

**GUIDELINES FOR WRITING
SELF-EVALUATION REPORTS
INTERNATIONAL ACCREDITATION OF
EDUCATIONAL STUDY PROGRAMMES**



**BY
ACCREDITATION COUNCIL FOR EDUCATION (ACE)**



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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.

ACE uses the National Accreditation Standards for Higher Education Institutions (NAS-HEI) to guide its accreditation activities abroad. This set of standards is critical for ACE in evaluating whether educational study programmes are aligned with NAS-HEI while maintaining current academic standards. As NAS-HEI requirements are broadly defined, ACE has developed specific criteria and indicators, rooted in NAS-HEI, to help experts concentrate on essential aspects of teaching and learning. ACE upholds the principle that universities are responsible for the quality and implementation of their teaching and learning processes. Therefore, the criteria are applied in the unique context of each academic programme. This approach also allows for the integration of specific objectives outlined by the institution in its Self-Evaluation Report (SER).

Each study programme has its own mission and faces challenges in recruiting, teaching and producing high-quality graduates from diverse backgrounds and populations. Accreditation serves as a tool for these programmes to achieve equity and high standards in the education and training of prospective teachers, using SER documentary evidence and quantitative evidence (in adequacy assessment) and dialogue (in on-site assessment). Considering each study programme's uniqueness and specific features, the ACE guideline for SER offers a flexible approach. It accommodates different types of evidence, evaluation methods, student recruitment strategies, ways to track student progress, and support initiatives.

In the accreditation process, the assessors assess whether the educational study programme can achieve the targets and criteria set out in the accreditation procedure. After a positive evaluation by the assessors and coordinator, the accreditation panel will confirm that the study programme meets the requirements specified by the ACE criteria in line with NAS-HEI.

Thank you for your pursuit of ACE accreditation.

Muchlas Samani
Chairperson

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A. Study Programme

A study programme is an organised educational framework offered by institutions, comprising a sequence of courses, learning objectives, and requirements tailored to a specific subject or field of study. It delineates a structured pathway for students, facilitating learning experiences and skill development within a prescribed curriculum. Successful completion leads to qualifications or certifications, validating expertise and knowledge in the chosen discipline and preparing individuals for professional endeavours or further academic pursuits.

1. Name of the Study Programme

1.1. Concept

The name of a study programme encapsulates its essence and focus, serving as an identifier that communicates its content, objectives, and distinctiveness. It should be clear, concise, and reflective of the programme's core subject matter. A well-crafted name is easily understood, differentiates the programme from others, aligns with the institution's goals, appeals to diverse audiences, and can serve as a marketing tool to attract potential students while being adaptable to future changes in the programme's direction or emphasis.

1.2. Guiding Questions (for Study Programme)

1.2.1. Clarity of Purpose: In what way does the name reflect the essence, focus, and objectives of the study programme? How descriptive is it to convey the field of study or the programme's specialized areas?

1.2.2. Target Audience Understanding: How effectively does the name communicate the intended audience or demographic? How does it meet potential students' and stakeholders' expectations and interests, making a lasting impression?

1.2.3. Uniqueness and Differentiation: How distinctive is the name within the educational landscape? To what degree does it distinguish the study programme from comparable programmes, highlighting its unique features or specialized aspects?

1.2.4. Relevance and Future Scope: How adaptable is the chosen name to potential changes or expansions in the programme's curriculum, scope, or emerging trends in the field? How long is its lifespan, and what level of adaptability does it possess?

1.2.5. Cultural and Linguistic Consideration: How well does the name translate into other languages and cultural contexts, preventing misunderstandings or misinterpretations? How sensitive to different cultures and inclusive is it?

1.3. Criteria

1.3.1. Does not meet quality requirements

A study programme's name that fails to meet minimal quality requirements is often vague, misleading, or overly generic, providing little insight into the actual field of study or degree level. It may not conform to standard academic naming conventions, leading to confusion about the programme's content and objectives. This lack of clarity and specificity can mislead prospective students and fail to accurately represent the nature of the academic programme.

1.3.2. Meets Quality Requirements

A study programme's name meeting minimal requirements is clear and somewhat descriptive, indicating the field of study or degree level. It adheres to basic naming conventions and aligns with the programme's general content. However, it might lack distinctiveness or fail to capture unique aspects, offering standard identification without much flair.

1.3.3. Exceeds Quality Requirements

A study programme's name exceeding minimal requirements is distinct, informative, and captivating. It vividly describes the programme's focus, specialization, or unique features. It resonates with relevance, evokes interest, and effectively distinguishes the programme from others, showcasing creativity and a compelling representation of its educational content and aspirations.

2. Study Programme's Scientific Vision

2.1. Concept

The scientific vision of a study programme embodies a commitment to understanding and advancing knowledge in a specific field through rigorous inquiry and research. It prioritizes empirical methods, critical thinking, and evidence-based conclusions. This vision seeks to foster innovation, contribute to academic discourse, and solve real-world problems. It encourages curiosity, ethical standards, and collaboration, preparing students to become experts who can contribute significantly to their field and society.

2.2. Guiding Questions (For Study Programme)

2.2.1. Clarity of Scientific Vision: How precise is the scientific vision formulated by the study programme? In what way does the scientific vision reflect the essence, focus, and objectives of the study programme?

2.2.2. Alignment with Current Scientific Challenges: How does the scientific vision align with contemporary scientific challenges and advancements? How does the study programme's scientific vision demonstrate an understanding of current and future trends in the field?

2.2.3. Scientific Vision Impact: How does the scientific vision illuminate curriculum development, the enactment of learning-teaching activities, and the designing of learning assessments in a study programme? How coherent is the scientific vision, curriculum development, implementation of learning-teaching activities, and designing learning assessments in a study programme?

2.3. Criteria

2.3.1. Does Not Meet Quality Requirements

When a study programme's scientific vision fails to meet quality requirements, it often lacks precision and alignment with the programme's essence and goals. It may not adequately address current and future scientific challenges, resulting in a curriculum, teaching methods, and assessments that are disconnected from the latest trends and needs in the field. This disconnect hinders students' ability to become influential experts in their chosen scientific discipline.

2.3.2. Meet Quality Requirements

When a study programme's scientific vision meets quality requirements, it is clearly defined, mirroring the programme's core essence and objectives. It aligns well with current and emerging scientific challenges, demonstrating foresight in field trends. This vision effectively guides curriculum development, teaching methods, and assessment design, ensuring a coherent educational approach that prepares students to be knowledgeable and skilled contributors in their field and proactive members of society.

2.3.3. Exceed Quality Requirements

When a study programme's scientific vision exceeds quality requirements, it is precisely articulated, deeply aligned with current and future scientific challenges, and thoroughly integrated into curriculum, teaching, and assessment methods. This vision not only reflects the essence and objectives of the programme, but also drives innovative and effective educational practices, ensuring students are adeptly prepared to tackle emerging scientific problems and contribute significantly to their field and society.

3. Learning Outcomes of a Study Programme

3.1. Concept

Learning outcomes of a study programme articulate the specific knowledge, skills, and competencies students are expected to gain by its completion. These outcomes provide a clear framework for educators to design curriculum, assessments, and teaching strategies. They guide students in understanding what they will achieve, serving as benchmarks for their progress. Effective learning outcomes are measurable, concise, and aligned with the programme's goals, ensuring a focused and comprehensive educational experience.

3.2. Guiding Questions (for Study Programme)

3.2.1. Alignment with Study Programme Goals: How well do the learning outcomes align with the overarching goals and objectives of the study programme? To what degree do they reflect the core competencies and skills students should acquire by programme completion?

3.2.2. Measurability and Specificity: How clearly are the learning outcomes defined? To what extent do the learning outcomes specify what students should know, understand, or be able to demonstrate?

3.2.3. Hierarchy and Progression: How do the learning outcomes relate to each other in terms of complexity and progression? To what extent do they follow a logical hierarchy, allowing for developing and mastering skills from foundational to more advanced levels?

3.2.4. Relevance to Stakeholders: How relevant and meaningful are these outcomes to stakeholders such as students, teaching staff, faculty, alumni, graduate users, and the broader community?

3.2.5. Assessment and Evaluation Alignment: In what ways are the learning outcomes measured and appraised? What evaluation techniques and standards are applied to gauge the attainment of these learning outcomes?

3.3. Criteria

3.3.1. Does not meet Quality Requirements

A study programme's learning outcomes fail to meet the quality standard when they exhibit ambiguity, lack alignment with the study programme's goals, lack measurability, show no progression, fail to mirror desired skills and competencies, inadequately support effective assessment, do not foster student growth, or are irrelevant to industry needs and stakeholder expectations.

3.3.2. Meets Quality Requirements

The learning outcomes of a Study Programme meet quality requirements when they are precisely aligned with programme goals, clearly defined, measurable, and progressive. They should reflect the skills, knowledge, and competencies desired, facilitating effective assessment methods, fostering student growth, and demonstrating relevance to stakeholders' expectations and industry demands.

3.3.3. Exceeds Quality Requirements

The learning outcomes of a Study Programme exceed quality requirements by not only aligning closely with programme goals but also demonstrating exceptional clarity, measurability, adaptability to evolving trends, direct relevance to diverse stakeholders, innovation in pedagogical approaches, and fostering more profound critical thinking skills, surpassing expectations for student achievement and programme effectiveness.

4. Curriculum

4.1. Concept

Curriculum refers to the overall plan encompassing learning experiences, instructional materials, and assessments designed to meet educational objectives. It outlines the content, sequence, and methods to facilitate learning in a specific academic programme or course. A curriculum encompasses learning aims, objectives, subject matter contents, teaching strategies, assessment methods, and learning outcomes. It serves as a roadmap guiding educators in structuring and delivering educational content while fostering students' cognitive, affective, psychomotor, social, and emotional development.

4.2. Guiding Questions (for Study Programme)

4.2.1. Alignment with Objectives: How does the curriculum align with the study programme's learning outcomes? How coherent are the curriculum components and the intended skills, knowledge, and competencies students are expected to achieve?

4.2.2. Progression and Sequencing: How is the curriculum structured to ensure a logical progression in content and skills acquisition? Are the courses or modules sequenced in a way that facilitates continuous learning and builds upon foundational concepts?

4.2.3. Relevance and Currency: How does the curriculum address current trends, developments, and industry demands within the field of study? How regularly is it updated to remain relevant and aligned with evolving practices or technological advancements?

4.2.4. Diversity and Inclusivity: How does the curriculum accommodate diverse perspectives, theories, and methodologies? To what degree is it inclusive, considering various cultural, social, and global contexts to offer a comprehensive learning experience?

4.2.5. Global Engagement: How does the curriculum foster cross-cultural understanding and global citizenship, integrating diverse cultural narratives, perspectives, and knowledge systems to prepare students for active participation in an interconnected world?

4.3. Criteria

4.3.1. Does not Meet Quality Requirements

A curriculum falls short in quality if it lacks coherence, contains out-of-date content, misaligns with learning objectives, employs monotonous assessment methods, or shows inflexibility, leading to ineffective learning and inadequate skill development for students. This disconnect can result in graduates being ill-prepared for professional or academic challenges.

4.3.2. Meets Quality Requirements

The soundness of a study programme's curriculum rests on its coherence, relevance, and alignment with defined learning objectives. It ensures a logical structure, current content, varied assessment methods, and adaptability, facilitating effective learning and skill development for students within the programme.

4.3.3. Exceeds Quality Requirements

A study programme's curriculum surpasses minimal requirements by integrating cutting-edge industry practices, fostering interdisciplinary connections, offering diverse experiential learning opportunities, employing innovative teaching methods, and regularly updating content to meet evolving educational needs. This comprehensive approach enhances student engagement, critical thinking, and practical skill development, surpassing basic academic standards.

