

COPIA AND INSTITUTIONAL AUDIT – INTEPRETING STANDARDS OF QA AREAS FOR SWA-MAINTENANCE AUDIT

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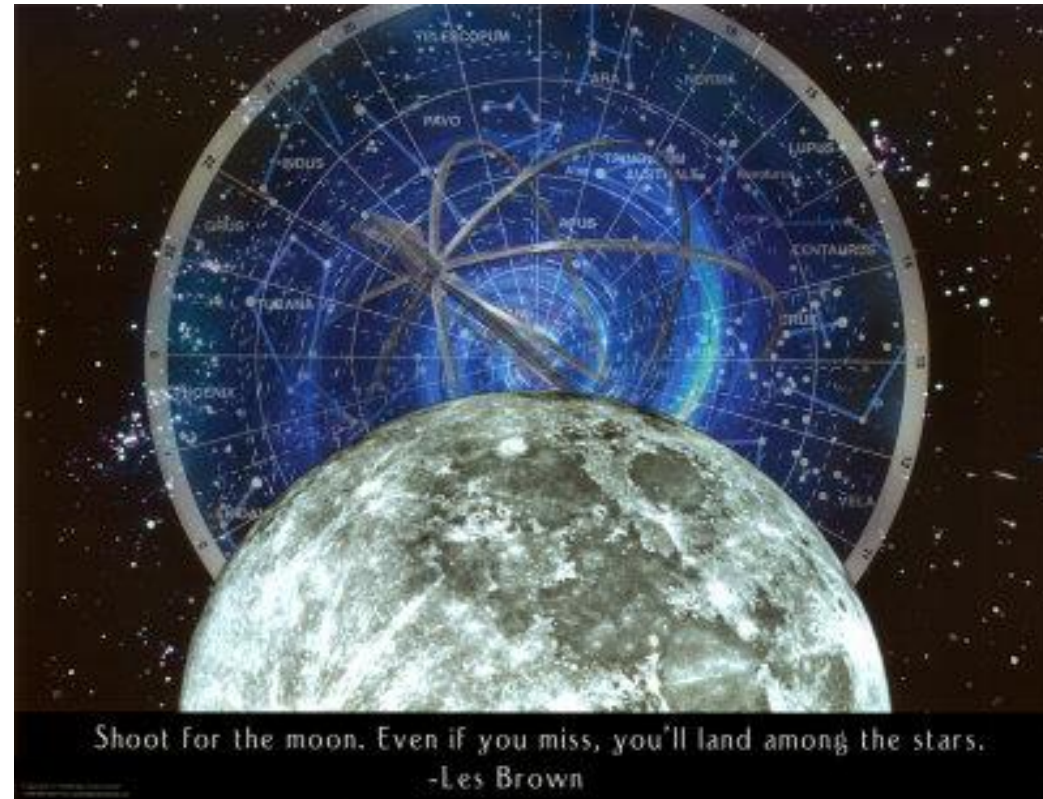
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COPIA and Institutional Audit – Interpreting Standards of QA Areas for Swa-maintenance audit



OUTCOMES

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

- a. compare the standards stipulated in COPIA 2009; COPPA 2017 and the Swa-Instrument (2018) for Maintenance Audit
- b. Interpret the standards in the Swa-instrument (2018) in context of attainment levels.

PRESENTATION OUTLINE

- ❖ INTRODUCTION TO COPIA (2009)
- ❖ UNDERSTANDING THE FOUR AREAS
 - ❖ AREA 1
 - ❖ AREA 2
 - ❖ AREA 3
 - ❖ AREA 4
- ❖ CONCLUDING REMARKS

