

# GENERAL GUIDELINES FOR INTERNATIONAL ACCREDITATION OF EDUCATIONAL STUDY PROGRAMMES



BY  
ACCREDITATION COUNCIL FOR EDUCATION (ACE)



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**ACCREDITATION COUNCIL FOR EDUCATION  
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## FOREWORD

The Accreditation Council for Education (ACE) is an independent accreditation organisation recognised by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia since 2 August 2019 based on the Letter of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number: T/497/M/OT.00.00/2019 and Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 380/P/2023 on Granting the Accreditation Council for Education permission to carry out accreditation. Thus, ACE has the authority to accredit educational study programmes in Indonesia. ACE is also a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). This membership demonstrates that ACE's processes adhere to internationally recognised quality assurance principles.

This guideline assists university, faculty, and educational study programme leaders to fully comprehend the process of international accreditation by ACE. It describes in detail each step taken by the educational study programme and quality assurance unit, including registration, supervision of self-evaluation report documents, on-site assessment, and issuance of accreditation status. The guideline aims to ensure the university, faculty, and educational study programme leaders that the ACE international accreditation is conducted objectively and inclusively by providing rooms for continuous improvement.

The university's quality assurance unit plays an essential role to assist educational study programmes throughout the accreditation process as well as mediate intensive communication between ACE and educational study programmes. Once the accreditation status is issued, the university's quality assurance unit in collaboration with educational study programme ensure continuous improvement of educational services in order to promote a quality culture among students and staff at the university.

Thank you for your pursuit of ACE accreditation.

Muchlas Samani

Chairperson

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## **CHAPTER I ACCREDITATION CRITERIA**

### **A. Introduction**

Accreditation is a form of quality assessment (evaluation) of the feasibility of Higher Education Institutions (HEIs) or study programmes conducted by independent bodies, including the Accreditation Council for Education (a.k.a. ACE).

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ACE uses the Indonesian National Accreditation System for Higher Education (NAS-HEI) and applicable international accreditation standards. These standards form the basis for evaluating whether an educational study programme is aligned with NAS-HEI and internationally applicable standards. In this regard, ACE has developed detailed criteria and indicators to help assessors and expert teams concentrate on essential aspects of accreditation.

Decisions about the quality of a study programme are based on judgments of informed experts who act as assessors of the Self-Evaluation Report (SER) related to the established criteria. SER is submitted to ACE by a study programme to be verified through an on-site visit to the study programme.

The accreditation instrument for educational study programmes by ACE is based on 7 (seven) quality standards that indicate the quality of a study programme, namely:

1. Study Programme;
2. Pedagogical Practices;
3. Assessment;
4. Resources;
5. Research and Community Services;
6. Transparency and Documentation;
7. Quality Assurance.

The seven standards indicate the comprehensive quality of a study programme to produce high-quality outputs in the field of education in accordance with the specialisation of their respective fields of study. Accreditation is both a process and an outcome. As a process, accreditation is an assessment activity to determine the feasibility of an educational study programme based on

predetermined quality standards. As a result, accreditation is the quality status of a study programme published publicly.

The benefits of accreditation of educational study programmes are as follows:

1. Assuring that an accredited study programme has met the established quality standards so that it is able to protect the community globally;
2. Encouraging a study programme to continuously make improvements and maintain high quality;
3. Using the accreditation results as a consideration in establishing international cooperation between universities, transferring credits, proposing assistance and allocating funds, and getting recognition from interested bodies or agencies in the country where the study programme resides.

## **B. Accreditation Criteria**

ACE developed 7 (seven) standards, which are divided into 34 criteria based on the outcome-based education approach. Educational study programmes that propose international accreditation from ACE must meet the following standards and criteria.

### **1. Study Programme**

- a. Name of Study Programme: The study programme has a clear name, indicates its field of study, and has distinctiveness and differentiation.
- b. Scientific Vision of the Study Programme: The study programme has a clearly defined scientific vision, reflecting its essence and core purpose, in line with current and emerging scientific challenges, showing foresight, and effectively guiding curriculum development, teaching methods, and assessment.
- c. Study Programme Learning Outcomes: The study programme has a formulation of learning outcomes in line with program objectives, clearly defined, measurable, and progressive, reflecting the skills, knowledge, and competencies of the educational field, facilitating effective assessment methods, encouraging student growth, and demonstrating relevance to stakeholder expectations and workplace demands.
- d. Curriculum: The study programme designs and implements a curriculum that is aligned, relevant, and coherent with learning outcomes, with a logical structure, current content, varied assessment methods, and adaptability. It facilitates effective learning and skill development for students.
- e. Admission Requirements: The study programme formulates academic requirements for new student admissions clearly and communicates the information transparently.

- f. **Student Workload:** The study programme organises the distribution of student workload in a balanced manner, aligned with the study programme objectives, and provides sufficient time for learning activities by considering a manageable distribution of assignments across courses, facilitating effective time management, and supporting student success.