5. Admission Requirements

5.1. Concept

Admission requirements refer to the qualifications, criteria, or conditions individuals must meet to be considered for acceptance into an educational programme, institution, or course of study. These requirements can vary significantly depending on the level of education, the specific programme, and the institution's policies. Some standard admission requirements are academic and non-academic qualifications

conveyed through standardized tests, personal interviews, portfolio conferences, and other relevant techniques. The admission requirements should consider critical issues such as justice and inclusiveness.

5.2. Guiding Questions (for University, Faculty, and Study Programme)

5.2.1. Academic Criteria: What specific academic qualifications or prerequisites are required for admission? To what degree do these requirements align with the level of the study programme?

5.2.2. Non-Academic Criteria: Besides academic qualifications, what other non-academic factors (such as professional experience, portfolios, interviews, certificates of international language, etc.) are considered in the admission process? How do these criteria contribute to assessing candidates' suitability?

5.2.3. Diversity and Inclusivity: How do the admission criteria promote diversity and inclusiveness, including gender, among the student body? What evaluation techniques are used to ensure a fair and equitable selection process for candidates from varied backgrounds?

5.2.4. International Applicants: How do the admission requirements accommodate international applicants? What criteria or support systems are available to evaluate their academic backgrounds and qualifications?

5.2.5. Clarity and Accessibility: How clearly are the admission requirements communicated and easily accessible to prospective applicants? What resources or support are available to assist applicants in understanding and meeting these requirements?

5.3. Criteria

5.3.1. Does not Meet Quality Requirements

Admission requirements are considered inadequate when they lack clarity, fail to be clearly communicated, do not align with the needs of the programme, exhibit discriminatory practices, or overly emphasize limited criteria such as GPA or test scores. This neglects the importance of considering diverse backgrounds and experiences, which can restrict the accessibility and diversity of the programme.

5.3.2. Meets Quality Requirements

Admission requirements meeting minimal standards entail clear criteria such as a minimum GPA or standardized test score. They are transparently communicated, aligned with programme needs, and devoid of discrimination. These requirements assess

basic academic capabilities but might lack flexibility or consideration for diverse backgrounds or experiences.

5.3.3. Exceeds Quality Requirements

Admission requirements exceed standards when they are comprehensive, considering diverse qualities beyond grades or test scores. They encompass holistic evaluation, including portfolios, interviews, or real-world experiences. These requirements promote fairness in assessment, encourage a diverse student population, and align with programme objectives and industry needs. They exhibit equity, adaptability, and transparency.

6. Student Workload

6.1. Concept

Student workload in academia refers to the total time and effort students invest in various learning activities, including lectures, assignments, studying, research, and assessments, to meet the learning outcomes of a course or programme. It encompasses both contact hours (in-class time) and self-directed study. Workload is quantified in hours per week and considers diverse tasks, aiding educators in designing balanced curricula and helping students manage their time effectively to achieve academic success.

6.2. Guiding Questions (for Study Programme)

6.2.1. Workload Distribution: How is the workload distributed across different courses or modules within the study programme? How does the intensity of workload vary between semesters or academic terms?

6.2.2. Assessment of Workload: How is the workload for students assessed or calculated? On what basis is it determined: contact hours, self-study, assignments, assessments, or a combination of these factors?

6.2.3. Balance and Manageability: How feasible can students effectively manage their workload by balancing academic commitments with other responsibilities? What mechanisms are available to help students effectively manage their workload and prevent excessive stress?

6.2.4. Monitoring and Adjustment: How frequently is the workload assessed or reviewed? How can students' workload and academic performance be monitored and adjusted to maintain the best possible balance?

6.2.5. Alignment with Learning Outcomes: How does the workload align with the intended learning outcomes of the study programme? To what extent does it provide sufficient time and

resources for students to achieve the expected competencies and skills outlined in the programme's objectives?

6.3. Criteria

6.3.1. Does not Meet Quality Requirements

Student workload fails to meet quality requirements when it is excessively heavy, poorly balanced across courses, misaligned with programme objectives, or leaves inadequate time for learning activities. Such a workload leads to excessive stress, hinders effective time management, and compromises both student well-being and the attainment of learning outcomes.

6.3.2. Meets Quality Requirements

Student workload in the academic context meets quality requirements when it is appropriately balanced, aligns with programme objectives, and provides adequate time for learning activities. It considers a manageable distribution of tasks across courses, facilitates effective time management, and supports student success without causing excessive stress or compromising learning outcomes.

6.3.3. Exceeds Quality Requirements

Student workload in the academic context exceeds quality requirements when it balances tasks effectively and optimizes learning experiences. It offers diverse and engaging activities, personalized support, encourages critical thinking and creativity, aligns with evolving industry demands, and empowers students to surpass anticipated learning outcomes, fostering comprehensive skill development and holistic growth.

B. Pedagogical Practices

Pedagogical practices encompass the strategies, methods, and techniques used by educators to facilitate practical learning experiences. Key concepts involve understanding diverse learning styles, adapting teaching approaches to individual needs, fostering critical thinking, and creating an engaging, inclusive learning environment. It includes utilizing various tools, technologies, and assessments to enhance comprehension, encourage active participation, and promote lifelong learning among students. Pedagogical practices aim to optimize the teaching-learning process for holistic development.

1. Instructional Strategies

Pedagogical practices encompass teaching methods, strategies, and approaches employed by educators to facilitate learning. They involve designing and implementing instructional techniques, curriculum development, assessment strategies, and classroom management. Pedagogical practices aim to create engaging, inclusive, and effective learning environments tailored to diverse student needs. These practices incorporate

various methodologies, technologies, and educational theories to foster critical thinking, creativity, and knowledge acquisition, ultimately enhancing the overall learning experience.

1.1. Concept

Instructional strategies refer to systematic approaches used by educators to enhance the effectiveness of learning experiences. They encompass various approaches, methods, and techniques employed to convey content, involve learners, and accomplish educational goals. These strategies include lectures, discussions, group work, hands-on activities, multimedia presentations, and technology integration. By tailoring approaches to suit diverse learning styles and objectives, instructional strategies optimize comprehension, retention, and application of knowledge among learners.

1.2. Guiding Questions (for Teaching Staff)

- 1.2.1.** Multimodal Learning Resources: How are multimodal learning resources integrated into instructional strategies? How diverse is the use of educational resources such as textbooks, scientific journals, online platforms, videos, or interactive tools to accommodate different learning styles and levels of comprehension?
- 1.2.2.** Pedagogical Flexibility: How flexible are instructional strategies in accommodating different pedagogical approaches? To what extent do the teaching methods, such as lectures, discussions, case studies, or experiential learning, adapt to various learning objectives and successfully involve students?
- 1.2.3.** International Language Competencies: To what extent do international languages impact the success of the learning and teaching process? How proficient must the students be in international language skills to actively participate in the learning process and understand the lessons?
- 1.2.4.** Collaborative Learning Opportunities: How are collaborative learning opportunities incorporated into instructional strategies? To what extent can various teaching strategies, such as peer-to-peer learning experiences, group projects, conversations, and teamwork, be incorporated into different courses or modules to promote interpersonal and collaborative skills?
- 1.2.5.** Feedback Mechanism: In what ways do instructional strategies incorporate feedback mechanisms? How do the frequency and format of feedback given to students, including peer feedback, self-assessment, instructor feedback, and formative assessments, differ to encourage continuous improvement and learning?

1.3. Criteria

1.3.1. Does not Meet Quality Requirements

Instructional strategies fail to meet quality requirements when they lack alignment with learning objectives, fail to engage diverse learners, do not promote critical thinking, and neglect active participation. They may also ignore individual needs, misuse resources and technology, discourage collaboration, and overlook assessment and reflective improvement.

1.3.2. Meets Quality Requirements

Instructional strategies meet quality requirements when they align with predefined learning objectives, engage diverse learners effectively, promote critical thinking, foster active participation, accommodate individual needs, utilize appropriate resources and technology, encourage collaboration, enable assessment of learning outcomes, and continually evolve based on reflective practice and feedback.

1.3.3. Exceeds Quality Requirements

Instructional strategies exceed quality requirements when they not only meet predefined objectives but also surpass them by fostering deep critical thinking, personalized learning experiences, seamless integration of diverse resources and technology, adaptive teaching approaches, consistent positive student engagement, and demonstrable long-term retention and application of knowledge beyond the classroom.

2. Differentiation and Personalization

2.1. Concept

Differentiation and personalization are educational approaches to cater to students' diverse needs, learning styles, abilities, and interests. While they share similarities, they have distinct focuses on adapting teaching methods to meet individual learner needs. Differentiation and personalization both aim to enhance learning outcomes by recognizing and addressing the uniqueness of each learner. While differentiation focuses on adapting instruction within a classroom setting to meet diverse student needs, personalization uses technology and tailored approaches to provide a more individualized learning experience.

2.2. Guiding Questions (for Teaching Staff)

2.2.1. Content Customization: How is instructional content tailored to accommodate the unique learning requirements of learners? How varied are the depth, complexity, or supplementary materials provided to accommodate diverse learning paces, interests, and proficiency levels among students?

- 2.2.2. Learning Profile Variation:** How are individual learning profiles recognised and addressed within the instructional strategies? How varied are teaching approaches, materials, or assessments tailored to accommodate students' diverse learning styles, strengths, and preferences?
- 2.2.3. Customization of Learning Paths:** How is the personalization of learning paths integrated into instructional strategies? To what extent do the learning's pace, depth, and focus vary, enabling students to pursue personalized learning trajectories that correspond with their interests, skills, and past knowledge?
- 2.2.4. Adjustment for Diverse Needs:** How are instructional strategies adjusted to meet the needs of diverse learners, including different genders and those with exceptionalities or varying proficiency levels? In what way are instructional modifications, accommodations, or interventions implemented to support individualized learning needs?
- 2.2.5. Student Choice and Autonomy:** How are student choice and autonomy fostered within instructional strategies? How many different options exist for students to choose their own assignments, projects, or subjects, giving them the freedom to take charge of their education and explore interests?

2.3. Criteria

2.3.1. Does not Meet Quality Requirements

Differentiation and personalization in teaching fall short in quality when educators fail to recognise individual student needs, apply one-size-fits-all methods, offer limited assessment options, and neglect continuous adjustments, leading to an environment where diverse learning styles are not accommodated, and not all students have the opportunity to thrive and succeed academically.

2.3.2. Meets Quality Requirements

Differentiation and personalization in teaching meet quality requirements when educators meticulously analyse individual student needs, tailor instructional methods to diverse learning styles, provide varied assessments for demonstrating comprehension, and continuously adjust teaching strategies to foster an inclusive environment where every learner thrives and achieves academic success.

2.3.3. Exceeds Quality Requirement

Differentiation and Personalization in teaching exceed quality requirements when educators cater to diverse learning needs and anticipate and proactively address potential challenges. By

fostering a dynamic, inclusive atmosphere, they empower students to drive their learning, promoting more profound understanding, enhanced skill development, and a passion for lifelong learning.

3. Classroom Management

3.1. Concept

Classroom management involves employing strategies and techniques to create a positive, organised, and engaging learning environment. It encompasses establishing clear expectations, addressing student behaviour effectively, fostering positive relationships, organizing the physical space, and delivering instruction efficiently. Effective management ensures a conducive atmosphere for learning, encouraging active student participation, minimizing disruptions, and supporting academic and social-emotional growth within the classroom setting.

3.2. Guiding Questions (for Teaching Staff)

3.2.1. Behavioural Expectation: How are behavioural expectations communicated and maintained within the classroom? How do various strategies for establishing and reinforcing rules, routines, and procedures adapt to create an environment that promotes learning and encourages positive student behaviour?

3.2.2. Response to Behavioural Challenges: How are behavioural challenges addressed within the classroom? How different are the approaches taken to control disruptive behaviour, use de-escalation tactics, and carry out interventions to preserve a supportive learning environment?

3.2.3. Engagement and Participation: How is student engagement and participation facilitated in classroom management practices? How are different methods used to encourage active participation, collaboration, and intrinsic motivation among students, fostering a positive and inclusive learning atmosphere?

