

Accreditation Report

Bachelor's Degree Programme

Bachelor of Elementary Education

Bachelorato do Ensino Básiku (B. EB)

**Instituto Católico para a Formação de Professores
(ICFP)**

2024



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A. Decision of the Accreditation

Based on the Accreditation Panel's meeting dated October 25, 2024, the ACE's Accreditation Panel stipulates that:

1. The Primary Education Study Program, Instituto **Católico para a Formação de Professores** (ICFP), meets ACE's standards and criteria
2. and is granted "Accredited" status valid until December 13, 2029

B. The Study Program Accreditation Data

1. The Study Program

- a. Identity:
 - 1. The Study Program: Primary Education
 - 2. Educational level: Bachelor
 - 3. Faculty: Education
 - 4. Higher Education: Instituto Católico para a Formação de Professores
 - 5. Website: <https://www.icfptlmarista.org/>
- b. The on-site assessment date: 22 – 25 September 2024
- c. Panel experts:
 - 1. Coordinator: Prof. Dr. Ir. Ivan Hanafi, M.Pd. Universitas Negeri Jakarta.
 - 2. Assessor 1: Prof. Rooslyna Ekawati, Ph.D. Universitas Negeri Surabaya.
 - 3. Assessor 2: Dr. Widya Karmila Sari Achmad, M.Pd. Universitas Negeri Makassar.
 - 4. Local experts: Prof. Dr. Phil. Ikhfan Haris, M.Sc.
- d. ACE's criteria used:
 - 1. General Guidelines for International Accreditation of Educational Study Programs.
 - 2. Guidelines for Writing Self-Evaluation Reports International Accreditation of Educational Study Programs.

C. Accreditation Procedure

ACE is an independent accreditation organization recognized by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia since August 2, 2019, based on the Letter from 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 concerning Granting Permission for ACE to carry out accreditation. Thus, ACE has the authority to accredit educational study programs in Indonesia. ACE is also a full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

1. Criteria

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

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

2. Approach and Methodology

The accreditation procedure will consist of nine (nine) stages, from registration and adequacy assessment to certificate issuance.

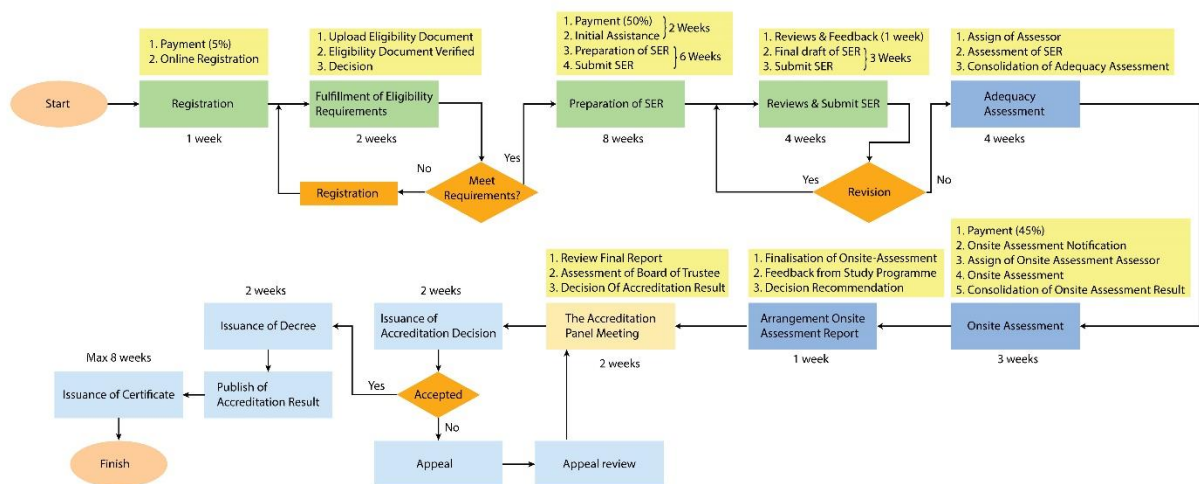


Figure 1. The Accreditation Procedure Flowchart

The study program that applies for accreditation to ACE must follow each stage as per Figure 1. ACE expects HEIs and SPMUs to consider and prepare the study program that will apply for accreditation.