## **2. Pedagogical Practices**

- a. **Instructional Strategy:** Learning strategies in the study programme are aligned with predetermined learning objectives, engage students effectively, encourage critical thinking, encourage active participation, accommodate individual needs, utilise appropriate resources and technology, encourage collaboration, enable assessment of learning outcomes, and continuously evolve based on reflective processes and feedback.
- b. **Differentiation and Personalisation:** The study programme's lecturers analyse students' needs, adapt teaching methods to diverse learning styles, provide varied assessments to demonstrate understanding, and continually adjust teaching strategies to foster an inclusive environment where every student thrives and achieves academic success.
- c. **Classroom Management:** The study programme's lecturers set clear expectations, foster positive relationships, apply diverse teaching methods, effectively address behavioral issues, maintain an organised learning environment, and utilise student engagement strategies that result in a harmonious and inclusive atmosphere conducive to optimal learning and development for students.
- d. **Micro teaching:** Micro teaching targets specific teaching skills, incorporates diverse teaching strategies, actively engages students, provides appropriate assessment methods, encourages reflective practice through feedback, and demonstrates adaptability, ultimately promoting meaningful improvement and professional development of teacher candidates in a controlled and supportive environment.
- e. **Teaching Apprenticeship:** Teaching apprenticeships provide strong mentorship from experienced educators, extensive practical exposure to classroom dynamics, and ample opportunities for student teachers to undertake teaching responsibilities, fostering a strong link between theoretical knowledge and practical application, enhancing the professional development and refinement of student teachers' skills.

## **3. Assessment**

- a. **Alignment of Assessment to Learning Objectives:** Assessments evaluate students' mastery of the specific knowledge and skills outlined in the objectives, using clear assessment criteria, varied tasks aligned with the objectives, and consistent evaluation methods that accurately match what is taught and assessed.

- b. **Validity and Reliability:** Assessments use valid and reliable instruments that accurately match the learning objectives, effectively measure the desired knowledge, skills, or competencies, demonstrate consistency of results across multiple administrations or conditions, and ensure stable and reliable measurement of student abilities without significant variability or error.
- c. **Fairness and Equity:** Assessments are impartial and culturally sensitive, accessible to all test takers regardless of their background, accommodate disabilities, and avoid language or cultural bias.
- d. **Assessment Methods and Formats:** Assessments use methods and formats that effectively and comprehensively evaluate individual knowledge, skills, and abilities aligned with learning objectives, allowing for multidimensional and relevant evaluations that accurately reflect student understanding and proficiency.
- e. **Feedback and Improvement:** Feedback and improvement in assessment are clear, specific, and actionable, effectively highlighting strengths and areas of growth, which are also used to continuously refine teaching methods, assessment strategies, and course materials, as well as continuous education enhancement and academic performance improvement.

#### **4. Resources**

- a. **Staff Development:** Staff development, synchronised with institutional goals, fosters continuous improvement, equipping the workforce with proficiency while feedback mechanisms and support systems facilitate skill enhancement and promote quality teaching, research, and effective administrative practices.
- b. **Student Support and Services:** Student support and services provide comprehensive assistance to meet diverse student needs, including intense counseling, accessible advising, appropriate accommodations, mental health resources, engaging extracurricular activities, and career guidance, and efficient feedback ensures continuous improvement, fostering a supportive environment that enhances student success and well-being.
- c. **Funds and Equipment:** The HEI or Study Programme Management Unit (SPMU) strategically allocates funds for the procurement of state-of-the-art equipment aligned with academic needs and technological advances, rigorous quality assessment, regular maintenance, and adherence to safety standards to ensure optimal functionality and durability, and are accessible to students and faculty.
- d. **Cooperation and Partnership:** Academic collaborations and partnerships foster strong, goal-oriented collaboration between educational institutions, business/industry, and the community, active resource



exchange, effective knowledge sharing, and mutual support, enhancing academic and research programs.

- e. **Technology and Digital Resources:** Technology and digital resources include a robust infrastructure that enables easy access to a wide array of digital libraries, cutting-edge research databases, interactive learning management systems, and innovative educational tools; lecturers and students receive comprehensive training and support to utilise these resources effectively; there are highly stringent cybersecurity measures that ensure data protection; technology is integrated into the curriculum that fosters inclusive, engaging, and adaptable learning experiences for all.