3.2.4. Conflict Resolution and Support System: How are conflicts addressed, and support systems implemented within classroom management? To what extent do conflict resolution strategies, peer mediation, and counselling resources vary in addressing interpersonal issues and promoting students' social-emotional well-being?

3.2.5. Classroom Environment: How is the classroom environment structured to promote a positive learning atmosphere? In what ways are variations in seating arrangements or organisational styles tailored to enhance student comfort, focus, and engagement?

3.3. Criteria

3.3.1. Does not Meet Quality Requirements

Classroom management fails to meet the standard when educators encounter difficulties in establishing explicit expectations and fostering positive relationships. They frequently employ inefficient and standardized teaching techniques, inadequately handle behavioural problems, and maintain a chaotic environment. Consequently, this results in a disorderly and elitist environment, impeding students' acquisition of knowledge and personal development.

3.3.2. Meets Quality Requirements

Classroom management meets quality standards when educators establish clear expectations, cultivate positive relationships, and employ diverse instructional methods. They effectively address behavioural issues, maintain an organised environment, and utilize proactive student engagement strategies. This results in a harmonious, inclusive atmosphere conducive to optimal learning and growth for all.

3.3.3. Exceeds Quality Requirement

Classroom management exceeds quality benchmarks when educators integrate innovative teaching techniques, anticipate and pre-emptively address behavioural challenges, build robust connections with students and caregivers, foster a dynamic and inclusive space, and continuously adapt strategies. This proactive approach cultivates an environment where every learner thrives and actively engages in their educational journey.

4. Micro-teaching

4.1. Concept

Micro-teaching is a focused teaching practice where prospective teachers deliver condensed lessons to a small group. It allows the teachers to sharpen specific teaching skills in a controlled environment, receiving constructive feedback from peers or mentors. Breaking down teaching into manageable segments cultivates targeted improvement in areas like opening and closing the lessons, asking questions, providing feedback, managing the classroom, and fostering reflective teaching practices.

4.2. Guiding Questions (for Teaching Staff)

4.2.1. Targeted Skill Development: What specific teaching skills -- such as lesson planning, instructional delivery, classroom management, questioning techniques, feedback and assessment, and use of teaching aids -- do the micro-teaching

session aim to enhance or assess? How precisely is this skill defined and measured within the session?

- 4.2.2. Audience and Adaptability:** How is the simulated audience of learners considered? What measures are in place to adjust teaching strategies or content delivery to accommodate diverse learning styles, preferences, or potential challenges?
- 4.2.3. Lesson Design and Structure:** How is the micro-lesson structured? What components — such as introduction, main activities, and closing — are integrated into the session to achieve the targeted skill development?
- 4.2.4. Feedback and Assessment Mechanisms:** What methods exist to collect feedback on micro-teaching effectiveness? What criteria are used to evaluate the success of the micro-teaching session?
- 4.2.5. Reflection and Improvement Process:** How are educators encouraged to reflect on their teaching performance post-session? What measures or strategies are implemented to ensure continuous improvement based on the feedback received from the micro-teaching experience?

4.3. Criteria

4.3.1. Does not Meet Quality Requirements

The enactment of micro-teaching falls short when it fails to focus on specific teaching skills, employs limited instructional strategies, lacks active student engagement, offers imprecise assessment methods, and neglects the value of feedback for reflective practice. This limits adaptability and hampers meaningful professional development within a controlled and supportive environment.

4.3.2. Meets Quality Requirements

Micro-teaching meets quality requirements when it effectively targets specific teaching skills, incorporates diverse instructional strategies, engages students actively, provides precise assessment methods, encourages reflective practice through feedback, and demonstrates adaptability, ultimately fostering meaningful improvement and professional development in educators within a controlled and supportive environment.

4.3.3. Exceeds Quality Requirements

Micro-teaching exceeds quality requirements when it not only addresses specific teaching skills but also encourages innovative instructional approaches, incorporates advanced technology, creates an inclusive and highly interactive learning environment, utilizes rigorous assessment methods for comprehensive feedback, promotes continuous self-reflection, and consistently

showcases exceptional teaching prowess, surpassing established standards for effective teaching development.

5. Teaching Internship

5.1. Concept

A teaching internship involves hands-on experience for prospective teachers, typically within a formal educational setting supervised by experienced mentors. It provides practical exposure to classroom dynamics, instructional methods, and student engagement. Interns gradually acquire teaching responsibilities, gaining insights into curriculum development, lesson planning, and assessment. The internship aims to bridge theory with practice, fostering professional growth by allowing interns to apply pedagogical knowledge, refine teaching skills, and adapt to diverse learning environments under mentorship and guidance.

5.2. Guiding Questions (for Study Programme, Faculty, and School Partner)

5.2.1. Mentorship and Supervision: How is mentorship structured within the teaching internship? What roles do mentors play in guiding, supporting, and evaluating interns' teaching practices?

5.2.2. Learning Objectives and Goals: What are the specific learning objectives or goals set for interns during the internship period? How are these aligned with the interns' professional growth and development as educators?

5.2.3. Classroom Experience and Responsibilities: What level of involvement do interns have in classroom activities? How are responsibilities gradually increased, allowing interns to take on teaching roles while supported by mentors?

5.2.4. Integration of Theory and Practice: How does the internship programme bridge theoretical knowledge with practical classroom experience? How are interns encouraged to apply pedagogical theories in their teaching and adapt them to real-world classroom scenarios?

5.2.5. Global Classroom Engagement: How do the institutions (faculty and study programme) design an international teaching internship to enrich the interns' teaching experiences in transnational contexts? How does the international teaching internship foster cultural understanding and adaptability in addressing students' diverse backgrounds and educational needs from varied cultural, linguistic, and socio-economic contexts?

5.3. Criteria

5.3.1. Does not Meet Quality Requirements

A teaching internship fails to meet quality standards when it lacks adequate supervision by experienced mentors, offers limited practical exposure to classroom dynamics, and provides minimal opportunities for interns to handle teaching responsibilities. This results in insufficient bridging of theory and practice, hindering prospective teachers' professional growth and skill refinement.

5.3.2. Meets Quality Requirements

A teaching internship meets quality standards when it provides robust mentorship from experienced educators, extensive practical exposure to classroom dynamics, and ample opportunities for interns to undertake teaching responsibilities. This fosters a strong connection between theoretical knowledge and practical application, enhancing prospective teachers' professional development and skill refinement.

5.3.3. Exceeds Quality Requirements

A teaching internship exceeds quality standards when it offers exceptional mentorship by seasoned educators, deep and diverse exposure to various educational settings, and abundant opportunities for significant teaching roles. It integrates innovative practices, personalized feedback, and professional networking, greatly surpassing the connection between theory and practice, and significantly advancing the intern's professional capabilities and effective school leadership.

C. Assessment

Assessment in the academic context refers to the systematic evaluation and measurement of students' knowledge, skills, and abilities. It involves various methods such as tests, quizzes, projects, and presentations to gauge comprehension and learning outcomes. The primary goal of assessment is to provide feedback to both students and educators, enabling them to understand progress, identify areas for improvement, and make informed instructional decisions, ultimately promoting effective learning and skill development within educational settings.

1. Assessment Alignment with Learning Objectives

1.1. Concept

Assessment alignment with learning objectives involves ensuring that assessment methods, tasks, and criteria directly correspond to the intended learning outcomes of a course or programme. It requires designing assessments that accurately measure the knowledge, skills,

and abilities outlined in the learning objectives. When assessments align closely with these objectives, they provide a clear and meaningful way to evaluate whether students have achieved the intended learning goals, fostering a more focused and purposeful educational experience.

1.2. Guiding questions (for Teaching Staff)

1.2.1. Assessment Design: How are assessments designed to align with specific learning objectives? How are variations in assessment formats, such as exams, projects, presentations, or portfolios, tailored to ensure they effectively measure the intended knowledge, skills, and attitudes outlined in the learning objectives?

1.2.2. Cognitive Levels: How do assessments effectively address various cognitive levels that align with the intended learning outcomes? How are assessment items or tasks that cover multiple levels of difficulty adjusted to measure the extent of comprehension and analytical abilities?

1.2.3. Timely and Sequential Assessment: How well are assessments sequenced to align with the progression of learning objectives, ensuring that they measure achievement at appropriate intervals throughout the learning process?

1.2.4. Formative and Summative Assessment Alignment: How do formative and summative assessments align with learning objectives? Which formative assessment strategies are employed to monitor student learning, provide continuous feedback, and adjust instruction while ensuring that summative assessments accurately gauge mastery of learning objectives at suitable intervals?

1.2.5. Performance and Behavioural Objectives: How are assessments designed to measure performance-based and behavioural learning objectives? Which assessment methods are employed to assess knowledge mastery and behavioural changes or skills acquisition outlined in the objectives?

1.3. Criteria

1.3.1. Does not Meet Quality Requirements

Assessment alignment with learning objectives falls short in quality when the assessment methods, tasks, and criteria do not correspond well with the learning outcomes. Assessments fail to accurately measure the knowledge, skills, and abilities they are supposed to, leading to a misalignment that hinders the meaningful evaluation of student learning.

1.3.2. Meets Quality Requirements

Assessment alignment with learning objectives meets quality standards when assessments directly mirror the intended outcomes, evaluating students' mastery of specific knowledge and skills outlined in the objectives. Clear assessment criteria, varied tasks representing diverse objectives, and consistent evaluation methods accurately match what is taught and what is assessed.

1.3.3. Exceeds Quality Requirements

Assessment alignment with learning objectives exceeds quality standards when assessments measure targeted knowledge and skills and encourage critical thinking, problem-solving, and creativity. Varied assessment formats cater to different learning styles, providing detailed feedback and fostering more profound understanding, going beyond the stated objectives to inspire comprehensive learning outcomes.

2. Validity and Reliability

2.1. Concept

Validity refers to the degree to which an examination accurately measures what it intends to assess in alignment with learning objectives. It ensures that the test items effectively evaluate the targeted knowledge, skills, or competencies. Reliability pertains to the consistency and stability of exam scores over multiple administrations or in various conditions. A reliable examination produces consistent results, demonstrating that the assessment reliably measures students' abilities without undue variability or error. Both validity and reliability are crucial for ensuring the trustworthiness and accuracy of assessments.

2.2. Guiding questions (for Teaching Staff)

2.2.1. Assessment Development: How are examinations developed to ensure validity and reliability? What mechanisms exist to validate exam items and guarantee that they fairly measure the intended learning outcomes, such as item analysis, pilot testing, and expert review?

2.2.2. Test Construction and Item Quality: How is the construction of examination items evaluated for validity and reliability? To what extent do question types vary, encompassing multiple-choice, essays, and practical tasks, to guarantee a comprehensive evaluation of student learning?

2.2.3. Scoring Consistency and Grading Criteria: How is scoring consistency maintained to ensure reliability? To what extent do grading rubrics, standardized marking schemes, or calibration

among examiners vary to evaluate student responses consistently across different exam sections or graders?

2.2.4. Test Administration Conditions: How are examination conditions maintained to uphold validity and reliability? How are test administration protocols, such as timing, environment, or procedural instructions, designed to guarantee consistent and fair testing conditions for all students?

2.3. Criteria

2.3.1. Does not Meet Quality Requirements

When validity and reliability in learning assessment are lacking, the examination may not accurately measure the intended objectives, leading to misalignment with learning goals. Additionally, the assessment might yield inconsistent results over multiple administrations or conditions, indicating a lack of stability and reliability in evaluating student abilities accurately.

2.3.2. Meets Quality Requirements

Validity and reliability in learning assessment meet quality requirements when the examination accurately reflects the learning objectives, effectively measuring the intended knowledge, skills, or competencies. Moreover, the assessment demonstrates consistency in results across multiple administrations or conditions, ensuring stable and reliable measurement of student abilities without significant variability or error.

2.3.3. Exceeds Quality Requirements

When validity and reliability in learning assessment exceed quality requirements, the examination not only aligns perfectly with learning objectives but also offers deep insights into the targeted knowledge and skills. Its consistency and stability are exceptional, yielding highly reliable results under varied conditions and over multiple administrations, surpassing standard expectations for accuracy and trustworthiness.