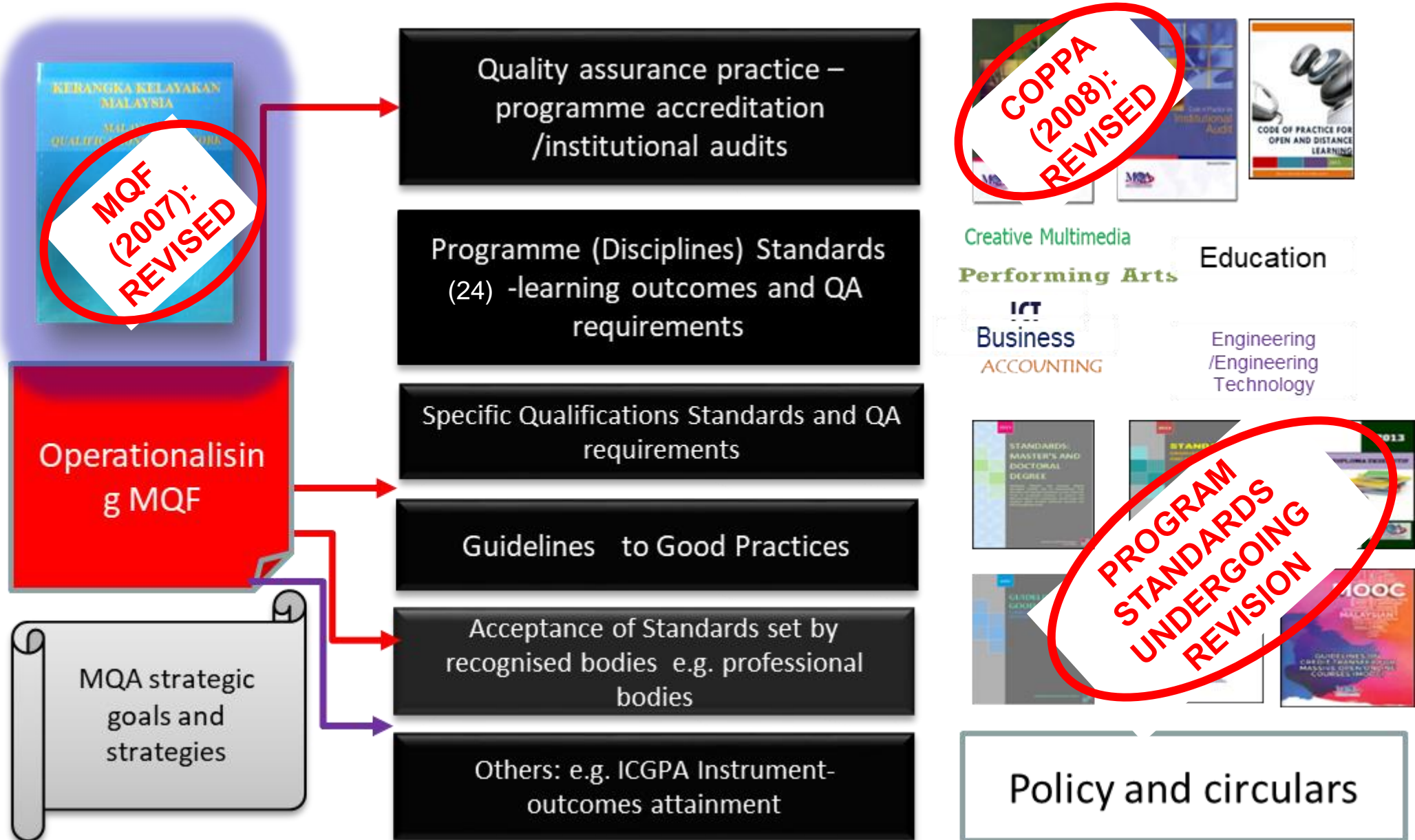
INTRODUCTION TO COPIA (2009)

QUALITY ASSURANCE DOCUMENTS

The quality assurance evaluation conducted by the MQA would be guided by various documents published by MQA

QUALITY ASSURANCE DOCUMENTS

<http://www2.mqa.gov.my/QAD/en/types3.cfm>



QUALITY ASSURANCE DOCUMENTS

Malaysia Qualification Framework (MQF) + Malaysia Qualification Register (MQR)

Code of Practice for Programme Accreditation (COPPA)

Code of Practice for Institutional Audit (COPIA)

Code of Practice for Open and Distance Learning (COPODL)

Programme Standards (24)

Standards (4)

Guidelines to Good Practice (9)

Kompilasi Dasar 2009-2017

Code of Practice for TVET Programme Accreditation (COPTPA)

TYPES OF QUALITY ASSURANCE DOCUMENTS

One of the functions of Malaysian Qualifications Agency (MQA) is to accredit programmes, qualifications and higher education providers (HEPs).