## **5. Research and Community Services**

- a. **Staff Engagement in Research and Community Services:** Lecturers of the study programme collaborate with local stakeholders and align initiatives with community needs to conduct research and community services, ensure ethical practices, and disseminate findings effectively, resulting in measurable positive impact, sustainable partnerships, and commitment to continuous improvement in academic and societal areas.
- b. **Student Involvement in Research and Community Services:** Students in the study programme actively contribute to research projects, meaningfully engage in community service initiatives, receive mentorship, acquire practical skills, demonstrate an understanding of academic concepts, and positively impact society, aligning with educational objectives and ethical standards.
- c. **Staff Productivity in Research and Community Services:** Lecturers are actively engaged in substantial research with a significant output of scholarly articles, making impactful, meaningful contributions to their field and society, while their community service is relevant and effectively addresses the needs of society, which promotes their professional growth with adequate support and recognition mechanisms in place.

## **6. Transparency and Documentation**

- a. **Module Description:** Module or course descriptions concisely outline clear learning objectives, structured curriculum, varied teaching methods, fair assessment criteria, prerequisite guidance, rich learning resources, target audience specificity, alignment with program objectives, and real-world application, providing a thorough and transparent overview that meets student needs and expectations.
- b. **Diploma Supplements:** The HEI/SPMU or study programme provides a diploma supplement that describes the completed academic program with details of courses, assessment systems, learning outcomes, and the context of the national education system to provide comprehensive and transparent information, aid international recognition, and facilitate understanding and comparison of graduate qualifications.

- c. **Service Friendliness:** The study programme provides students with prompt and personalised services, inclusive resources, engaging learning experiences, constructive feedback, and a supportive and friendly environment, with easily accessible communication channels and diverse educational materials, guaranteeing an optimal and high-quality educational journey for all.
- d. **Graduate Performance Information:** The study programme comprehensively tracks graduates' career success, demonstrating high graduate employment rates, graduate career advancement, and alignment of skills learned with graduates' professional roles to ensure transparency, aiding program improvement to consistently prepare students effectively for diverse career paths and work/industry demands.
- e. **Related Regulations:** Regulations are clearly defined, consistently applied, and effectively communicated to all stakeholders, ensuring fairness, integrity in assessment, ethical conduct of research, equitable access to resources, and a supportive environment, promoting a conducive and standardized academic experience for all participants.

## **7. Quality Assurance (QA)**

- a. **Internal QA and Continuous Improvement:** Internal QA ensures regular evaluation of teaching, assessment, and learning experiences against benchmarks, involving effective incorporation of feedback, updating of methodologies and curricula, and improvement of support systems.
- b. **Student Involvement:** Students actively participate in decision-making processes, contribute diverse perspectives to curriculum design and assessment, provide regular and constructive feedback, and have structured representation in quality assurance bodies (organisations), promoting transparent, inclusive systems and impactful collaboration between students and university stakeholders.
- c. **Staff Involvement:** Staff are actively involved in curriculum review, uphold established standards, incorporate student feedback into their teaching, strive for continuous professional development, contribute to curriculum development, and demonstrate commitment to improving the quality of teaching and learning outcomes.
- d. **External Stakeholder Engagement:** Stakeholders actively contribute insights, participate in advisory boards, validate program relevance, engage in collaborative projects, and provide valuable feedback regarding graduate preparedness.
- e. **Data collection, analysis, and interpretation:** Data collection, analysis, and interpretation are conducted systematically in line with pre-defined objectives and undergo rigorous and diverse methods of analysis, ensuring accuracy and integrity, resulting in actionable insights through inclusive interpretation, translated into practical recommendations that drive continuous improvement in educational standards and practices.

## BAB II ACCREDITATION PROCEDURE

The accreditation procedure will be carried out in 9 (nine) stages, from registration and adequacy assessment to certificate issuance, as shown in Figure 1.

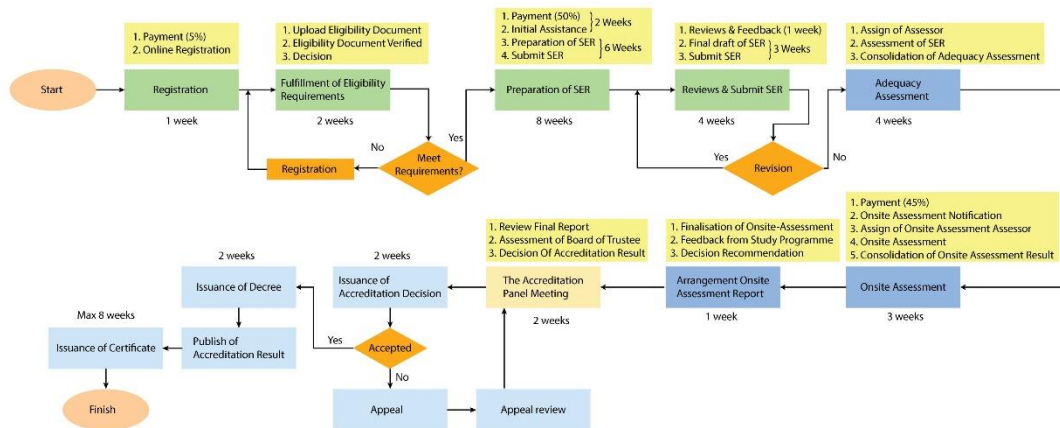


Figure 1. Accreditation Procedure Flowchart

The study programme that applies for accreditation to ACE must follow each stage as per Figure 1. ACE expects HEIs and SPMUs to consider and prepare the study programme that will apply for accreditation. The study programme is encouraged to consult the ACE Secretariat to ensure they meet the eligibility prerequisites before applying.