3. Fairness and Equity

3.1. Concept

Fairness and equity in assessment refer to ensuring equal opportunities and treatment for all test-takers. It involves creating assessments that are unbiased, culturally sensitive, and accessible to diverse groups. Fair exams consider varying backgrounds, accommodate disabilities, and avoid language or cultural biases. Equitable practices encompass providing reasonable accommodations, designing inclusive questions, and evaluating candidates based on their knowledge and

skills rather than their socioeconomic status, ethnicity, or other inherent characteristics.

3.2. Guiding Questions (for Teaching Staff)

3.2.1. Accessibility and Accommodation: How are examinations made accessible to diverse student populations? What accommodations, such as extended time and alternative formats, are provided to support students with disabilities, language barriers, or various learning needs, ensuring equitable access to the assessment?

3.2.2. Cultural Sensitivity and Bias Mitigation: How can cultural sensitivity and bias be addressed in examination materials and content? What policy is implemented to review and select test items, ensuring they are culturally relevant, free from biases, and do not disadvantage certain cultural or socio-economic groups?

3.2.3. Language and Linguistic Consideration: How are language barriers, including international languages, addressed in examinations for non-native speakers? What accommodations are made in test items—such as language support, translation help, or the use of comprehensible language—to reduce linguistic biases and guarantee equity for all students?

3.2.4. Equitable Scoring and Grading Practices: How are scoring and grading practices standardized to ensure fairness? To what degree are clear and consistent grading rubrics, objective criteria, and guidelines employed to minimize subjective biases and ensure fair evaluation of student responses across different examiners or grading sessions?

3.2.5. Socio-economic Consideration and Access: How are socio-economic factors considered in examination access? To what degree do students from underprivileged backgrounds receive resources, support, or opportunities to guarantee equal access to study materials and preparation materials and a fair chance of passing the test?

3.3. Criteria

3.3.1. Does not Meet Quality Requirements

When fairness and equity in learning assessment fall short, exams may exhibit bias, cultural insensitivity, and inaccessibility to diverse groups. They fail to accommodate different backgrounds and disabilities, and might include language or cultural biases. This results in an unequal evaluation of candidates, influenced by factors unrelated to their actual knowledge and skills.

3.3.2. Meets Quality Requirements

When fairness and equity in learning assessment meet quality requirements, the exams are unbiased and culturally sensitive, accessible to all test-takers regardless of their background. They accommodate disabilities, avoid language or cultural biases, and provide reasonable accommodations. Assessments evaluate students solely on their knowledge and skills, not on socioeconomic status or ethnicity.

3.3.3. Exceeds Quality Requirements

Fairness and equity in learning assessment exceed quality requirements when the assessments are not only unbiased and culturally sensitive but also proactively inclusive. They go beyond basic accommodations, deeply integrating diverse perspectives and accessibility into their design. These assessments evaluate all students with exceptional consideration for varied backgrounds and abilities, setting a high standard for equitable evaluation.

4. Assessment Methods and Formats

4.1. Concept

Assessment methods and formats encompass diverse techniques for evaluating individuals' knowledge, skills, or abilities. These methods include written tests, oral exams, presentations, practical demonstrations, portfolios, projects, or simulations. Each format serves distinct purposes, measuring various aspects of learning and providing comprehensive insights into a person's understanding or proficiency in a subject. Effective selection and application of assessment methods ensure a well-rounded evaluation that aligns with learning objectives and accurately measures performance or competency levels.

4.2. Guiding Questions (for Teaching Staff)

4.2.1. Diversity of Assessment Methods: How are various assessment methods and formats utilized to measure student learning? What assessment types (e.g., essays, multiple-choice, presentations, practical exams) are employed to assess diverse cognitive skills and accommodate varied learning styles?

4.2.2. Authentic and Real-World Application: How do assessment methods incorporate authentic and real-world applications of knowledge and skills? How are assessments that simulate real-world situations or tasks related to the subject matter administered to foster critical thinking and practical application skills?

4.2.3. Innovative Assessment Strategies: How are innovative assessment strategies incorporated into the evaluation process?

What assessment techniques, such as peer assessment, self-assessment, or digital platforms, are utilized to enhance student engagement and provide diverse evaluation experiences?

4.2.4. Technology Integration and Innovation: How is technology integrated into assessment methods and formats? To what extent are innovative technological tools, digital platforms, or online assessments utilized to improve student assessment experiences, interactivity, and feedback delivery?

4.2.5. Ethical Assessment Integration for Students and Staff: How is the understanding and practice of assessment ethics cultivated across both student and staff populations? What comprehensive strategies and educational interventions are deployed to equip students and faculty with the knowledge, tools, and resources necessary to navigate ethical dilemmas in assessments, ensuring alignment with academic integrity while promoting a culture of fairness, transparency, and responsible evaluation within the educational community?

4.3. Criteria

4.3.1. Does not Meet Quality Requirements

When assessment methods and formats in learning assessment do not meet quality requirements, they fail to accurately or comprehensively measure individuals' knowledge, skills, or abilities. They may be misaligned with learning objectives, one-dimensional, or irrelevant to the subject matter, resulting in a distorted or incomplete understanding of a person's true proficiency.

4.3.2. Meets Quality Requirements

When assessment methods and formats in learning assessment meet quality requirements, they effectively and comprehensively evaluate an individual's knowledge, skills, and abilities. These diverse techniques—ranging from written tests to practical demonstrations—are well-aligned with learning objectives, offering a multidimensional and relevant evaluation that accurately reflects a person's understanding and proficiency in the subject matter.

4.3.3. Exceeds Quality Requirements

When assessment methods and formats in learning assessment exceed quality requirements, they not only align with and comprehensively cover learning objectives but also innovatively engage and challenge learners. These methods, from traditional tests to creative simulations, provide deep, insightful

evaluations, capture nuanced aspects of knowledge and skills, and offer rich, personalized feedback for further growth.

5. Feedback and Improvement

5.1. Concept

Feedback and improvement in exams entail providing constructive input to students regarding their performance, enabling them to understand strengths, weaknesses, and areas for development. It involves offering specific, actionable guidance to enhance learning outcomes. Equally important is utilizing this feedback to refine teaching methodologies, assessment strategies, and course materials, ensuring ongoing improvement in educational practices to meet the needs of learners better and elevate overall academic performance.

5.2. Guiding Questions (for Teaching Staff)

5.2.1. Quality and Timeliness of Feedback: How is the quality and timeliness of feedback ensured for student learning? How are students guided in understanding their strengths and areas for improvement by receiving prompt and constructive feedback on assessments, assignments, and class participation?

5.2.2. Feedback Alignment with Learning Objectives: How closely is feedback aligned with the specified learning objectives? Which feedback techniques are available to directly address the attainment of learning goals, providing guidance on how students can improve their performance to better align with the stated objectives?

5.2.3. Individualized Feedback: How is personalized feedback provided, considering diverse learning profiles and providing suggestions or resources tailored to individual student needs?

5.2.4. Formative Feedback for Ongoing Improvement: How effectively is formative feedback utilized for continuous improvement? How diverse are the ongoing feedback mechanisms used during the learning process to assist students in tracking progress, adjusting learning strategies, and making necessary real-time improvements?

5.2.5. Feedback Encouraging Metacognition and Goal Setting: How does feedback promote metacognition and goal-setting for students? What feedback mechanisms are used to encourage students to reflect on their learning process, set meaningful goals, and develop self-improvement strategies aligned with their learning objectives?

5.3. Criteria

5.3.1. Does not Meet Quality Requirements

When feedback and improvement in learning assessment fall short, the feedback provided to students is vague, unhelpful, or non-existent, hindering their understanding of performance and growth areas. Additionally, there's a failure to use this feedback to refine teaching methods and course materials, leading to stagnation in educational practices and student development.

5.3.2. Meets Quality Requirements

Feedback and improvement in learning assessment meet quality requirements when the feedback provided to students is clear, specific, and actionable, effectively highlighting strengths and areas for growth. This constructive input is then used to continuously refine teaching methods, assessment strategies, and course materials, fostering an environment of ongoing educational enhancement and elevated academic performance.

5.3.3. Exceeds Quality Requirements

When feedback and improvement in learning assessment exceed quality requirements, the feedback is not only specific and actionable but also deeply insightful and personalized. It goes beyond identifying strengths and weaknesses, fostering a profound understanding and motivation for self-improvement. Moreover, this feedback drives innovative and adaptive enhancements in teaching methods, assessment strategies, and course content, significantly advancing educational quality and effectiveness.

D. Resources

In academia, resources encompass various materials and support vital for learning, research, and scholarly pursuits. These may include libraries, databases, journals, textbooks, laboratories, equipment, funding, mentorship, and online tools. Access to diverse resources enhances academic growth, enabling students and researchers to acquire knowledge, conduct thorough investigations, collaborate effectively, and contribute meaningfully to their fields of study through comprehensive and well-supported research endeavours.

1. Staff Development

1.1. Concept

Staff development in the faculty context focuses on enhancing teaching and non-teaching staff's skills, knowledge, and effectiveness. It encompasses continuous training, workshops, and resources designed to improve teaching methods, curriculum development, technological proficiency, and educational services in the study programme. The goal

is to foster professional growth, encourage innovation in pedagogy and excellent services, and adapt to evolving educational practices, ultimately benefiting faculty members, staff, and students by ensuring a high standard of educational services, instruction, and academic excellence.

1.2. Guiding Questions (for University and Faculty)

1.2.1. Training Needs Assessment: How are training needs assessed and distributed among teaching staff? What comprehensive assessment mechanisms are used to identify areas where teaching staff members' skills, pedagogical approaches, or subject-specific knowledge need to be developed or enhanced? What measures are used to identify non-teaching staff's hard and soft skills, professionalism, or specific fields to be developed?

1.2.2. Strategic Professional Development Allocation: How is professional development strategically allocated among staff members? Which approaches are employed to offer seminars, workshops, and training materials that align with the organisation's academic priorities, teaching strategies, and cutting-edge educational trends?

1.2.3. Customized Development Plans: How are personalized development plans designed for individual teaching staff? What strategies are employed to provide individualized and international professional development plans that consider teaching staff's philosophies, technological aptitude, areas of research interest, and career goals?

1.2.4. Staff Well-being Enhancement: How does the institution holistically integrate well-being initiatives into professional development programmes? What comprehensive strategies are employed to address mental health support, work-life balance, and stress management within the framework of staff development, ensuring that programmes not only enhance academic skills but also nurture staff's physical, emotional, and psychological wellness?"

1.2.5. Long-Term Professional Growth and Retention Strategies: How are strategies developed to ensure long-term professional growth and staff retention? What approaches are used to provide opportunities for continuous learning, career advancement, mentorship programmes, or incentives to a motivated and engaged academic staff?

1.3. Criteria

1.3.1. Does not Meet Quality Requirements

In the academic context, staff development fails to meet quality requirements when training programmes are misaligned with institutional goals, lacking relevance or effectiveness. Limited resources, inadequate feedback, and insufficient support systems hinder skill enhancement, negatively impacting teaching, research, and administrative practices. Without proper evaluation, such development fails to uphold or advance academic standards.

1.3.2. Meets Quality Requirements

Staff and its development in academia meet quality requirements when tailored training programmes align with institutional goals, fostering continuous improvement. Adequate resources, feedback mechanisms, and support systems facilitate skill enhancement, promoting effective teaching, research, and administrative practices. Evaluation ensures alignment with academic standards, leading to a well-equipped and proficient workforce.

1.3.3. Exceeds quality requirement

Staff and its development in academia exceed quality requirements when they proactively innovate and adapt to emerging trends. Beyond meeting standards, initiatives foster a culture of creativity, collaboration, and cutting-edge pedagogical methods. This environment encourages continuous learning, drives research excellence, and consistently elevates institutional benchmarks for academic excellence.