With this in mind, MQA continuously develops and reviews quality assurance documents namely Malaysian Qualifications Framework (MQF), Code of Practice for Programme Accreditation (COPPA), Code of Practice for Institutional Audit (COPIA), guidelines to good practices (GGP), programme standards (PS) and standards.

Among others, these documents' development involve inputs from subject matter experts and MQA stakeholders besides benchmarking to international good practices.

i Malaysian Qualifications Framework

Malaysian Qualifications Framework (MQF) is an instrument that develops and classifies qualifications based on a set of criteria that are approved nationally and benchmarked against international best practices, and which clarifies the earned academic levels, learning outcomes of study areas and credit system based on student academic load.

iii Programme Standards

Criteria set based on what is considered the minimum level that should be attained by the HEPs to ensure academic programme in a particular field of study can be adequately delivered. It covers all the MQF qualification levels; from certificate up to doctoral degree.

v Guidelines to Good Practices

The documents are part of a series of guidelines that are similarly designed to assist HEPs implement the practices and standards listed in COPPA and COPIA (the Codes of Practice).

ii Code of Practice

Code of practice is a guideline for all the stakeholders about the nine quality assurance evaluation areas for quality assurance purposes.

iv Standards

Standards document sets general guideline of certain qualification levels based on the Malaysian Qualifications Framework (MQF).



KOMPILASI DASAR



1. KEPERLUAN MEMENUHI DASAR, STANDARD DAN KRITERIA PROGRAM SEMASA PENILAIAN AKREDITASI SEMENTARA DAN AKREDITASI

PPT perlu memenuhi setiap keperluan dan ketetapan seperti berikut:

- i. pengambilan pelajar hendaklah memenuhi syarat kelayakan masuk seperti mana yang telah diluluskan oleh KPT;
- ii. kelayakan dan kesesuaian tenaga pengajar;
- iii. beban tenaga pengajar;
- iv. perancangan pengambilan dan pembangunan tenaga pengajar;
- v. kemudahan peralatan / perisian / makmal untuk tujuan pembelajaran dan pengajaran;
- vi. kemudahan perpustakaan dari segi kapasiti dan buku rujukan yang mencukupi dan terkini;
- vii. kurikulum yang kemaskini dan bersesuaian dengan keadaan semasa;
- viii. penglibatan pihak luar seperti pemeriksa luar terutama untuk program peringkat sarjana muda (tahap 6, MQF) dan ke atas; dan
- ix. sistem pengurusan seperti pengurusan rekod pelajar / akademik yang mantap.

Bagi PPT yang gagal memenuhi keperluan di atas akan menyebabkan Perakuan Akreditasi Sementara dan Akreditasi ditolak.

Sumber:

Surat Makluman MQA Bil. 3/2015: MQA. 100-1/7/2 (12) bertarikh 29 Jun 2015

COPIA (2009)

COPIA was developed to assist institutions to enhance:

- a. quality provisions through the self-review and
- b. internal assessment processes
- c. the external audit conducted by the MQA.

Guidelines in COPIA are:

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

COPIA: Benchmark & Enhanced Standards

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

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

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

QUALITY ASSURANCE: Programme Accreditation and Institutional Audits

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

The two are distinct approaches but highly interrelated.