### A. Online Registration

The study programme registers online by email and attaching the form (Appendix 1) filled in and signed and Proof of Payment for Phase I (5% of the total cost) to sekretariat@lamdik.or.id. Then, the study programme is given an account to start with the accreditation process.

### B. Eligibility

1. The study programme uploads the following documents through its account to SIMALAMDIK:
  - a. Decree, License of operation, or Determination Letter of Study Programme operation from an authorised party following applicable regulations in the country where the study programme is located;
  - b. Request a letter from the head of the university to ACE for accreditation of the study programme. The letter should provide a brief description of the study programme;
  - c. Certificate of Accreditation from a local accreditation agency (optional).

2. ACE conducts verification, provides suggestions for improvement if needed, and decides on the eligibility of the study programme to follow the next process.
3. Total time for this stage: 2 (two) weeks.

**C. Initial assistance in preparing the Self Evaluation Report (SER)**

1. The study programme makes Phase II payment (amounting to 50% of the total cost).
2. ACE provides a briefing session on understanding the instrument and online SER preparation assistance.
3. Total time for this stage: 2 (two) weeks.

**D. Preparation of SER**

1. The study programme writes the SER and prepares the supporting documents.
2. The study programme may consult with ACE while preparing the SER and the supporting documents.
3. The supporting documents can be published on the study programme or University website and/or uploaded to cloud storage (e.g., Google Drive).
4. The study programme uploads the SER to SIMALAMDIK.
5. Total time for this stage: 6 (six) weeks.

**E. SER Review and Revision**

1. ACE assigns a reviewer to review the SER submitted by the study programme.
2. Based on the review process, the reviewer provides suggestions and feedback for improvement on the SER and supporting documents.
3. Based on the reviewer's suggestions, the study programme revises the SER and supporting documents.
4. The study programme uploads the final SER to SIMALAMDIK.
5. Total time for this stage: 4 (four) weeks.

**F. Adequacy Assessment**

1. ACE assigns two assessors to conduct an Adequacy Assessment of the SER uploaded by the study programme.
2. Each assessor writes a report based on the Adequacy Assessment process.
3. The two assessors put the reports together to summarise the description of the Adequacy Assessment results and decide whether the study programme meets the adequacy criteria for on-site visitation.

4. The description of the Adequacy Assessment results and the assessor's decision are validated by the coordinator appointed by ACE.
5. The accreditation process is postponed if the study programme's SER does not meet the adequacy criteria for visitation. The study programme can re-apply for accreditation to ACE after 1 (one) year.
6. Total time for this stage: 4 (four) weeks.

#### **G. On-site Assessment**

1. The study programme makes Phase III payment (amounting to 45% of the total cost) to ACE.
2. ACE assigns an on-site assessment team consisting of 1 coordinator, two assessors, and one local expert (from the study programme's country of domicile). If the accreditation is requested by several study programmes in the university (cluster), the number of assessors will be adjusted.
3. The on-site assessment team conducts visitation activities to verify data, evidence, and on-site conditions with university leaders, faculty/school leaders, and study programme members against the data/information submitted mentioned in the SER.
4. Based on the on-site assessment process, each assessor writes a description of the on-site assessment results. The local expert writes descriptions of aspects of concerns during the on-site assessment.
5. Based on the descriptions gained from the on-site assessment result and the local expert, the coordinator leads the two assessors in consolidating and writing the on-site assessment result report to be submitted to the accreditation panel. The report contains a description of the on-site assessment results, suggestions for improvement, and proposed scores for each standard.
6. ACE organises a plenary meeting of the accreditation panel to review the adequacy assessment report and on-site assessment results and makes a decision on the study program accreditation results.
7. Based on the accreditation panel meeting, the coordinator writes a report on the accreditation results and suggestions to the study programme for improvement.
8. Total time for this stage: 4 (four) weeks.

#### **H. Decision of Accreditation Status**

ACE determines the accreditation status. The accreditation decision is in the form of one of the following four alternative statements:

1. Outstandingly Accredited (valid for five years);
2. Accredited (valid for five years);

3. Conditionally Accredited (valid for one year), the study program is given the opportunity to submit evidence of improvement within one year;
4. Not Accredited (Re-accreditation is given after improvements are made with a minimum waiting period of one year).

ACE submits the accreditation result report to the HEI/SPMU/study programme and publishes it to the ACE website for public information. The total time for this stage is 2 (two) weeks.