a. Online Registration

The study program registers online by email, and the form filled out and signed is attached to sekretariat@lamdik.or.id. Then, the study program is given an account to start with the accreditation process.

b. Eligibility

The study program uploads the following documents to SIMALAMDIK through its account. ACE conducts verification, provides suggestions for improvement, and decides whether the study program can proceed to the following process.

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

ACE provides a briefing session on understanding the instrument and online SER preparation assistance.

d. Preparation of SER

The study program writes the SER and prepares the supporting documents. It may consult with ACE while preparing these documents. The supporting documents can be published in the study programme or university website and/or uploaded to cloud storage. The study program uploads the SER to SIMALAMDIK.

e. SER Review and Revision

ACE assigns a reviewer to review the SER submitted by the study program. Based on the review process, the reviewer provides suggestions and feedback for improving the SER and supporting documents. Based on the reviewer's suggestions, the study program revises the SER and supporting documents and uploads the final SER to SIMALAMDIK.

f. Adequacy Assessment

ACE assigns two assessors to conduct an Adequacy Assessment of the SER uploaded by the study program. The two assessors put the reports together to summarise the description of the Adequacy Assessment results and decide whether the study program meets the adequacy criteria for on-site visitation. The coordinator appointed by ACE validates the description of the Adequacy Assessment results and the assessor's decision. The accreditation process is postponed unless the study

program's SER meets the adequacy criteria for visitation. The study program can reapply for accreditation to ACE after 1 (one) year.

g. On-site Assessment

ACE assigns an on-site assessment team consisting of 1 coordinator, two assessors, and one local expert (from the study program's country of domicile). If the accreditation is requested by several study programs in the university (cluster), the number of assessors will be adjusted. The on-site assessment team conducts visitation activities to verify data, evidence, and on-site conditions with university leaders, faculty/school leaders, and study program members against the data/information submitted mentioned in the SER. Based on the on-site assessment process, each assessor writes a description of the on-site assessment results. The local expert writes descriptions of aspects of concerns during the on-site assessment. Based on the descriptions gained from the on-site assessment result and the local expert, the coordinator leads the two assessors in consolidating and writing the on-site assessment result report to be submitted to the accreditation panel. The report describes the on-site assessment results, suggestions for improvement, and proposed scores for each standard. ACE organizes a plenary meeting of the accreditation panel to review the adequacy assessment report and on-site assessment results and decides on the study program accreditation results.

h. Decision of Accreditation Status

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

- a. **Outstandingly Accredited.**
- b. **Accredited.**
- c. **Conditionally Accredited** (The study program can submit evidence of improvement within one year).
- d. **Not Accredited** (Re-accreditation is given after improvements are made with a minimum waiting period of one year).

i. Appeal

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

D. Experts Report

1. Study Program

A study program is an organized 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 endeavors or further academic pursuits.

a. Evidence

- Self-Evaluation Report
- Discussion during the on-site assessment
- Accreditation by ANAAA
- Decision of Approval Document by Government
- Official Website <https://www.icfptlmarista.org/>
- Study Programme Curriculum
- Official new student admission guideline

b. Experts Evaluation

Name of the Study Program. The name of the study program is Bachelor of Education, a.k.a. Bachelato do Ensino Báziku (B. EB). People know that the institute is a Teachers' College that trains students to become teachers in primary and lower secondary schools. The description of the study program is clear and concise.