2. Student Support and Services

2.1. Concept

Student support and services in academia encompass a range of resources and assistance provided to students for their holistic development and success. These services include first-year orientation, counselling, academic advising, career guidance, health services, student accommodations, facilities for disabled students, extracurricular activities, and more. These support systems promote personal, academic, and career development, providing students with the necessary resources and guidance to overcome obstacles and succeed in their educational endeavours.

2.2. Guiding Questions (for University and Faculty)

2.2.1. Resource Allocation for Student Services: How are resources distributed for student support services? Which strategies are available in allocating resources, such as counselling centres,

tutoring services, academic advising, or career development programmes, to address students' diverse needs across different departments or academic disciplines?

2.2.2. Accessibility and Equity: How accessible and equitable are student support services for all students? What methods are employed to guarantee that students, irrespective of their socioeconomic status, background, or ability, have equal access to support services and that their needs are accommodated?

2.2.3. Tailored Support Programmes: How are support programmes customized to address diverse student needs? To what extent are specialized support programmes, such as academic enrichment for high-achieving students, remedial programmes for struggling students, or assistance for students with disabilities, provided, ensuring personalized assistance aligned with individual needs?

2.2.4. Student Well-being Integration: How are student well-being initiatives embedded within the educational framework to complement academic development? Which comprehensive strategies and interventions are implemented to promote mental health, emotional resilience, and a supportive environment within the educational curriculum, ensuring that students excel academically and thrive emotionally and socially?

2.2.5. Continuous Improvement and Adaptation: How are student support services adapted to changing student needs and expectations? Which approaches are used to continuously evaluate and adjust support programmes, incorporating feedback and remaining responsive to changing student needs in an ever-changing academic landscape?

2.3. Criteria

2.3.1. Does not Meet Quality Requirements

The quality of student support and services falls short of the required standards when there is a lack of comprehensive counselling, effective academic advising, or sufficient career guidance. The provision of health services may be inadequate, the accommodations for disabled students may be insufficient, and the range of extracurricular activities may be limited. Consequently, students' personal, academic, and career development suffers from a shortage of crucial support.

2.3.2. Meets Quality Requirements

Student support and services meet quality requirements when they offer comprehensive and accessible assistance addressing diverse student needs, including robust counselling, accessible

advising, tailored accommodations, mental health resources, engaging extracurricular activities, and career guidance. Efficient feedback loops ensure constant improvement, fostering a supportive environment that enhances student success and well-being.

2.3.3. Exceeds Quality Requirement

Student support and services exceed quality requirements by proactively innovating and offering personalized assistance tailored to individual needs. They integrate cutting-edge mental health resources, diverse engagement opportunities, and advanced career development programmes. These initiatives create a vibrant, inclusive environment that surpasses standard expectations, ensuring holistic student growth and achievement.

3. Funds and Equipment

3.1. Concept

Funds in a university context refer to financial resources allocated for various purposes, including research, infrastructure, scholarships, and operational expenses. These funds are essential for sustaining academic programmes and maintaining facilities. Equipment encompasses tools, machinery, and technology for educational and research activities. Adequate funding ensures the procurement and maintenance of cutting-edge equipment, vital for enhancing learning experiences, conducting experiments, and advancing academic pursuits within a university setting.

3.2. Guiding Questions (for University and Faculty)

3.2.1. Allocation of Funds for Academic Programmes: How are funds distributed among different academic programmes or departments? Which methodologies are employed to allocate financial resources, considering variables such as student enrolment, programme prerequisites, or technological advancements, to guarantee fair and impartial support across various fields of study?

3.2.2. Budgeting for Research and Innovation: How is funding allocated to support academic research and innovation? To what extent are variances in funding distribution for research grants, lab apparatus, technology infrastructure, or cooperative research projects designed to support innovative teaching practices and intellectual endeavours?

3.2.3. Resource Accessibility and Equity: How accessible and equitable are funds and equipment resources across different departments or academic units? How are variations in ensuring fair access to funding and equipment, addressing disparities, and supporting

underfunded programmes or departments tailored to promote an equitable learning and research environment?

3.2.4. Long-Term Investment and Sustainability: How are funds managed for long-term investments and sustainability in academic resources? In what ways are variations in endowment management, financial planning, or strategic investment decisions customized to guarantee the long-term viability and ongoing enhancement of educational facilities and resources?

3.2.5. Budget Transparency and Accountability: How transparent and accountable is the budgeting process in academia? What steps are taken to ensure that financial decisions, budget planning, and fund utilization are transparent? How are accountability and transparency mechanisms for stakeholders provided?

3.3. Criteria

3.3.1. Does not Meet Quality Requirements

When funds and equipment in a university do not meet quality requirements, the allocation of financial resources fails to align with academic and technological needs. Equipment may be outdated, poorly maintained, or not adhere to safety standards, limiting its functionality and durability. This inadequacy hampers the learning environment and fails to meet academic benchmarks.

3.3.2. Meets Quality Requirements

A university strategically allocates funds to procure cutting-edge equipment (hardware and software), aligning with academic necessities and technological advancements. Rigorous quality assessments, routine maintenance, and adherence to safety standards ensure optimal functionality and durability. Accessible to students and faculty, this setup cultivates an enriched learning environment, meeting and surpassing quality benchmarks within the university's academic landscape.

3.3.3. Exceeds Quality Requirement

With meticulous planning, a university secures ample funds for state-of-the-art equipment surpassing academic needs. Stringent quality checks, routine maintenance, and continuous updates to cutting-edge technology ensure exceptional functionality and safety standards. Accessible to all, this setup not only meets but surpasses quality benchmarks, creating an enriched academic milieu, fostering innovation, and propelling ground-breaking research within the university setting.

4. Cooperation and Partnership

4.1. Concept

Academic cooperation and partnership refer to collaborative efforts among educational institutions, stakeholders, and external entities to achieve common goals. This involves fostering alliances for research, sharing resources, and exchanging knowledge to enhance academic programmes, innovation, and community engagement. It emphasizes synergistic relationships between universities, industry, governments, and local communities, promoting interdisciplinary collaboration, mutual support, and leveraging expertise for advancements in education, research, and societal impact.

4.2. Guiding Questions (for University, Faculty, and Study Programme)

4.2.1. Collaborative Research Initiatives: How is workload and collaboration distributed among faculty for research initiatives? How are variations made in fostering collaborative research projects among academic staff members from different departments or institutions to leverage diverse expertise and resources?

4.2.2. Interdepartmental Course Coordination: How is workload shared among departments for course coordination and development? What adjustments are made to how interdisciplinary course coordination, teaching responsibilities sharing, or joint curriculum planning are made to provide students with a comprehensive learning experience?

4.2.3. Partnership with Industry and Business: How does a university, a faculty, or a study programme collaborate with industries or businesses? How are variations tailored in forming partnerships for internships, research funding, or curriculum development, allowing students to gain practical experience and academic insights from industry professionals?

4.2.4. International Collaboration and Exchange Programmes: How is a collaboration facilitated with international academic institutions? How are variations made in establishing exchange programmes, joint degrees, or research partnerships with universities abroad to promote cultural exchange and broaden educational perspectives?

4.2.5. Evaluation and Continuous Improvement of Partnerships: How are collaborative partnerships evaluated for their effectiveness and impact? What methods are used to assess the outcomes of partnerships, gather feedback from stakeholders, and make improvements to enhance and optimize collaborative efforts in academia?

4.3. Criteria

4.3.1. Does not Meet Quality Requirements

Academic collaborations and partnerships that fall short of quality standards exhibit a lack of shared objectives, insufficient sharing of resources, and inefficient knowledge exchange. This hinders interdisciplinary collaboration and innovation by creating fragmented relationships between universities, industry, and communities. Innovations in research, education, and society are hampered by a lack of cooperation and support.

4.3.2. Meets Quality Requirements

When academic cooperation and partnerships meet quality requirements, they foster strong, goal-oriented collaborations between educational institutions, industry, and communities. There's active sharing of resources, effective knowledge exchange, and mutual support, enhancing academic programmes and research. These synergistic relationships drive interdisciplinary collaboration, leveraging diverse expertise for significant advancements in education, innovation, and societal impact.

4.3.3. Exceeds Quality Requirement

When academic cooperation and partnerships exceed quality requirements, they not only foster strong alliances but also innovate in collaboration methods, creating exemplary models for research and resource sharing. These partnerships are deeply integrated, involving wide-ranging interdisciplinary work, extensive community engagement, and ground-breaking initiatives. Their synergy significantly propels forward education, research, and societal development beyond standard expectations.

5. Technology and Digital Resources

5.1. Concept

Technology and digital resources in academia encompass integrating digital tools, platforms, and resources to enhance teaching, learning, and research. This concept involves access to computer labs, online learning management systems, digital libraries, educational software, and multimedia resources facilitating remote learning, collaboration, research data analysis, and innovative pedagogical methods. Utilizing technology optimally enhances academic experiences, fosters engagement, and prepares students for a digitally-driven world.

5.2. Guiding Questions (for University, Faculty, and Study Programme)

- 5.2.1. **Integration of Technology in Curriculum:** How is the workload distributed concerning integrating technology in different courses or modules within the study programme? In what ways can technology be used differently in the classroom to improve teaching and learning outcomes across a range of subjects?
- 5.2.2. **Accessibility of Digital Resources:** How are digital resources and technology made accessible to students and faculty? In what ways are access to digital learning platforms, research databases, instructional software, and online libraries varied amongst departments or disciplines?
- 5.2.3. **Professional Development for Technology Use:** How is professional development for technology use distributed among faculty members? What differences are made in providing educators with training, workshops, or resources to improve their technological proficiency, allowing them to effectively incorporate digital tools into their teaching methodologies?
- 5.2.4. **Innovation in Educational Technology:** How is innovation in educational technology fostered within the academic context? What strategies can be employed to promote the exploration and integration of emerging technologies, such as virtual reality, augmented reality, adaptive learning tools, and other innovative digital resources, to enhance the learning experience?
- 5.2.5. **Assessment of Technology Integration:** How is the effectiveness of technology integration assessed and distributed across courses or modules? How are variations made in evaluating the impact of technology on learning outcomes, collecting feedback from stakeholders, and adjusting technology integration strategies to maximize its educational benefits?

5.3. Criteria

5.3.1. Does not Meet Quality Requirements

When technology and digital resources in academia do not meet quality requirements, they often involve outdated or limited digital tools, inadequate access to computer labs or online platforms, and poor-quality educational software. This results in ineffective teaching, learning, and research facilitation, hampering student engagement and preparation for a digitally-driven world.

5.3.2. Meets Quality Requirements

In meeting quality requirements, technology and digital resources within academia encompass a robust infrastructure enabling seamless access to diverse digital libraries, cutting-edge

research databases, interactive learning management systems, and innovative educational tools. Faculty and students receive comprehensive training and support for utilizing these resources effectively. Cybersecurity measures are stringent, ensuring data protection, while technology is integrated into the curriculum, fostering inclusive, engaging, and adaptable learning experiences for all.

5.3.3. Exceed Quality Requirements

Exceeding quality benchmarks, technology and digital resources in academia offer a state-of-the-art infrastructure facilitating instant access to expansive, specialized databases, interactive learning platforms, and cutting-edge tools. Robust cybersecurity measures ensure data integrity and privacy. Continuous innovation, personalized learning pathways, adaptive technologies, seamless integration across disciplines, and proactive, responsive support services set new standards, ensuring transformative, inclusive, and future-ready academic experiences.

E. Research and Community Services

Research in the academic context involves systematic investigation, analysis, and exploration conducted by scholars to expand knowledge, solve problems, or validate existing theories. It encompasses rigorous methodologies, such as quantitative, qualitative, or mixed methods, to generate new insights, theories, or practical solutions. Academic research is critical for advancing disciplines, fostering innovation, informing policymaking, and contributing to the academic community's intellectual growth through publications, presentations, and peer-reviewed contributions.