#### **I. Appeal**

The study programme can appeal in case of an objection to the accreditation results.

#### **J. Cost**

The fee to be paid to ACE for accreditation of one study programme includes honorarium and administration costs for the following processes:

1. Assistance;
2. SER Review;
3. Adequacy Assessment;
4. Validation of Adequacy Assessment Result;
5. On-Site Assessment;
6. Accreditation Panel Meeting.

Fees do not cover:

1. Round-trip ticket;
2. Local transportation;
3. Accommodation;
4. Travel insurance;
5. Appeal process.

## **CHAPTER III**

### **GUIDELINES IN PREPARING A SELF-EVALUATION REPORT (SER)**

#### **A. SER Concept**

The external quality evaluation aims to determine the status of the study programme in terms of fulfilling ACE standards regarding the quality of educational delivery. This external quality evaluation process includes adequacy assessment of SER followed by on-site visit. To carry out an objective and accurate self-evaluation, the study programme must carry out a series of activities and be directed by ACE. The study programme will collect data and information that will be used as a tool to evaluate itself. Findings will be written as a SER. The SER describes the study programme's most natural and factual conditions, especially the educational process and the extent to which the study programme can maintain compliance with ACE standards.

#### **B. SER Writing Guideline Instrument**

To prepare a SER, the study programme is guided by the Self-Evaluation Guideline Instrument. The instrument includes seven ACE Accreditation standards: (1) study programme, (2) pedagogical practices, (3) assessment, (4) resources, (5) research and community services, (6) transparency and documentation, and (7) quality assurance. Each standard is divided into several criteria, ranging from three to six criteria per standard. For example, the 'Study Programme' standard includes six criteria: name of the study programme, scientific vision, study programme learning outcomes, curriculum, admission requirements, and student workload. Each criterion has three components: concept, guiding questions, and assessment criteria. The concept offers an overview of criteria; guiding questions help formulate a self-assessment report; and assessment criteria determine whether the standard 'meets quality requirements' or 'exceeds quality requirements.' A thorough examination of all three components is essential to fully understand each concept.

#### **C. Guiding Questions**

Guiding questions serve as a series of structured questions that assist the study programme in writing a SER. These questions are carefully formulated to encourage a detailed reflection and analysis of various program criteria, such as curriculum, teaching methods, and assessment. These principles guide the study programme to systematically evaluate its compliance with accreditation standards, ensuring a thorough and focused self-evaluation process.

The following is an example of a guiding question in the curriculum criteria.

1. Alignment with Objectives: How is the curriculum aligned with the learning outcomes of the study programme? How coherent are the curriculum components and the skills, knowledge, and competencies students are expected to achieve?

2. Progress and Sequencing: How is the curriculum structured to ensure logical progress in acquiring content and skills? Are courses or modules sequenced in a way that facilitates continuous learning and builds on foundational concepts?
3. Relevance and currency: How does the curriculum align with current trends, developments, and industry demands in the field of study? How regularly is the information updated to remain relevant and aligned with evolving practices or technological advances?
4. Diversity and Inclusivity: How does the curriculum accommodate diverse perspectives, theories, and methodologies? How inclusive is the curriculum, considering various cultural, social, and global contexts, to offer a comprehensive learning experience?
5. Global Engagement: How does the curriculum foster cross-cultural understanding and global citizenship, integrating diverse cultural narratives, perspectives, and knowledge systems to prepare students to actively participate in an interconnected world?

Each guiding question is answered in a descriptive, argumentative paragraph and accompanied by evidence. Example:

Guiding Questions	Answer Example
<p>Alignment with Goals: How is the curriculum aligned with the learning outcomes of the study programme? How coherent are the curriculum components and the skills, knowledge, and competencies students are expected to achieve?</p>	<p>... The curriculum is adjusted to meet the study programme learning outcomes, namely the competencies students must acquire after completing the program. These results include aspects of attitude, knowledge, and skills. The curriculum displays interconnected elements, such as the program's vision, the profile of the programme's graduates, learning outcomes that align with the profile, modules developed for the learning, and learning plans that outline the content of each module and its learning. All of these components are interrelated, ensuring that students are effectively equipped with the desired competencies. For example, learning outcomes ... are planned to be achieved through courses ..., with learning methods .... (evidences are available on link...).</p>

If necessary, data or information can be written in the form of charts, graphs, tables, and other forms of representation. The information provided in the SER must be supported by valid evidence, which is listed in the SER appendices or provided in the link referred to in the SER.



#### **D. SER Framework/Structure**

In writing SER, every question in the accreditation instrument needs to be answered. Supporting evidence must be referenced, attached, and/or linked to cloud storage or the study programme website. SER is written using the following format.