Quality Assurance

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

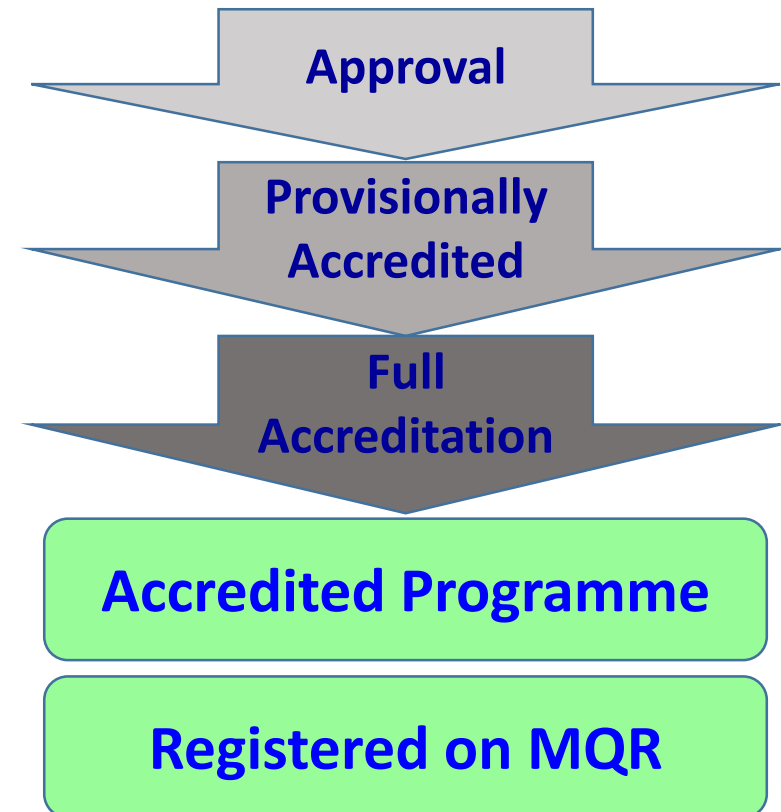
QUALITY ASSURANCE: Programme Accreditation

Accreditation

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

MQF – Malaysian Qualification Frameworks

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



Provisional Accreditation

An exercise to determine whether a programme met the minimum quality requirements prior to starting a programme

Full Accreditation

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

QUALITY ASSURANCE: Programme Accreditation

Programme Maintenance Audit is to ensure the continuous maintenance and enhancement of programmes that have been accredited. The Programme Maintenance Audit is crucial given that the accredited status of a programme is perpetual, i.e., without an expiry provision.

The most important purpose of the Accreditation Report is for continual quality improvement of the HEP. The written report is narrative and aims to be informative. It is contextual to allow comparison over time. It highlights strengths and concerns as well as provides recommendations for quality improvement.

QUALITY ASSURANCE: Institutional Audits

The highest form of **institutional audit** is the **self-accreditation audit**, which can lead to a conferment of a self-accreditation status for the institution so audited, whereby the institution can accredit its own programmes. In a sense, a self-accreditation audit is an exercise in accrediting the internal quality assurance system of the institution.

The various approaches to quality assurance processes include periodic monitoring to ensure that quality is maintained and continuously enhanced.

There are two main components of an institutional audit: the **HEP Self-Review** (internal quality audit) and **the MQA Institutional Audit** (external quality audit).

The self-review is done by the institution and is the key component of the document submitted to the MQA for evaluation by the Audit Panel.

QUALITY ASSURANCE: Self-Accreditation

- The self-accreditation status entitles a higher education provider (HEP) to accredit its programmes **except** for programmes that require accreditation and recognition of the **relevant professional body**.
- The legal provisions for the MQA to implement matters related to self-accreditation are provided for in the Malaysian Qualifications Agency Act 2007 (Act 679). (refer to Chapter 4)



SELF-ACCREDITATION

For the award of self-accreditation status, an important criterion that will be emphasized is that an HEP needs to have a robust internal quality assurance system guided by relevant standards and policies of MQA and the Ministry of Higher Education (MOHE)

The self-accreditation status entitles a provider (HEP) to self-accredit its programmes by their senate guided by the Malaysian Qualifications Framework (MQF) [shall not include professional programmes which still need to undergo accreditation by professional bodies] and need to be registered in the MQR.