Community service in the academic context refers to voluntary initiatives and activities undertaken by students, faculty, or staff in collaboration with communities to address social needs, promote civic engagement, and foster positive societal change. It involves applying academic knowledge, skills, and resources to serve community interests through educational programmes, healthcare support, environmental projects, or other outreach efforts. Community service enhances experiential learning, social responsibility, and civic awareness while creating reciprocal benefits for the community and academic institutions.

1. Staff Involvement in Research and Community Service

1.1. Concept

Staff involvement in research and community service activities refers to personnel's active participation and engagement in academic investigations and outreach initiatives. It encompasses their dedicated contribution, expertise, and commitment toward conducting research projects and collaborating with communities to address societal needs.

Through their involvement, staff members enhance knowledge and skills and foster meaningful connections, positively applying their expertise to impact society through research and community-driven initiatives.

1.2. Guiding Questions (for University, Faculty, and Study Programme)

1.2.1. Project Alignment: How well do teaching staff activities in research and community service align with the academic institution's identified needs and priorities and the surrounding community? Are the objectives and outcomes of these initiatives serving the academic goals while addressing the specific needs of the community?

1.2.2. Collaborative Partnerships: To what extent do staff engage in partnerships or collaborations with community organisations, local government, or non-profits for research and service activities? How do these partnerships enhance the effectiveness and sustainability of the initiatives?

1.2.3. Educational Integration: How effectively are research findings integrated into community service activities and vice versa? How do these integrated efforts benefit the educational institution and the community, creating a mutually beneficial relationship?

1.2.4. Enhancing Faculty Productivity in Research and Community Service: How does the institution strategically foster professional development to bolster faculty members' capabilities in conducting impactful research and community service? What tailored strategies, mentorship programmes, and resources are implemented to align with faculty members' diverse expertise, promoting innovative research methodologies, effective community engagement, and the dissemination of findings that address contemporary societal needs while aligning with the institution's academic objectives and emerging educational paradigms?

1.2.5. Assessment of Outcomes: How are the outcomes and effectiveness of staff involvement in research and community service activities evaluated? What methodologies or assessment criteria are employed to determine the success and value of these combined efforts?

1.3. Criteria

1.3.1. Does not Meet Quality Requirements

When staff involvement in research and community service falls short of quality standards, it often manifests as misalignment with community needs, poor stakeholder collaboration, unethical practices, superficial research, ineffective communication of results, and a lack of measurable impact,

resulting in short-lived partnerships and limited benefit to society and academia.

1.3.2. Meets Quality Requirements

Staff Involvement in Research and Community Service Activity meets quality requirements when faculty members collaborate with local stakeholders, align initiatives with community needs, conduct thorough research, ensure ethical practices, and disseminate findings effectively. This involvement meets some characteristics, such as measurable positive impacts, sustained partnerships, and a commitment to continuous improvement in academic and societal realms.

1.3.3. Exceeds Quality Requirements

Staff Involvement in Research and Community Service Activity exceeds quality requirements when faculty extensively engages diverse community groups, conducts cutting-edge research addressing pressing societal issues, demonstrates significant positive impacts, fosters sustainable partnerships, upholds the highest ethical standards, and consistently disseminates impactful findings for widespread benefit and lasting change.

2. Student Involvement in Research and Community Service

2.1. Concept

Student involvement in Research and Community service activities within academia refers to the active engagement of students in faculty-led initiatives. It encompasses opportunities for students to participate in research projects, contribute to community service endeavours, and gain hands-on experience. This involvement fosters experiential learning, skill development, and a deeper understanding of societal issues. It empowers students to apply theoretical knowledge to real-world situations, encouraging their growth as responsible and engaged members of both the academic and broader communities.

2.2. Guiding Questions (for University, Faculty, and Study Programme)

2.2.1. Learning Outcomes: What specific learning outcomes are expected or targeted for students involved in these activities? How are these outcomes aligned with academic curriculum goals and aimed at developing students' research, critical thinking, and community engagement skills?

2.2.2. Student Participation Models: What models are designed to involve students in teaching staff-led research and community service activities? What are the roles of the students in the research projects carried out by the faculty staff members?

2.2.3. Mentorship and Supervision: How are students mentored and supervised in their participation in research and community

service activities led by faculty and study programme staff? What strategies are used to ensure effective student guidance and support throughout their involvement?

2.2.4. Diversity and Inclusivity: To what extent are efforts made to ensure diverse student participation in these activities, considering factors like academic backgrounds, demographics, and inclusivity? How does this diversity contribute to the richness of the learning experiences?

2.2.5. Impact Assessment on Students: How is the impact of student involvement in faculty-staff-led research assessed? What methods or assessment criteria are used to evaluate the benefits, growth, and skill development of students engaged in research and community service projects?

2.3. Criteria

2.3.1. Does not Meet Quality Requirements

Student involvement in research and community service lacks falls short of quality when there is passive participation, minimal skill acquisition, inadequate mentorship, superficial understanding of academic concepts, and negligible community impact. This lack of alignment with educational objectives and ethical standards results in ineffective contributions to both research and community initiatives.

2.3.2. Meets Quality Requirements

Student involvement in research and community service activities meets quality requirements when students actively contribute to research projects, engage meaningfully in community service initiatives, receive mentorship, gain practical skills, demonstrate an understanding of academic concepts, and showcase a positive impact on the community, aligning with educational objectives and ethical standards.

2.3.3. Exceed Quality Requirements

Student involvement in research and community service activities exceeds quality requirements when students actively lead research endeavours, drive innovative community projects, demonstrate substantial societal impact, collaborate across disciplines and communities, publish scholarly works, acquire leadership roles, and consistently apply ethical considerations, significantly advancing academic and societal objectives.

3. Staff's Productivity in Research and Community Service

3.1. Concept

Staff's Productivity in Research and Community Service refers to the effectiveness and output of academic or institutional staff in conducting meaningful research and engaging in service activities that benefit the community. This concept emphasizes the importance of staff contributions to advancing knowledge through research and their role in applying this knowledge to address community needs, fostering societal development and impact.

3.2. Guiding Questions

3.2.1. Research Productivity: How much research is carried out by the study programme's staff in one year as head and research member? How many scientific articles are written by the study programme's staff as the research output?

3.2.2. Research Quality and Impact: How does the quality and impact of staff research contribute to the field and society? How are the research outcomes effectively disseminating new knowledge and informing community service initiatives?

3.2.3. Community Service Relevance and Effectiveness: How relevant and practical are the staff's community service activities in addressing local or broader societal needs? How do these activities integrate with and complement their research efforts?

3.2.4. Collaboration and Partnerships: What types of collaborations and partnerships do staff engage in for research and community service? How do these collaborations enhance the quality and impact of their work?

3.2.5. Professional Development and Growth: How do staff's research and community service activities contribute to their professional development and growth? Are there mechanisms to support and recognise their achievements in these areas?

3.3. Criteria

3.3.1. Does Not Meet Quality Requirements

When staff productivity in research and community service fails to meet quality requirements, the volume and impact of research conducted are limited, with few significant scientific articles produced. The research lacks meaningful contributions to the field and society, and community service activities are not effectively aligned with societal needs. Collaborations are minimal or ineffective, and substantial professional development or recognition for staff's efforts in these areas is lacking.

3.3.2. Meet Quality Requirements

When staff productivity in research and community service meets quality requirements, the staff actively engages in substantial research with significant scientific outputs and articles. Their research is impactful, contributing meaningfully to their field and society, while their community service is relevant and effectively addresses societal needs. Collaborations are robust, enhancing their work's impact. Furthermore, these activities foster their professional growth, with adequate support and recognition mechanisms in place.

3.3.3. Exceed Quality Requirements

When staff productivity in research and community service exceeds quality requirements, staff members not only conduct extensive research but also produce a high volume of influential scientific articles. Their research substantially advances the field and benefits society, while their community service is exceptionally relevant and impactful. Collaborative efforts significantly enhance these activities. Additionally, these endeavours contribute markedly to their professional development, with robust support and recognition systems in place for their achievements.

F. Transparency and Documentation

Transparency and documentation in a university context emphasize clear communication and comprehensive record-keeping. Transparency ensures openness in administrative processes, fostering trust among stakeholders by providing accessible information about decisions, policies, and resource allocation. Documentation involves systematic recording of academic, administrative, and financial actions. It ensures accountability, enables informed decision-making, and facilitates continuity by preserving institutional knowledge. Together, they promote an environment of accountability, integrity, and efficiency within the university ecosystem.

1. Modul Description

1.1. Concept

A module or course description is a concise overview that outlines an educational course's objectives, topics, structure, and expectations. It guides prospective students, providing essential information about the course content, learning outcomes, prerequisites, and assessments. This summary helps individuals make informed decisions about enrolling, understanding what the course offers, its relevance, and how it aligns with their educational goals and interests.

1.2. Guiding Questions (for Study Programme)

- 1.2.1. **Workload Distribution within Modules:** How is the workload distributed among different components within the modules? How can balancing coursework, readings, assignments, practical sessions, research, and assessments be adjusted to ensure a comprehensive and diverse learning experience?
- 1.2.2. **Alignment with Learning Outcomes:** How closely do module descriptions align with the intended learning outcomes? How can crafting module descriptions be varied to clearly delineate the specific knowledge, skills, competencies, and learning objectives that students are expected to attain?
- 1.2.3. **Prerequisites and Dependencies:** How are prerequisites and dependencies indicated in module descriptions? How are differences made in specifying prerequisite knowledge or modules necessary for successful comprehension, ensuring students have the foundational knowledge required to excel in the module?
- 1.2.4. **Resources and Materials:** How are required resources and materials detailed in module descriptions? How are variations made in listing essential textbooks, reading materials, online resources, software, or specialized equipment necessary to support learning and research within the module?
- 1.2.5. **Adaptability and Flexibility:** How adaptable and flexible are module descriptions to accommodate changes and improvements? How are variations made to ensure that module descriptions are dynamic and can be modified in response to feedback, new trends, or developments in the field to improve the learning process over time?

1.3. Criteria

1.3.1. Does not Meet Quality Requirements

When a module description fails to meet quality standards, it lacks clarity, providing vague or incomplete information about course objectives, content, learning outcomes, prerequisites, and assessment methods. This leads to confusion and misaligned expectations among prospective students, hindering their ability to make informed enrollment decisions.

1.3.2. Meet Quality Requirements

A high-quality course description succinctly outlines clear learning objectives, structured curriculum, varied teaching methods, fair assessment criteria, prerequisite guidance, rich learning resources, target audience specificity, alignment with programme goals, and tangible real-world applications,

providing a comprehensive and transparent overview that meets learners' needs and expectations.

1.3.3. Exceed Quality Requirements

An exceptional course description surpasses quality standards by offering comprehensive, specific, and measurable learning outcomes, a meticulously organised curriculum with innovative teaching approaches, diverse assessment methods ensuring deep comprehension, clear prerequisite guidance, abundant and accessible learning resources, precise target audience definition, seamless alignment with programme objectives, and profound real-world applications, thereby exceeding learners' expectations and inspiring academic excellence.

2. Diploma Supplement

2.1. Concept

In the university context, the diploma supplement is a supplementary document accompanying a student's diploma or degree. It provides comprehensive details about the completed academic programme, including course descriptions, grades, qualifications obtained, and the context of the national education system. This standardized document aims to enhance international transparency, facilitate recognition, and foster a better understanding of the graduate's educational achievements, enabling more straightforward comparability and mobility in the global academic and professional landscape.

2.2. Guiding Questions (for University, Faculty, and Study Programme)

2.2.1. Supplementary Information in Diploma Supplements: How comprehensive and informative are diploma supplements? How can additional details, like a description of the national educational system, grading system, learning objectives, or extra accomplishments, be varied to improve the diploma's recognition and comprehension abroad?

2.2.2. Clarity of Academic Achievement: How effectively does the diploma supplement outline the specific academic achievements and qualifications obtained by the student, including the courses completed, grades received, and the conferred degree?