1. Cover page.
2. Foreword by the faculty/school.
3. Study Programme Identity.
4. Executive Summary.
5. Table of Contents.
6. Self-Evaluation Report:
  - a. Standard 1: Study Programme;
  - b. Standard 2: Pedagogical Practices;
  - c. Standard 3: Assessment;
  - d. Standard 4: Resources;
  - e. Standard 5: Research and Community Services;
  - f. Standard 6: Transparency and Documentation;
  - g. Standard 7: Quality Assurance.
7. Appendices.

## **CHAPTER IV ON-SITE ASSESSMENT GUIDELINES**

### **A. On-site implementation guidelines**

One of the crucial stages in the accreditation process is on-site assessment, which aims to obtain evidence and confirm all claims contained in the SER, observations, and interviews regarding all established criteria/sub-criteria. The target locations for on-site visits include all facilities, such as infrastructure and facilities that support the implementation of the study programme.

The guideline aims to provide important points for preparing for on-site visits for the study programme. The guideline consists of an explanation of what the assessor must do, the on-site assessment process, and the on-site assessment report.

The implementation of on-site assessment must focus on the following things:

1. Continuous quality improvement, such as stipulation, implementation, evaluation, control, and improvement;
2. Achievements in education, research and community services, competition, and internationalisation;
3. Compliance with standards set by universities/faculties/schools/study programmes;
4. Academic and non-academic achievements, including input, process, and output assessments;
5. Availability of evidence, access, and traceability;
6. Study programme management;
7. Effectiveness of internal QA system.

### **B. On-site Preparation and Administration**

The expert team and study programme must arrange and agree on the on-site implementation schedule and agenda, such as interview schedules, learning observations, and facility observations. The following must be communicated to the study programme/faculty/school at this stage:

1. The date of the on-site assessment has been arranged and determined by the ACE secretariat based on the expert team's suggestions;
2. Assignment letters for the coordinator, assessors, and local expert;
3. Invitation to the coordinator and assessors from the study programme /faculty for visa arrangements;
4. Ticket and accommodation reservation for the coordinator and assessors;
5. The study programme provides the local transportation;

6. The study programme/faculty/school invites the university leaders, faculty leaders, senate, academic staff, students of various classes, alumni, users, non-academic staff, and translators;
7. The study programme/faculty/school gives the expert team access to the infrastructure (management offices, classrooms, laboratories, practice rooms, laboratory schools/partner schools, student service facilities, guidance and counsel rooms, and academic & non-academic staff rooms);
8. The study programme/faculty/school prepares documents related to the curriculum (curriculum maps, modules, teaching materials, syllabus, lesson plans, examples of student assignments, examples of exam quiz guide, academic guidance, internship guidance, and final assignment guidance);
9. The study programme/faculty/school prepares documents related to the internal quality assurance system (academic quality policy, quality standards, quality manual, and quality forms);
10. The study programme/faculty/school prepares the information source system (library, internet connection, IT applications, Learning Management System);
11. The study programme/faculty/school provides translators if English is not the native language, and if some documents are not written in English;
12. The study programme/faculty/school provides a separate room for the expert team with a projector and screen facilities, internet connection, printer, paper, whiteboard markers).

### **C. On-site Assessment Procedures and Schedules**

#### **1. On-site Assessment Procedure**

Activities related to the implementation of on-site assessment include the following:

- a. The opening includes an introduction to university leaders, faculty/school, study programme, lecturers, non-academic staff, student representatives, and invited guests. In the opening, the purpose of implementing on-site assessment and its mechanism and procedure is conveyed.
- b. Interview sessions with:
  - 1) University leaders;
  - 2) Faculty/school leaders;
  - 3) The study programme management;
  - 4) Internal quality assurance team;
  - 5) Institute for research and community service leaders;
  - 6) Students from various classes (10-12 students);

- 7) Non-academic staff including laboratory technicians/analysts, IT staff, administrators, librarians);
  - 8) Graduates within the past three years (8-10 alumni);
  - 9) Graduate users (6-8 employers, preferably non-alumni);
  - 10) Laboratory school/partner school leaders and partners.
- c. Observation and assessment of the teaching and learning process (in classrooms, laboratories, or *micro-teaching laboratories*).
  - d. Observation of physical facilities: libraries, laboratories, learning resource centres, student services, and other facilities for students.
  - e. Document clarification and validation.
  - f. Closing with the study programme/faculty/school.

If necessary, a third party must provide a translator to mediate communication between the expert team and the study programme/school, primarily when interviews are conducted.

