\%$
Maintain Self-Accreditation Status after conditions are fulfilled	• No criterion is lower than AL 2. • Area of concern and/or affirmation to be addressed as conditions.	$\geq 75\%$
Revoke Self-Accreditation Status (with reasons)	• At least one criterion attains AL 1, and/or at least one area rating is below 3. • Area of concern and/or affirmation to be stated as reasons to revoke Self-Accreditation Status.	$< 75\%$

Guidelines for Evaluation of Criteria: Institutional Quality Audit Framework 2026 Edition

Formative Quizzes (multiple answers)



Question 1

To achieve more than AL3 (expected level) for **Criterion 5.1 (Internal Quality Assurance System)**, which characteristics must the HEP demonstrate? (Select all that apply)

Answer(s):

- A. An integrated internal quality assurance system that is well-coordinated and able to maintain continual quality improvement across all institutional levels.
- B. The internal quality assurance system and processes that are able to keep abreast with current developments in quality assurance.
- C. An independent department dedicated to the IQA system that reports to the head of the HEP.
- D. Quality assurance insights that drive strategic decision-making and innovation.

Question 2

To reach Attainment Level 4 or 5 for **Criterion 5.2A** (Policies and Procedures for Mechanisms for Programme Monitoring, Review and Evaluation), which of the following characteristics must a Higher Education Provider (HEP) demonstrate? (Select all that apply)

Answer(s):

- A. The HEP has policies and procedures for the periodical monitoring of its programmes, covering needs assessments and benchmarking analyses.
- B. Programme evaluation is carried out with effective external scrutiny that leads to improvements in students' attainment of learning outcomes.
- C. Outcomes of the programme review and evaluation contribute to the review and updating of the related policies and procedures.
- D. The HEP demonstrates quality assurance processes with a dynamic and agile internal quality assurance system supported by data analytics.

Question 3

Which characteristics accurately describe the implementation of programme review and evaluation (**Criterion 5.2B**) for an HEP operating at Attainment Level 4 or 5?
(Select all that apply)

Answer(s):

- A. The HEP ensures that results of the programme review and evaluation are brought to the attention of the highest relevant authorities.
- B. The HEP demonstrates leading practices where processes are predictive and influence resource allocation and strategic priorities.
- C. Programme review and evaluation processes are evidence-based, involving data analytics on learning outcome attainment, market needs, and graduate employability.
- D. Evaluation findings derived from the review exercises are monitored specifically to ensure the effectiveness of their implementation.

Question 4

In the context of stakeholder involvement (**Criterion 5.3**), what advanced practices define an institution at Attainment Level 4 or 5? (Select all that apply)

Answer(s):

- A. Stakeholder feedback is triangulated at different stages, including verification, validation, and decision-making.
- B. Curricula that exceed stakeholders' expectations and lead to significant societal impact.
- C. Processes of gathering feedback that systematically target relevant stakeholders in order to maintain currency and relevance of the programmes.
- D. Systematic analysis and documentation of results arising from stakeholder feedback.

Question 5

To reach Attainment Level 4 or 5 for **Criterion 5.4** (Quality Improvement and Enhancement), which of the following characteristics must an HEP demonstrate?
(Select all that apply)

Answer(s):

- A. The HEP demonstrates an institutionalised quality culture which may include whole-institution engagement and lean management.
- B. The HEP promotes a quality culture through participatory and cooperative processes across all levels to assure quality in education and research.
- C. Quality culture is integrated across governance, academic processes, and support services with effective management.
- D. Quality improvement and enhancement are driven by multi-source evidence and supported by data analytics.

THANK YOU

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TERIMA KASIH

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