QUALITY ASSURANCE: Internal Quality Audit

Internal Quality Audit

An internal quality audit is a self-review exercise conducted internally by a higher education provider to determine whether it is achieving its mission and goals; to identify strengths and areas of concern, and to enhance quality.

It generates a Self-Review Report for Institutional Audit.

QUALITY ASSURANCE: Internal Quality Audit

Self-Review Portfolio (SRP)

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

Self-Review Report (SRR)

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

QUALITY ASSURANCE: Streamlining the “inconsistencies”

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

COPIA (2009) utilises the nine areas of evaluation, i.e.:

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

**Stakeholder engagement (2018)
on swa-instrument has FOUR
areas of evaluation**

COPIA (2009)

The quality evaluation process covers nine areas:

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

COPPA (2017)

The quality evaluation process covers 7 areas:

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

SWA-INSTRUMENT (in prep)

The quality evaluation process covers four areas:

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

COPIA: Sect 7.2; p.8

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

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

UNDERSTANDING THE FOUR AREAS

COPIA (2009)	COPPA (2017)	SWA-INSTRUMENT (in prep)
<p>The quality evaluation process covers nine areas:</p> <ul style="list-style-type: none">• Vision, Mission, Educational Goals and Learning Outcomes;• Curriculum Design and Delivery;• Assessment of Students;• Student Selection and Support Services;• Academic Staff;• Educational Resources;• Programme Monitoring and Review;• Leadership, Governance and Administration;• Continual Quality improvement.	<p>The quality evaluation process covers 7 areas:</p> <ul style="list-style-type: none">• Programme Development and Delivery (1,2);• Assessment of Student Learning;• Student Selection and Support Services;• Academic staff;• Educational resources;• Programme Management;• Programme Monitoring, Review and Continual Quality improvement (7,9).	<p>The quality evaluation process covers four areas:</p> <ul style="list-style-type: none">• Institutional Leadership and Governance (1,8);• Academic Development and Management (2,3,4.1,4.2,4.3);• Talent and Resources (4.4,4.5, 5,6);• Continual Quality Improvement and Sustainability (4.6,7,9)

UiTM as a Self-accrediting Institution

UiTM as a Self-accrediting institution should adopt the FOUR Areas which re-organized the NINE Areas into a more relevant and integrated grouping.

Upon being granted the status of Self-accrediting institution, UiTM must prepare for;

- Application for a follow-up audit within one year from the date of the self-accreditation status.
- Submission of a biennial self-accreditation report to MQA.
- Reassessment of self-accreditation status: once every five (5) years.

(MAINTENANCE AUDIT)

9 AREAS IN COPIA (Self-Review Portfolio, SRP)

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

9 AREAS IN COPIA (Self-Review Portfolio, SRP)

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

Source: stakeholder engagement session at Mercu MQA 9th February 2018

REVISED SRP

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

Source: stakeholder engagement session at Mercu MQA 9th February 2018

REVISED SRP

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

*No benchmarked and enhanced standards

Source: stakeholder engagement session at Mercuri QMA 9th February 2018

AREA 1: INSTITUTIONAL LEADERSHIP AND GOVERNANCE

1.1 Review of Vision, Mission and Educational Goals

1.2 Formulation and Deployment of Strategic Plans

1.3 Institutional and Academic Leadership

1.4 Governance Function and Mechanism

1.5 Information Management

Source: stakeholder engagement session at Mercu MQA 9th February 2018

AREA 2: ACADEMIC DEVELOPMENT AND MANAGEMENT

2.1 Formulation of Learning Outcomes

2.2 Curriculum Design, Delivery and Assessment

- **Curriculum Structure and Content**
- **Instructional Method**
- **Assessment**
- **Constructive Alignment**

2.3 Admission and Mobility

- **Student Selection and Admission**
- **Mobility, Articulation and Credit Transfer**