2.2.3. The Comprehensiveness of Course Information: To what extent does the diploma supplement provide comprehensive details about the courses undertaken? What details, such as course names, descriptions, credit hours, and any specialized tracks or concentrations pursued, are included, and to what degree?

2.2.4. Inclusion of Additional Achievements: To what extent does the diploma supplement incorporate supplementary achievements

beyond academic coursework, such as internships, research projects, publications, or extracurricular activities? How do these augment the profile of the graduate?

2.2.5. Explanation of National Education System: How comprehensive is the description of the national education system within the diploma supplement? To what extent does it contextualize the academic programme within the country's larger educational framework?

2.3. Criteria

2.3.1. Does not Meet Quality Requirements

When a diploma supplement falls short of quality standards, it typically lacks detailed information on courses, grades, and qualifications, and does not adequately contextualize the education within the national system. This results in poor transparency, hinders international recognition, and complicates the understanding of a graduate's academic achievements in the global context.

2.3.2. Meet Quality Requirements

The diploma supplement in the university context meets quality requirements when it extensively outlines the completed academic programme with precise course details, grading systems, learning outcomes, and national education system context. It should provide comprehensive and transparent information, aiding international recognition and facilitating seamless understanding and comparability of the graduate's qualifications.

2.3.3. Exceed Quality Requirements

The diploma supplement in the university context exceeds quality requirements when it not only fulfills standard information criteria but also incorporates detailed additional achievements, showcases a comprehensive explanation of the national education system, and offers a nuanced depiction of the graduate's academic journey, enhancing global recognition and facilitating precise understanding and evaluation of qualifications.

3. Service Friendliness

3.1. Concept

Service friendliness entails providing information/facilities to all students without discrimination. Service friendliness encompasses both academic and non-academic services. The University offers academic and non-academic services to students facing difficulties/problems,

including those with special needs. Academic or non-academic services are carried out openly and easily accessible to students.

3.2. Guiding Questions (for University, Faculty, and Study Programme)

3.2.1. Accessibility of Support Services: How readily available and easily accessible are student support services, such as academic advising, counselling, career guidance, and disability support? To what extent are these services effectively promoted and conveyed to the student population?

3.2.2. Responsiveness to Student Queries: How promptly and efficiently do university staff and faculty respond to student inquiries, concerns, or requests for assistance, whether through in-person interactions, emails, or online platforms? What structured system does a university or a faculty have for prompt responses?

3.2.3. Clarity and Availability of Information: How clear and accessible is information provided to students regarding administrative processes, academic requirements, policies, and essential deadlines? How readily accessible is this information on the university's website or other platforms?

3.2.4. Cultural Sensitivity and Inclusivity: How effectively does the university cater to the diverse needs of its student population, considering cultural differences, international perspectives, and inclusivity in service delivery and support?

3.2.5. Provision of Adequate Facilities: To what extent does the university offer resources and infrastructure—like study rooms, libraries, labs, and recreational areas—to meet the diverse needs of its students? To what extent do these facilities facilitate learning and foster a supportive environment?

3.3. Criteria

3.3.1. Does not Meet Requirements

When service friendliness in an academic context lacks quality, it often manifests as inadequate accessibility, especially for students with special needs, and discrimination in information or facility provision. This results in a lack of support for students facing difficulties, leading to an unwelcoming and exclusive educational environment.

3.3.2. Meet Quality Requirements

University service friendliness meets quality requirements when students receive prompt, personalized assistance, inclusive resources, engaging learning experiences, and constructive feedback. A supportive and welcoming environment, coupled with accessible communication channels and diverse

educational materials, ensures an optimal, high-quality educational journey for all.

3.3.3. Exceed Quality Requirements

Service friendliness in universities exceeds quality requirements by offering proactive, empathetic support. It entails personalized guidance, diverse inclusive resources, interactive learning experiences, timely feedback, flexible accommodations, and fostering a strong sense of community. Exceeding expectations, it ensures an exceptional, enriching educational environment for every student.

4. Graduate Performance Information

4.1. Concept

Graduate performance information refers to data collected on students' post-graduation achievements, such as employment rates, career advancement, further education pursuits, and professional accomplishments. It provides insights into the success and effectiveness of academic programmes in preparing students for real-world endeavours. This information helps institutions assess and enhance the quality of education, adapt curriculum to industry needs, and support students' career readiness by aligning academic learning with practical skill development.

4.2. Guiding Questions (for Faculty and Study Programme)

4.2.1. Comprehensiveness of Graduate Performance Data: How comprehensive is the information provided regarding the academic performance of graduates, such as graduation rates, honours distinctions, and any special recognitions achieved? How is this information described?

4.2.2. Alignment with Learning Outcomes: To what extent does the graduate performance information align with the intended learning outcomes of the academic programmes? How effectively do these outcomes reflect the skills and competencies attained by graduates?

4.2.3. Longitudinal Data and Alumni Success: How extensively does the graduate performance information incorporate longitudinal data that tracks alumni's success and career paths? How well does this information reflect the practical application of education in professional settings?

4.3. Criteria

4.3.1. Does not Meet Quality Requirements

When graduate performance information is substandard, it typically lacks comprehensiveness, accuracy, and relevancy,

providing insufficient or outdated data on employment rates and professional achievements. This leads to an inadequate assessment of academic programmes' effectiveness in preparing students for real-world challenges, hindering curriculum adaptation and student career readiness.

4.3.2. Meet Quality Requirements

Graduate Performance Information in academia meets quality requirements when it comprehensively tracks graduates' career success, showcasing high employment rates, career advancement, and alignment of learned skills with professional roles. It ensures transparency, aiding programme refinement to consistently prepare students effectively for diverse career paths and industry demands.

4.3.3. Exceed Quality Requirements

Graduate Performance Information exceeds quality requirements by showcasing high employment rates and career advancement and demonstrating alumni contributions to their fields, widespread postgraduate success, continual skill development, and strong employer satisfaction. This comprehensive data drives continuous programme enhancement, ensuring graduates excel across diverse career landscapes.

5. Relevant Rules

5.1. Concept

Relevant rules in an academic context refer to established guidelines, policies, or regulations that govern conduct, standards, assessments, and operations within educational institutions. These rules ensure fairness, integrity, and consistency in academic practices, covering areas such as grading criteria, plagiarism policies, classroom behaviour expectations, research ethics, and administrative procedures. Adherence to these rules maintains a conducive and equitable learning environment while upholding academic standards and fostering a culture of responsibility and integrity among students and faculty.

5.2. Guiding Questions (for University, Faculty, and Study Programme)

5.2.1. Clarity and Accessibility of University Policies: How clearly are university policies and rules outlined and made accessible to students? To what degree are these policies readily accessible in handbooks, websites, or other platforms, and effectively conveyed to ensure students' comprehension?

5.2.2. Consistency in Policy Application: To what extent are university policies consistently applied across various departments and programmes? In what ways are discrepancies or variations

introduced in implementing these policies that could potentially impact the experiences or achievements of students?

5.2.3. Adaptability to Changing Educational Contexts: How adaptable are the university's rules and regulations to changing educational landscapes, technological advancements, and evolving student needs? Which specific mechanisms are designed to review and revise these regulations routinely?

5.2.4. Student Right and Responsibilities: How explicitly are students' rights and responsibilities delineated within the university's rules? To what degree do the provisions protect students' rights regarding resource accessibility, fair evaluation, privacy, and academic freedom?

5.2.5. Alignment with Ethical Standards: To what extent do university rules align with ethical standards in academic research, teaching, and other university-related activities? How are clear rules regarding plagiarism, ethical behaviour, and intellectual honesty articulated?

5.3. Criteria

5.3.1. Does not Meet Quality Requirements

When relevant rules in an academic context fail to meet quality standards, they often lack clarity, consistency, and fairness, leading to ambiguous guidelines and uneven enforcement. This results in confusion, potential biases, and a compromised learning environment, undermining academic integrity, fairness, and the overall educational standard.

5.3.2. Meet Quality Requirements

Relevant rules in an academic context meet quality requirements when they are clearly defined, consistently applied, and effectively communicated to all stakeholders. They ensure fairness, integrity in assessments, ethical research conduct, equitable access to resources, and a supportive environment, fostering a conducive and standardized academic experience for all participants.

5.3.3. Exceed Quality Requirements

Relevant rules in academia exceed quality requirements when they not only uphold integrity and fairness but also demonstrate proactive adaptations to diverse student needs, incorporate innovative pedagogies, foster inclusive practices, embrace evolving ethical standards, and regularly solicit feedback for continuous enhancement, thus surpassing standard compliance with an enriched, dynamic educational environment.

G. Quality Assurance

Quality assurance is a process that involves the evaluation of the services and operations of educational institutions or programmes by internal and external bodies to determine if applicable standards are met. The study programme has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The study programme documents how data enter the system, how data are reported and used in decision-making, and how the outcomes of those decisions inform programme improvement.

1. Internal Quality Assurance and Continuous Improvement

1.1. Concept

Internal quality assurance in academia involves systematic processes to maintain and enhance educational standards. It ensures that teaching, assessment, and learning experiences meet established benchmarks. Continuous improvement involves ongoing evaluation, feedback incorporation, and enhancement of educational practices. Both concepts aim to uphold academic excellence by regularly assessing, refining, and adapting methodologies, curriculum, and support systems to ensure optimal learning outcomes and institutional effectiveness.

1.2. Guiding Questions (for University, Faculty, and Study Programme)

1.2.1. Clarity and Implementation of Quality Assurance Processes:

How clearly defined and effectively implemented are the internal quality assurance processes within the university, the faculty, and the study programme? To what degree are these processes transparent and accessible to all stakeholders, ensuring consistency and reliability in academic standards?

1.2.2. Utilization of Assessment Data for Improvement:

To what extent does the university utilize assessment data, including student feedback, evaluations, and performance metrics, to identify areas for improvement? What mechanisms are used to translate this data into actionable strategies for enhancing teaching, curriculum, and overall quality?

1.2.3. Engagement of Stakeholders in Quality Enhancement:

How actively are stakeholders, including faculty, staff, students, and external partners, engaged in the quality enhancement process? Which mechanisms are created to actively seek and integrate their input into improvement initiatives?

1.2.4. Documentation and Review of Quality Standards:

How comprehensive is the documentation of quality standards and the review process within the university? To what degree are periodic reviews and audits carried out to ensure compliance

with these standards and to identify areas needing improvement?

- 1.2.5. Continuous Monitoring and Benchmarking:** How effectively does the university continuously monitor its performance against internal and external benchmarks to identify areas of strength and areas requiring development or enhancement?

1.3. Criteria

1.3.1. Does not Meet Quality Requirements

When internal quality assurance and continuous improvement in academia fall short in quality, it often results in stagnant educational practices, failure to adapt curricula and methodologies, inadequate evaluation processes, and neglect of feedback incorporation. This leads to outdated teaching methods, irrelevant course content, and ineffective learning experiences, diminishing academic excellence and institutional effectiveness.

1.3.2. Meets Quality Requirements

When internal quality assurance and continuous improvement in academia meet quality requirements, they ensure regular, thorough evaluations of teaching, assessment, and learning experiences against benchmarks. This involves effectively incorporating feedback, updating methodologies and curricula, and enhancing support systems. These practices lead to relevant, engaging educational experiences and optimal learning outcomes, upholding academic excellence.

1.3.3. Exceeds Quality Requirements

When internal quality assurance and continuous improvement in academia exceed quality requirements, they demonstrate proactive, innovative approaches to enhancing educational standards. This includes consistently surpassing benchmarks in teaching, assessment, and learning experiences, implementing cutting-edge methodologies, and rapidly integrating feedback. Such practices lead to exceptional educational experiences and outcomes, setting new standards in academic excellence.

2. Student Involvement

2.1. Concept

Student involvement in quality assurance entails engaging students as active participants in shaping and evaluating their educational experiences. It encompasses soliciting student feedback, involving them in decision-making processes, and integrating their perspectives into quality enhancement initiatives. By valuing students' insights, preferences, and concerns, educational institutions can create a more

student-centric environment, fostering a collaborative approach that enhances the overall quality and relevance of the academic experience.

