



MODULE 1D

IQAF 2025 Edition Thematic Audit for Area 5: Preparation of Audit Report

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PENDIDIKAN TINGGI BERKUALITI GLOBAL • *Global Quality Higher Education*

Structure of IQAF 2025 Document

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



Institutional Quality Audit Framework

2025 Edition

Preparation of
the Institutional Quality Audit Report



Institutional Quality Audit Report: Structure

1. The Cover Page
2. Table of Contents
3. Memorandum — containing signatures of the panel members
4. Introduction and Composition of the Panel of Auditors
5. Abstracts
6. Summary of the Panel of Auditor's Findings
 1. Commendations
 2. Affirmations
 3. Areas of Concern
7. Previous Quality Assurance or Accreditation Assessments and Progress Reports
8. The Self-Review Portfolio
9. Background of the Higher Education Provider
10. Report on the Higher Education Provider in Relation to the Five Areas of Evaluation
 1. Institutional Governance and Sustainability
 2. Academic Development and Management
 3. Student Empowerment and Support
 4. Talent and Resources
 5. Quality Assurance and Enhancement

List of Areas of Evaluation and Numbers of Standards and Criteria

Table 1

Area of Evaluation		Number of Standards	Number of Criteria
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

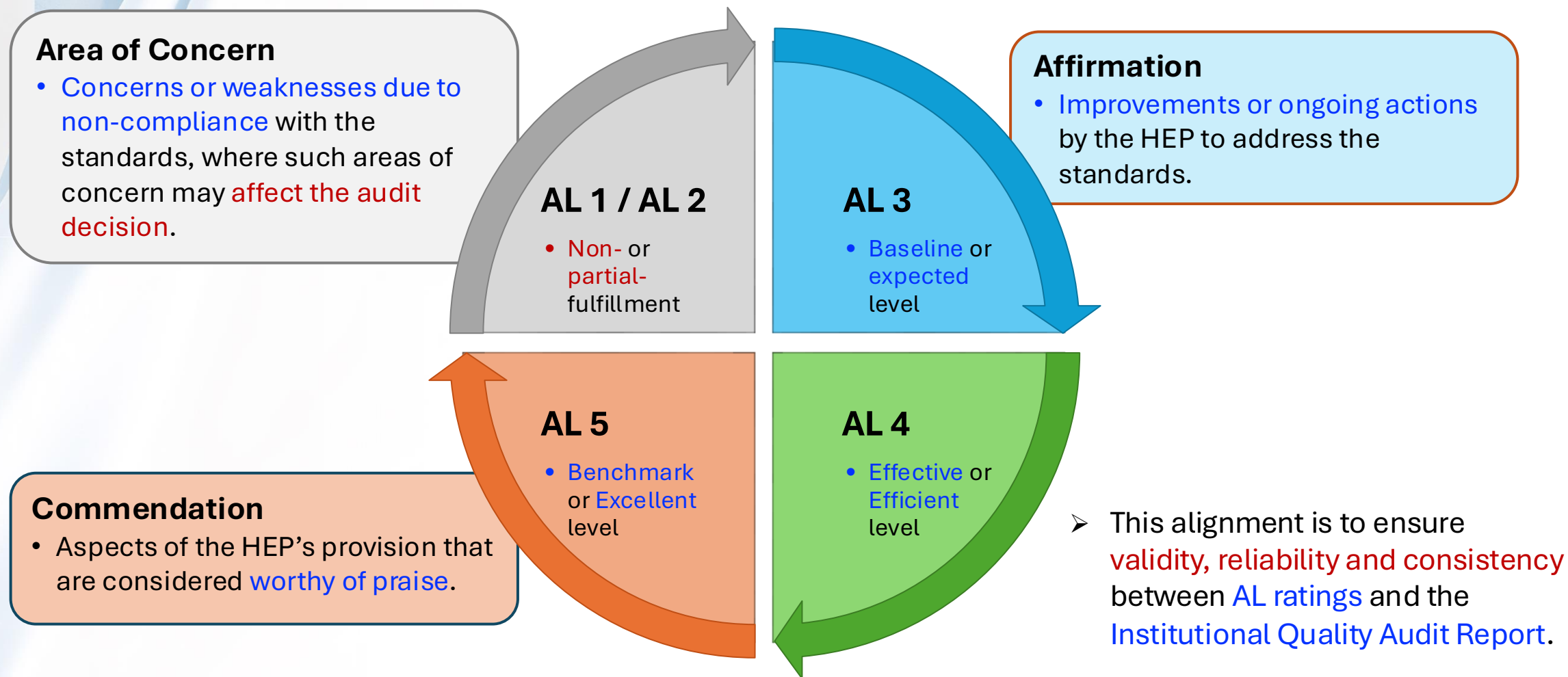
Evaluation Instrument of IQAF

General Evaluation Framework



- Expected level** →
- 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.
 - 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.