Source: stakeholder engagement session at Mercuri MPA 9th February 2018

AREA 3: TALENT AND RESOURCES

3.1 Academic Staff

- Policies
- Implementations
- Training and Development
- Performance and Reward

3.2 Non-academic Staff

3.3 Physical and Technological Resources

3.4 Student Support Services

3.5 Financial Resources

Source: stakeholder engagement session at Mercu MQA 9th February 2018

AREA 4: CONTINUAL QUALITY IMPROVEMENT AND SUSTAINABILITY

4.1 Mechanisms for Programme Monitoring, Review and Evaluation

- Policy on Programme Monitoring, Review and Evaluation**
- Processes and Outcomes of Programme Monitoring, Review and Evaluation**

4.2 Involvement of Stakeholders

4.3 Quality Improvement and Enhancement

4.4 Institutional Sustainability

Source: stakeholder engagement session at Mercuri M&A 9th February 2018

FRAMEWORK OF RUBRICS DEVELOPMENT

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

Source: stakeholder engagement session at Mercuri M&A 9th February 2018

FRAMEWORK OF RUBRICS DEVELOPMENT

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

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

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

AREA 1

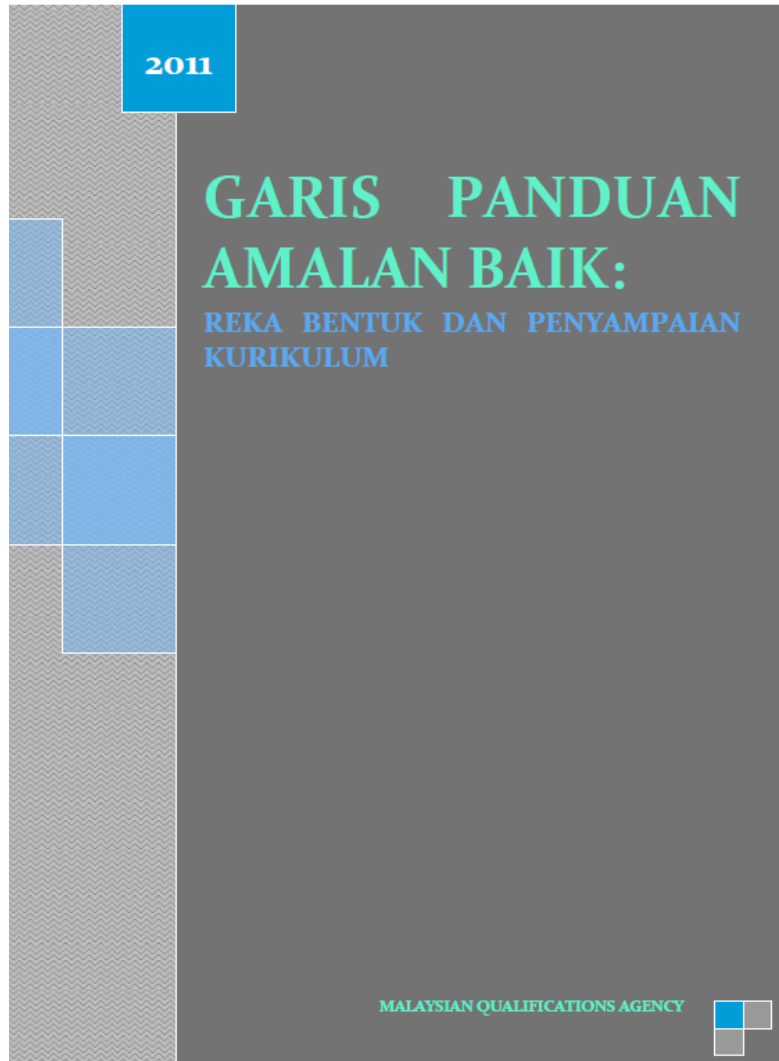
**INSTITUTIONAL LEADERSHIP AND
GOVERNANCE**