Study Programme's Scientific Vision. The institution's commitment to research and annual workshops has improved teaching outcomes within the Timor-Leste curriculum. Feedback from various stakeholders, including students, lecturers, alums, and employers, has been used to assess the effectiveness of ICFP's educational and research programs. Notably, a research study titled *"The Impact of ICFP Teacher Qualification on ICFP Graduates in TimorLeste"* has provided valuable insights into the positive influence of teacher qualifications on educational outcomes, demonstrating the program's success in addressing the country's educational needs. Vision: ICFP Baucau aspires to provide quality pre-service formation. The vision and mission are included in the curriculum of Kurrikulu ICFP. ICFP is the only university producing primary and lower secondary teachers in Timor Leste.

Learning Outcomes of a Study Programme. The ICFP study program outlines specific knowledge, skills, and competencies that students are expected to achieve, aligning with effective learning outcomes. Specific examples of how these outcomes are measured include student evaluations, unit assessments, and course progression,

showing improvement in language skills, classroom management, and other subject-specific competencies.

Curriculum. The curriculum of The Bachelato do Ensino Básiku (B. EB) meets the quality requirements and aligns with the study programme LO. The statement "the curriculum of BEB is in line with the Learning outcome and ..." must be explicitly mentioned. The courses are designed to enable the students to become proficient in teaching the Timor-Leste government's curriculum in the three cycles of Ensino Básiku. Additionally, there is an explanation of how the courses are aligned with the objectives of fostering effective teaching and ensuring that students gain the required competencies and knowledge to teach in Ensino Básiku schools (cycles 1, 2, and 3). The content includes institutional, foundational, and professional courses, ensuring a natural progression in skills and knowledge acquisition. The assessment and evaluation processes are also outlined, aligning with the learning outcomes and ensuring that students are meeting the educational objectives set by the program.

Admission Requirements. The admissions process involves academic and non-academic evaluations, such as entrance examinations in Portuguese, Tetun, English, Mathematics, and General Knowledge, along with personal interviews. Moreover, admission requirements involve broader considerations like justice and inclusiveness. In ICFP's case, the interview process involves grading applicants based on their answers and motivations for becoming teachers, which allows the institution to ensure the selection of candidates who are academically capable, passionate, and aligned with the institution's values. There are two enrollment periods each year – one at the end of the year for current school leavers and a second period in January to ensure that all school leavers can apply to be teachers.

Student Workload. The student workload in academia at ICFP refers to the total time and effort students invest in various learning activities. This includes in-class time (contact hours) and self-directed study, which are integral to achieving the learning outcomes of the course or program. The workload is designed to align with the program's objectives, including preparing students for practical, real-world teaching experiences. It is also quantified regarding weekly hours to ensure students can manage their time effectively. This balance helps educators design a well-rounded curriculum considering diverse tasks, allowing students to succeed academically.

c. Conclusion

The criterion is **fulfilled**.

2. Pedagogical Practices

Pedagogical practices encompass educators' strategies, methods, and techniques 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 and learning process for holistic development.

a. Evidence

- Self-Evaluation Report
- Discussion during the on-site assessment
- Microteaching Guideline
- Teaching Practice Guideline and Manual
- 4 and 8 Lesson Plan and Sample exam item
- 5 Sample Teaching Materials
- Guideline for Inclusive Education
- 25 Teaching Practicum Guidelines
- Internship Guidelines

b. Experts Evaluation

Instructional Strategies. There is an apparent reference to systematic approaches educators at ICFP use to enhance the effectiveness of learning experiences. The teaching methods at ICFP involve a variety of approaches, including lectures & presentations, group work & discussions, discussions and feedback, hands-on activities & micro-teaching, and the integration of multimedia and technology. These strategies cater to diverse learning styles and help students retain and apply knowledge effectively. These methods are designed to create a student-centered learning environment and to tailor instructional approaches to meet the diverse needs of learners. The method of instruction is student-centered, and so the lecturers and tutors must find strategies that include every student.