Methodology for Ratings and Final Recommendation



Computing an Overall Attainment

INSTITUTIONAL QUALITY AUDIT FRAMEWORK (IQAF)

RATING SCORES AND FINAL RECOMMENDATIONS

COMPLIANCE EVALUATION (CE) BY PANEL OF ASSESSORS (POA)

For Area 5 Thematic Audit

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		
4	5	3	4	4		

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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4.00	1.0	16/20
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= 80%

TOTAL

(38/30)

80

Name of HEP

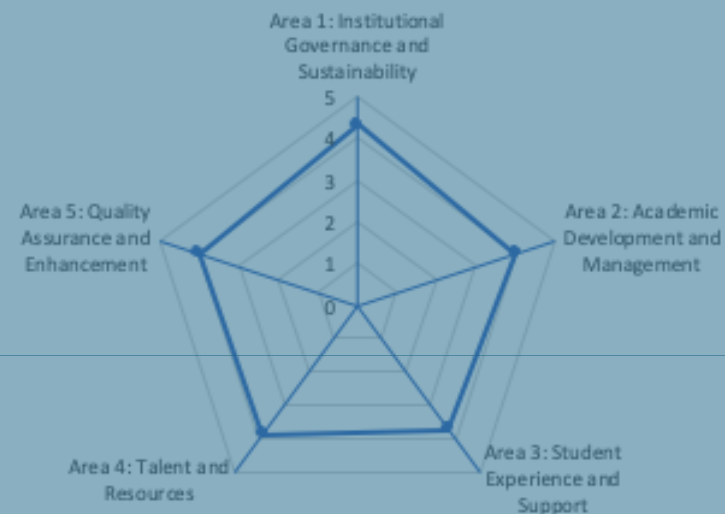
Final Recommendations for Accreditation Decision

Maintain Self-Accreditation Status without conditions

No criterion is lower than AL 4.

No affirmation and no area of concern.

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; $\geq 80\% + AL \geq 4$
- (b) Grant Self-Accreditation Status after conditions are fulfilled; $\geq 70\% + AL \geq 2$
- (c) Refuse to grant Self-Accreditation Status (with reasons). $< 70\%$

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; $\geq 80\% + AL \geq 4$
- (b) Maintain Self-Accreditation Status after conditions are fulfilled; $\geq 75\% + AL \geq 2$
- (c) Revocation of Self-Accreditation Status (with reasons). $< 75\%$

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

ALs 3-5 Descriptors for Area 5



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.	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.	
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.	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 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>
5.2.2	The policies and procedures for the programme monitoring, review and evaluation must be regularly reviewed and updated.	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.
5.2.3	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 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 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 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.	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.	
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.	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.	

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

Formative Assessments
(selected audit cases)



Formative Assessment: Audit Case 1

The HEP has established clear quality policies and objectives that are well-aligned with its Strategic Plan. During the site visit, the HEP provided evidence that these policies are reviewed and updated periodically. However, the organisational structure of the Quality Assurance Centre (QAC) is described inconsistently within the Self-Review Portfolio (SRP) narrative, contradicting the provided organisational chart. Furthermore, the Director of the QAC confirmed that the centre operates under the oversight of the Deputy Vice-Chancellor (Academic and International Affairs) rather than reporting directly to the Vice-Chancellor. As a result, the institution fails to meet the requirements of Standard 5.1.1, which mandates a direct reporting line to the head of the institution.

Operationally, the HEP implements robust internal quality monitoring through its ISO 9001:2015-certified Quality Management Systems for both academic programmes and services, alongside an ISO 27001:2013 Information Security Management System. These systems have been implemented in stages and now encompass the entire institution. To foster a pervasive quality culture, the Strategy Centre leads various engagement initiatives, including keynote addresses by the

Vice-Chancellor, instructional video series, and roadshows across all faculties, research institutes, and service centres.

At a granular level, quality oversight is maintained through a comprehensive framework of working committees, departmental meetings, and formal Management Review Meetings. This is further strengthened by internal and external audits, programme accreditations, and MyRA evaluations. Notably, the HEP's benchmarking activities have led to a strategic redistribution of departmental responsibilities, resulting in a more structured approach to flexible education and lifelong learning. Additionally, the HEP demonstrated its commitment to continual quality improvement (CQI) by providing detailed analyses of customer complaints and the subsequent corrective actions taken.