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

AREA 2

ACADEMIC DEVELOPMENT AND MANAGEMENT

GUIDELINES TO GOOD PRACTICE (GGP): CURRICULUM DESIGN AND DELIVERY



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

AREA 3

TALENT AND RESOURCES

GUIDELINES TO GOOD PRACTICES: ACADEMIC STAFF GUIDELINES: ACADEMIC STAFF WORKLOAD

**GUIDELINES TO GOOD PRACTICES
ACADEMIC STAFF**

**GARIS PANDUAN AMALAN BAIK
STAF AKADEMIK**



Academic staff is of central importance in the higher education sector. This is primarily due to the fact that quality higher education rests upon the knowledge, skills, competencies, abilities, attitudes and work ethics of academic staff. The purpose of guidelines to good practices: academic staff is to assist higher education providers in developing their own policies, processes and procedures with respect to the recruitment, management, development and professional services of academic staff.

04

BIDANG	SIJIL, DIPLOMA DAN DIPLOMA LANJUTAN	IJAZAH SARJANA MUDA, SIJIL DAN DIPLOMA SISWAZAH	SIJIL DAN DIPLOMA PASCASISWAZAH, SARJANA	IJAZAH KEDOKTORAN (Kerja Kursus Dan Campuran)
SAINS SOSIAL	1:30	1:25	1:20	1:12
SASTERA DAN KEMANUSIAAN	1:30	1:25	1:20	1:12
SAINS	1:25	1:20	1:15	1:9
SAINS KESIHATAN BERSEKUTU DAN PERUBATAN	1:25	Perubatan (1:4)	1:15	1:9
		Sains Kesihatan Bersekutu (1:20)		
KEJURUTERAAN DAN TEKNOLOGI	1:20	1:15	1:15	1:6

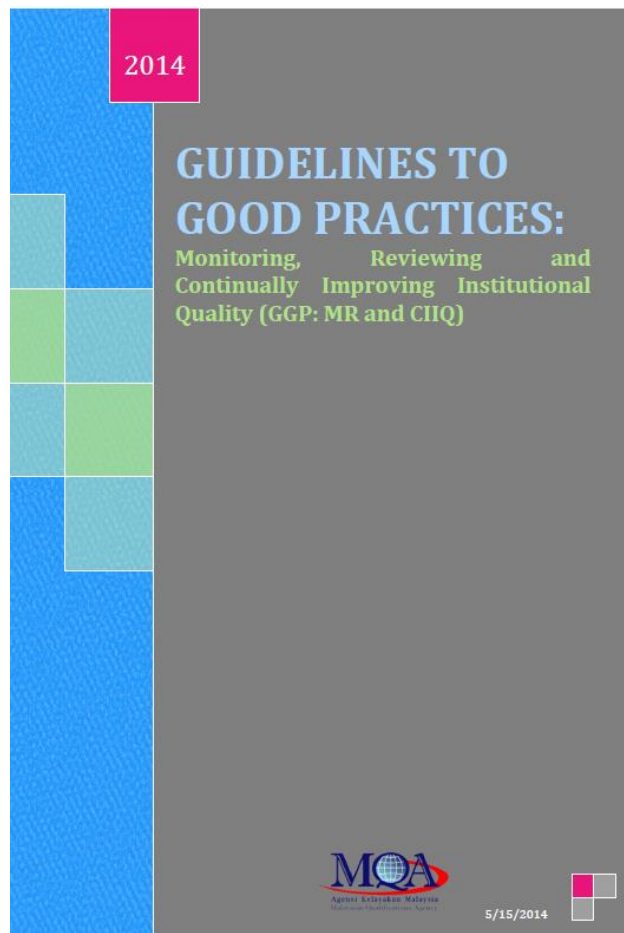
Nota: Tertakluk kepada standard program dan keperluan badan profesional yang berkaitan. Namun begitu, PPT boleh merujuk ketetapan seperti di atas sekiranya tiada standard program bagi bidang tersebut.

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

AREA 4

**CONTINUAL QUALITY IMPROVEMENT AND
SUSTAINABILITY**

GUIDELINES TO GOOD PRACTICES: MONITORING, REVIEWING AND CONTINUALLY IMPROVING INSTITUTIONAL QUALITY (GGP: MR AND CIIQ)



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Terimakasih!

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