## 2. On-site assessment schedule

Time	Activity
<b>Day One</b>	
08.00 – 08.30 AM	Opening: expert team with university, faculty/ school, and study programme
08.30 – 09.30 AM	University, faculty/school, and study programme profiles by university, faculty/school, and study programme leaders followed by questions and answers
09.30 – 11.00 AM	Interview and discussion with faculty/school leaders
11.00 – 12.00 AM	Interviews with academic and non-academic staff
12.00 AM – 01.00 PM	Lunch break
01.00 – 03.00 PM	Visits to and assessment of main facilities: laboratories, libraries, classrooms, information systems
03.00 – 04.00 PM	Interviews and discussion with the Internal QA team
04.00 – 05.00 PM	Internal discussion of the expert team
<b>Day Two</b>	
08.00 – 10.00 AM	Teaching and learning process observations and reflective discussions
10.00 – 11.00 AM	Interviews and discussions with the institute for research and community service leaders & staff
11.00 – 12.00 AM	Interview with students
12.00 AM – 01.00 PM	Lunch break
01.00 – 02.00 PM	Interviews with alumni
02.00 – 03.00 PM	Interviews with graduate users and partners
03.00 – 05.00 PM	Document verification is followed by internal discussions with assessors
<b>Day Three</b>	
08.00 – 09.00 AM	Additional sessions of document verification, if necessary

<b>Time</b>	<b>Activity</b>
09.00 – 12.00 AM	Clarification and cross-verification with the study programme leader and accreditation team
12.00 AM – 01.00 PM	Lunch break
01.00 – 04.00 PM	Internal discussion of the expert team to prepare an on-site assessment report, which will be delivered at the closing session
04.00 – 05.00 PM	Report presentation by the expert team
05.00 – 05.30 PM	Closing

#### **D. Guidelines for implementing opening, interviews, observations, document checking, and closing**

##### **1. Meeting Location Preparation**

The study programme/faculty/school must provide a room with facilities (LCD, screen, microphone) that can accommodate every invited guest.

##### **2. Preparation of Invited Parties**

The following are personnel or parties who will be invited to the opening:

- a. University leaders;
- b. Faculty/school (dean and deputy dean);
- c. The study programme leader;
- d. Accreditation team;
- e. Head of a quality assurance unit;
- f. Partner schools;
- g. Research unit;
- h. Community service unit;
- i. Lecturer representatives;
- j. Non-academic staff representatives.

##### **3. Preparation of Presentation Materials**

The faculty profile is presented in the first session of the visit. It is recommended that the presentation emphasises essential points and current information. It is highly recommended that the presentation does not repeat the information that is written in the SER. The presentation lasts 30 minutes, and the question-and-answer session will last approximately 30 minutes.

- a. The dean/deputy dean will prepare a presentation regarding the profile highlighting the university and faculty/school as well as strategic planning and management of the study programme/faculty/school, the resources available to run educational programs, human resources, and other physical and non-physical resources needed for educational programs, counsel, and other support.

- b. The study programme leader will prepare a presentation on graduate profiles, graduate competencies, curriculum, and assessment systems.
- c. The head of the quality assurance unit prepares a presentation on the internal quality assurance system.

#### **4. Interview Guidelines**

The interview session will be held without the presence of the study programme/faculty/school leaders and the accreditation team. The interview objectives are:

- a. Interviews with faculty/school management team and leaders about governance, quality assurance, human resource management, curriculum management, financial and asset management, program development, collaborative programs, academic environment, description of how research is disseminated and utilized, research awards and incentives, the structure and function of the ethics board;
- b. Interviews with academic staff representing various academic levels. Interviews with academic staff cover leadership, development programs, work atmosphere, relationships with leaders/managers and colleagues, workload (teaching, research, and community service), learning process, teaching and research facilities, job security and satisfaction, relevant academic issues, academic and non-academic support systems, ranking and promotion systems, faculty/school orientation programs, salary gradings, faculty/school performance evaluations, academic guidance, and referral systems, descriptions of how research is disseminated and utilised, research awards and incentives;
- c. Interviews with non-academic staff representing various functions, such as technicians and laboratory staff, librarians, administrators, IT supports, and finance. The interview will cover leadership, support staff, development programs, work atmosphere, relationships with managers/leaders and co-workers, workload, the relevance of staff qualifications to job postings, job security and satisfaction, relevant issues, information technology support systems, acquisition development plans, and library collections as well as librarian profiles;
- d. Interviews with student representatives from various classes and achievements as well as representatives of student organisations. The interview will cover the academic atmosphere, learning facilities, teaching, and research facilities, student learning and teaching satisfaction, student support systems, academic guidance and referral systems, non-academic development programs, employment, and career information;
- e. Interviews with alumni who graduated in the past three years. The interview will cover learning experiences, work readiness, relevance of acquired competencies to current jobs, alumni responses, contributions,

waiting period to get their first job, academic involvement, research, community service, and internship programs;

- f. Interviews with user representatives representing various organizations/ corporates/ institutions. It is highly recommended that users are not alumni. Otherwise, a maximum of 30% of those interviewed are alumni. The interview will cover the employed alumni's hard and soft skills and employer feedback on the study programme/faculty/school.