Criterion:
Attainment:
Finding:

Formative Assessment: Audit Case 2

The HEP utilises a robust mechanism to monitor the effectiveness of teaching and learning, ensuring alignment with the Malaysian Qualifications Framework (MQF) and established MQA standards and guidelines. This system evaluates critical factors such as curriculum relevance, market demand, teaching quality, and learning outcomes, alongside student evaluations and feedback from external stakeholders. Student progression is meticulously tracked through Course Review Reports (CRR) and Curriculum Analysis and Review (CAR) processes, which monitor academic performance, attrition, and retention rates at the conclusion of each examination cycle. While Faculties directly undertake the CAR process, it remains under the oversight of the Quality and Accreditation Office (QAO). This evidence-based approach enables the HEP to systematically identify areas for improvement and acknowledge institutional strengths. Furthermore, Programme Management Committees oversee programme delivery and provide essential guidance to faculties regarding the review of existing curricula and the development of new offerings.

In accordance with its Standard Self-Accreditation Procedures (SAPs), the HEP is required to manage several key

processes, including the provisional accreditation of new programmes and the ongoing compliance evaluation (or maintenance) of existing ones. However, a review of the "List of fully accredited programmes" in Part B of the HEP's SRP indicates that since the conferment of self-accreditation status, the required maintenance processes for these programmes have not been upheld. To retain this status, it is of paramount importance that the HEP adheres to SAP standards and maintains its current accredited courses. During the audit visit, there was no evidence to suggest that these mandatory procedures have been followed since the status was granted. Under MQA requirements, the HEP is urgently compelled to conduct a maintenance audit for all accredited programmes, which must include the formal appointment of an external evaluation panel.

Criterion:
Attainment:
Finding:

Formative Assessment: Audit Case 3

The involvement of stakeholders—including employers, industry representatives, professional bodies, external assessors, and external examiners, alongside alumni and students—is viewed as a dynamic, two-way relationship within the review and evaluation of the HEP’s academic programmes. As stipulated in the Academic Programme Management Policy (revised in 2019), engaging this diverse range of stakeholders has led to significant programme enhancements.

The revised curricula are published in Programme Handbooks and on respective programme websites, ensuring they are easily accessible to students and other stakeholders. This inclusive approach to programme review has proved instrumental in achieving the HEP’s broader educational goals, as evidenced by a 2020 survey conducted by the Quality Assurance Centre (QAC). Feedback from alumni and employers in this survey indicates that institutional objectives are being successfully met. Furthermore, employer evaluations of industrial training, external examiner reports, and input from student council representatives and alumni are

systematically integrated into curriculum reviews and continual quality improvement (CQI) processes.

To further strengthen these practices, the HEP should consider institutionalising the mechanisms and channels used to collect stakeholder feedback to ensure they are consistently timely. Providing stakeholders with prompt and specific updates on how their suggestions have been implemented would likely enhance their commitment and sense of partnership in the quality assurance process.

Criterion:
Attainment:
Finding:

Formative Assessment: Audit Case 4

The HEP has established an integrated Internal Quality Assurance (IQA) policies and system that exceeds MQA requirements and standards. This framework encompasses all provisions mandated under its self-accreditation status, as well as the specific standards issued by relevant professional bodies. These processes are coordinated by the Directorate of Quality Assurance (DQA) and are certified under the ISO 9001:2015 Quality Management System, with annual surveillance audits conducted by SIRIM QAS International.

From a broader perspective, the existing IQA-QMS scope and processes are seamlessly integrated with the institutional strategic planning functions managed by the Strategic Planning Office (SPO) with an integrated dashboard to monitor the achievement of key performance indicators (KPIs) in real time. In aligning with the more holistic definition of IQA stipulated by the MQA and international bodies such as UNESCO, all academic and management units within the institution are subject to systematic review and continual quality improvement (CQI) of their internal processes.

In this regard, the panel acknowledges the HEP's strategy to align programme quality assurance with the priorities of its Strategic Plan 2023–2032. Within this framework, the Educational Goals (EGs) are harmonised with institutional goals and the broader educational agenda. This synergy supports the programme's efforts to meet the university's revised EGs, aimed at producing future-proof graduates. Consequently, Programme Learning Outcome (PLO) attainment data is collected via an integrated CGPA database, which are then utilised to measure the achievement of EGs and graduates' generic attributes. Over recent years, the HEP's graduates have demonstrated strong employability within relevant industries; this data could be further correlated with student and graduate achievement of EGs and PLOs through a more holistic, outcome-attainment database.

Criterion:
Attainment:
Finding:

THANK YOU

Agensi Kelayakan Malaysia
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TERIMA KASIH

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