2.2. Guiding Questions (for University, Faculty, and Study Programme)

2.2.1. Role of Students in Quality Assurance Processes: How actively are students involved in university quality assurance mechanisms, such as programme reviews, accreditation processes, and institutional assessments? To what degree are their formal roles accommodated to ensure their meaningful participation?

2.2.2. Student Feedback Mechanisms: To what extent are there robust and accessible mechanisms for students to provide feedback on the quality of teaching, curriculum, facilities, and overall university experience? How effectively is this feedback collected, analysed, and acted upon?

2.2.3. Participation in Decision-Making: To what degree are students afforded the chance to participate in decision-making entities, committees, or forums that impact policies about academic matters, curriculum advancement, and student services?

2.2.4. Engagement in Quality Improvement Initiatives: How actively do the students engage in initiatives to improve the quality of education and university services? To what extent do students participate in collaborative platforms or projects with faculty and administrators to address objectives related to quality enhancement?

2.2.5. Representation of Diverse Student Perspectives: How effectively does the university ensure the representation of diverse student perspectives in quality assurance activities? To what extent are efforts made to include voices from various backgrounds, disciplines, and levels of study?

2.3. Criteria

2.3.1. Does not Meet Quality Requirements

Insufficient student involvement in Quality Assurance is often characterized by minimal or superficial engagement, with limited chances for meaningful feedback or participation in decision-making. This results in the neglect of valuable student insights and preferences, leading to quality improvement efforts that fail to fully meet student needs or enhance the academic experience.

2.3.2. Meets Quality Requirements

Student involvement in university quality assurance meets quality requirements when students actively participate in decision-making processes, contribute diverse perspectives to

curriculum design and assessments, provide regular and constructive feedback, and have structured representation in quality assurance bodies, fostering a transparent, inclusive, and impactful collaboration between students and university stakeholders.

2.3.3. Exceeds Quality Requirements

Student involvement in university quality assurance exceeds quality requirements when students not only engage actively in decision-making and feedback mechanisms but also lead initiatives, co-create curricula, drive systemic changes, mentor peers, and demonstrate a sustained commitment to improving academic standards, fostering a dynamic, student-driven culture of excellence in quality assurance processes.

3. Staff Involvement

3.1. Concept

Staff involvement in quality assurance within a university context is pivotal for maintaining academic standards. It encompasses the active engagement of faculty and administrators in assessing, monitoring, and enhancing educational processes, curriculum development, and assessment methodologies. Their participation ensures alignment with institutional goals, promotes continuous improvement, and fosters a culture of accountability. Collaborative involvement empowers staff to contribute expertise, fostering a dynamic learning environment that meets evolving educational needs effectively.

3.2. Guiding Questions (for Faculty and Study Programme)

3.2.1. Participation in Quality Assurance Processes: To what extent are faculty staff members actively engaged in quality assurance mechanisms, such as curriculum reviews, programme assessments, and accreditation processes?

3.2.2. Adherence to Best Practices and Standards: How consistently do faculty or study programme staff members adhere to established best practices and standards in teaching, assessment, and curriculum design? What mechanisms exist to ensure alignment with quality benchmarks?

3.2.3. Professional Development for Quality Enhancement: What resources does the university offer to support faculty or study programme staff members in continuous professional development to enhance teaching quality, implement innovative pedagogies, and align with evolving educational trends?

3.2.4. Contribution to Curriculum Development: To what degree are the study programme's staff members engaged in developing, reviewing, and updating curricula? To what degree do they

contribute insights, expertise, and current research to ensure the relevance and quality of educational programmes?

3.2.5. Research-based Teaching and Learning: How effectively do the study programme staff members integrate research findings and scholarly endeavours into their teaching practices? To what extent are they encouraged to exhibit their research expertise in classroom practices?

3.3. Criteria

3.3.1. Does not Meet Quality Requirements

When staff involvement in quality assurance falls short, it is characterized by passive or minimal participation in curriculum development and educational process improvements. This leads to outdated teaching methods, unresponsiveness to student feedback, lack of interdisciplinary collaboration, and stagnant professional development, hindering continuous improvement and academic excellence.

3.3.2. Meets Quality Requirements

Staff involvement in university quality assurance meets quality requirements when they actively engage in curriculum reviews, uphold established standards, incorporate student feedback into teaching methodologies, pursue continuous professional development, contribute to curriculum development, and demonstrate a commitment to enhancing teaching quality and learning outcomes.

3.3.3. Exceeds Quality Requirements

Staff involvement exceeds quality requirements when they proactively lead innovative teaching practices, integrate cutting-edge research into teaching, initiate substantial curriculum enhancements, respond effectively to student feedback, mentor peers, engage in interdisciplinary collaborations, and demonstrate an unwavering commitment to ongoing professional development, driving a culture of continuous improvement in education.

4. External Stakeholder involvement

4.1. Concept

External stakeholder involvement in academic quality assurance refers to engaging individuals or entities outside the institution, such as employers, industry representatives, accrediting bodies, and community members, in evaluating and shaping educational standards. Their input informs curriculum relevance, programme outcomes, and institutional practices. By incorporating external perspectives, universities ensure alignment with real-world needs, industry standards, and societal

expectations, enhancing graduates' preparedness and the institution's credibility within the broader community.

4.2. Guiding questions (for Faculty and Study Programme)

4.2.1. Engagement of External Experts and Industry Representatives:

To what extent does the faculty involve external experts, industry professionals, and stakeholders in quality assurance processes? To what extent are their insights sought for curriculum relevance, industry alignment, and skill development?

4.2.2. Inclusion of Employers and Alumni Feedback: How effectively does the faculty gather and integrate feedback from employers and alumni regarding graduates' preparedness, skills, and competencies? What mechanisms are available to adapt programmes to meet current job market needs?

4.2.3. Advisory Boards and Consultative Forums: How are external advisory boards or consultative forums established to guide programme development, industry trends, and professional practice relevance?

4.2.4. Integration of Community Perspectives: How does the faculty integrate the perspectives and needs of the local community or region in its quality assurance processes, ensuring programmes and initiatives are responsive to societal demands?

4.2.5. Utilization of Global Networks and Best Practices: How effectively does the faculty leverage global networks, partnerships, and best practices from international stakeholders to enrich its quality assurance efforts and promote global standards of excellence?

4.3. Criteria

4.3.1. Does not Meet Quality Requirements

When external stakeholder involvement in faculty quality assurance is inadequate, it often manifests as limited or superficial engagement, resulting in a lack of industry insights, minimal advisory contributions, and negligible feedback on programme relevance and graduate preparedness. This leads to educational practices that are misaligned with industry standards and evolving societal needs.

4.3.2. Meets quality requirements

External stakeholder involvement in faculty quality assurance meets quality requirements when stakeholders actively contribute insights, participate in advisory roles, validate programme relevance, engage in collaborative projects, and provide valuable feedback on graduates' preparedness. Their

involvement leads to responsive, industry-aligned, innovative educational practices fostering academic excellence.

4.3.3. Exceeds Quality Requirements

External stakeholder involvement in faculty quality assurance exceeds quality requirements when stakeholders actively engage in advisory capacities and collaborative initiatives and lead transformative changes, drive innovative curricular developments, foster extensive industry-academic partnerships, and consistently influence academic practices, propelling the institution to global excellence and relevance.

5. Data Collection, Analysis, and Interpretation

5.1. Concept

In academic quality assurance, data collection systematically gathers information on student performance, feedback, teaching methodologies, and institutional processes. Data analysis involves scrutinizing this collected information through statistical, qualitative, or mixed-method approaches to identify patterns, trends, strengths, and weaknesses. Data interpretation involves deriving meaningful conclusions and actionable insights from the analysed data, guiding evidence-based decision-making. It informs strategic improvements in curriculum design, teaching practices, and institutional policies, ensuring continual enhancement of educational quality, student learning experiences, and overall institutional effectiveness within the academic context.

5.2. Guiding Questions (for Faculty and Study Programme)

5.2.1. Comprehensiveness of Data Collection Methods: How comprehensive are the data collection methods used in faculty quality assurance processes? How varied are methods employed to collect data on teaching, learning, assessment, and student experiences?

5.2.2. Data Relevance and Alignment with Objectives: To what extent does the collected data align with the predefined quality assurance objectives and indicators? To what degree are the data collected relevant, reliable, and directly contributing to quality improvement goals?

5.2.3. Accuracy and Integrity in Data Analysis: How rigorously are the collected data analysed? How can it be assured that the analysis methodologies and interpretation of findings are accurate, have integrity, and are consistent?

5.2.4. Utilization of Qualitative and Quantitative Data: How effectively does the faculty utilize both qualitative and quantitative data in quality assurance processes? In what way do qualitative insights

complement quantitative metrics for a comprehensive evaluation?

5.2.5. Inclusivity in Data Interpretation: How inclusive is the interpretation of data, considering diverse perspectives and stakeholders' inputs? To what extent do the interpretations of the data consider the diverse backgrounds, disciplines, and opinions of the faculty members?

5.3. Criteria

5.3.1. Does not Meet Quality Requirements

When data collection, analysis, and interpretation in faculty quality assurance are substandard, it typically involves unsystematic data gathering, limited or biased analysis, and inaccurate interpretations. This results in unreliable findings, misaligned with objectives, offering little actionable insight, and failing to contribute to practical improvements in educational standards and practices.

5.3.2. Meets Quality Requirements

Data collection, analysis, and interpretation in faculty quality assurance meet quality requirements when systematically gathered data aligns with predefined objectives and undergoes rigorous and diverse analysis methods, ensuring accuracy and integrity, leading to actionable insights. Interpretations are inclusive, translating into practical recommendations fostering continuous improvement in educational standards and practices.

5.3.3. Exceeds Quality Requirements

Data collection, analysis, and interpretation in faculty quality assurance exceed quality requirements when diverse and comprehensive data sources merge with cutting-edge analytical methodologies. Findings are rigorously interpreted and utilized innovatively, fostering transformative changes, predictive models, and proactive strategies, consistently propelling educational standards toward unprecedented excellence and innovation.

APPENDICES

The following are documents that must be attached to support the Self Evaluation Report (SER)

No	Attachment Type	Standard/Criteria*
1	Decree from the competent authority related to the operational permit of the study programme	A1
2	Official new student admission guidelines	A5
3	Study programme curriculum	A2, A3, A4, A5, A6, B4, F1
4	Lesson plans	A6, B1, B2, B3, B4, C1, C3, C4
5	Sample teaching materials	A3, A4, B2
6	Teaching internship guide	B5
7	Cooperation agreement documents with partner schools where teaching internships are held	B5
8	Sample exam questions	C2, C3
9	Examples of procedures for developing test questions	C2
10	Examples of student exam work that has been graded and/or given feedback by the lecturer	C5
11	Strategic plan (or medium-term work plan or five-year work plan) of the faculty	D1, D2, D3, D4, D5
12	Operational (or annual) work plan of the faculty	D1, D2, D3, D5
13	Memorandum of understanding (MoU) documents and reports on the implementation of cooperation with partners	D4
14	Research and community service guidelines	E1, E2
15	List of research and community service publications of lecturers in the last three years	E3
16	Diploma supplement document	F2
17	Policy on the university's internal quality assurance system	F3, G1, G2, G3, G4, G5
18	Document of graduate tracer study instrument	F4
19	Results of graduate tracer study	F4
20	Student academic guidelines	F5
21	Staff and student ethics guidelines	F5
22	Documentation of evidence of development of staff	D1
23	Curriculum vitae of staff in the last three years	D1
24	Examination guidelines	C1, C2, C3, C4, C5
25	Micro-teaching guidelines	B4
26	Counselling guide	B3
27	Guidelines for inclusive education	A5, B2

* Uppercase letters indicate **standards** and Arabic numerals indicate **criteria**. For example, A1 means **Standard 1** (Study Programme) and **Criterion 1** (Study Programme name).