## **5. Guidelines for Implementing Observations**

Observation is collecting data/information by observing behaviour, events, processes, activities, and physical conditions using various senses that can be utilised. Specific instruments are used if necessary.

- a. Study programme/faculty/school provides access to physical facilities to university/ school/ faculty/ study programme, which the expert team will visit.
- b. The physical facilities of the university that are observed include equipment and instruments. Observations can include offices, laboratories, workshops, libraries (library acquisition and collection development plans as well as librarian profiles), IT, discussion rooms, student rooms, and student lockers.
- c. Physical facilities supporting student activities and services, health service centre, career centre, sports facilities, dormitories, and classroom size.
- d. Observation of several activities, such as the learning process, small group discussions, and laboratory activities. Observations focus on ensuring consistency between the descriptions in the SER and curriculum implementation.

## **6. Guidelines for Document Checking**

If there are new information/data/documents that are not yet stated in the SER, the study programme/faculty/school can display them during the expert team visit unless no additional documents are needed. The purposes of document inspection are to ensure the existence of supporting documents related to curricular, co-curricular, and extra-curricular activities and to verify that the evidences are valid, and updated.

## **7. Guidelines for On-site Assessment Closing**

The closing session is carried out as an opportunity for the expert team to deliver the summary of their findings during the on-site assessment. The written document will be sent officially to the university's QA unit. This stage also marks the end of the on-site assessment.

## **E. On-site Follow-up Guidelines**

### **1. Writing On-site Final Report**

The expert team meets and discusses virtually, led by the coordinator, to prepare a draft of the on-site results report addressed to the accreditation panel. The on-site result report describes on-site results, suggestions for improvement, and proposed scores for each criterion. The on-site results report is then uploaded to SIMALAMDIK.

### **2. Accreditation Decision**

#### **a. Accreditation results**

Each member of the accreditation panel reviews the on-site results report. The review results will be used to make accreditation decisions, which will be taken in a complete plenary meeting of the panel members.

#### **b. The accreditation process report and the results of the panel review are brought to the panel meeting to stipulate the accreditation status.**

#### **c. Accreditation panel decision**

The accreditation decision is stipulated in the following four alternative decrees.

- 1) Outstandingly Accredited (valid for five years).
- 2) Accredited (valid for five years).
- 3) Conditionally Accredited (valid for one year), the study program is given the opportunity to submit evidence of improvement within one year.
- 4) Not Accredited (Re-accreditation is given after improvements are made with a minimum waiting period of one year).

Process for determining accreditation status:

- 1) The accreditation panel determines the accreditation status at the scheduled accreditation panel meeting;
- 2) The accreditation panel meeting is attended by all members;
- 3) Each member reviews the on-site results report and accreditation status proposed by the coordinator;
- 4) Each member of the accreditation panel provides feedback and insights into the case submitted based on the criteria considered;
- 5) The accreditation panel may invite the coordinator if necessary;
- 6) The accreditation panel stipulates the decision on the accreditation status.



## **F. Guidelines for Appeals**

1. Study programme/faculty/school may appeal the accreditation decision no later than four weeks after receiving the initial decision online. For appeal purposes, the university leader is required to make an appeal request accompanied by supporting evidence or relevant documents. The application letter and supporting documents are emailed to ACE at [sekretariat@lamdik.or.id](mailto:sekretariat@lamdik.or.id).
2. The accreditation panel will conduct a meeting to decide whether the appeal application is approved or rejected. The decision of the accreditation panel will be delivered to the university's QA unit via email.
3. If the appeal request is approved, ACE will assign a coordinator and two assessors to reassess, especially on the criteria used as the basis for the study programme appeal. The reassessment is carried out within two weeks after the appeal approval.
4. If additional verification of further evidence is required, ACE will assign an expert team consisting of one coordinator and two assessors to carry out the second on-site visit to the study programme/faculty/school. The visit is carried out for a maximum period of 8 weeks after the appeal approval. The costs of the second on-site visit are the faculty/study programme's responsibility.
5. The accreditation panel will hold a meeting and decide the results of the reassessment.
6. Based on the decision of the accreditation panel, ACE will issue a decree of study programme accreditation certificate.
7. The cost of the appeal process is charged to study programme/faculty/school.

## Appendix 1

### SIMALAMDIK Account Application Form for ACE International Accreditation

**Date** :  
**University** :  
**Faculty/School** :  
**Study Programme** :

#### 1. Contact person at the university level for coordination

Name :  
Position :  
Office address :  
Home address :  
Phone number :  
Fax number :

#### 2. Study programme(s) to be accredited

No.	Study programme name	Level (undergraduate, teaching licensures, Master's degree, doctoral degree)	Desired Accreditation (National/International)	
1.			ACE	international
2.			ACE	
3.			ACE	
4.			ACE	

#### 3. Statement

I hereby declare that I apply for a SIMALAMDIK account to follow ACE international accreditation process.