Differentiation and Personalization. In the classes, teachers quickly recognize the abilities of their students and adjust their teaching accordingly. Trainee teachers must learn to overcome nervous dispositions to present themselves confidently in public. 1. Differentiation focuses on adapting teaching methods to accommodate diverse learners within the classroom. For example, ICFP lecturers use varied instructional strategies like games, group work, and hands-on activities to engage students. They also adjust their teaching to suit students' different abilities, ensuring inclusivity in the classroom. 2. Personalization uses more individualized approaches, often integrating technology, to provide tailored learning experiences. The document refers to the customization of learning paths where students choose topics of interest or personalize

their assignments based on their background, interests, and capabilities. Both approaches aim to enhance learning outcomes by recognizing each student's uniqueness and are implemented to provide comprehensive and practical education.

Classroom Management. At ICFP, the lecturers do their best to make their lessons informative and enjoyable. Instruction periods are interspersed with light-hearted activities, such as simple spelling competitions, singing, dance movements, and video imitation. Classroom management focuses on building a positive learning space with strategies that avoid physical punishment and stress and clear behavioral guidelines. Effective classroom management ensures that students participate actively and minimizes disruptions, contributing to academic and social-emotional growth.

Micro-teaching. Implementing micro-teaching in ICFP emphasizes its central role in the teacher formation process. Micro-teaching at ICFP allows students to teach 25-minute lessons, focusing on pedagogical templates like PPP (Presentation, Practice, and Production) and TTT (Test, Teach, and Test). This process helps break teaching into manageable segments, enhancing skills like lesson opening and closing, classroom management, and reflective teaching. The activity includes feedback, making the process interactive and reflective. This method is crucial in developing the students' teaching techniques as they prepare for their teaching practicum. Students are taught several skills, such as pedagogy, communication, confidence, interaction, and classroom management skills. A teacher also gives grades to the lesson plan that students created.

Teaching Internship. The explanation about teaching internships is well written, and the teaching internship guidelines are available to guide the mentor and students. It describes the core aspects of the program, emphasizing hands-on experience, mentorship, and the application of theoretical knowledge in real classrooms. It states that prospective teachers gain practical exposure through teaching internships at various schools, where they are mentored and gradually take on teaching responsibilities. This includes understanding classroom dynamics, lesson planning, curriculum development, and student engagement, all under the supervision of experienced educators. The internship aims to help students connect theory with practice, fostering their professional growth as they adapt to different teaching environments and develop their pedagogical skills. Students will experience teaching internships in semester 1, semester 4 and semester 6 (for D3) with credits of 7, 7 and 9 respectively and different periods of 5 and 6 weeks.

c. Conclusion

The criterion is **fulfilled**.

3. Assessment

a. Evidence

- Self-Evaluation Report
- Discussion during the on-site assessment
- Sample exam questions
- Example of procedures for developing Test Questions
- Sample student exam work

b. Experts Evaluation

Assessment Alignment with Learning Objectives. The assessment alignment involves ensuring that the assessment methods, tasks, and criteria directly correspond to the intended learning outcomes of a course. It highlights the importance of designing assessments that accurately measure the knowledge, skills, and abilities specified in the learning objectives. This alignment is essential as it provides a focused and meaningful way to evaluate whether students have achieved the intended learning goals, contributing to a more purposeful educational experience. When the assessments are appropriately aligned, guide the students and help ensure they are learning the skills and knowledge intended by the curriculum, reinforcing the overall educational goals of the course or program. ICFP describes the types of assessment as summative and formative. All assessment items in every unit are checked by the Vice-Director (Quality Assurance).

Validity and Reliability. ICFP provides a procedure for developing test questions so that the lecturer can align the learning objective and ensure the knowledge, skills or competencies are measured. There is a reliable examination process that ensures consistency in measuring student abilities without undue variability or error. The assessment development process is detailed, emphasizing the content taught and the quality of the assessment in terms of educational outcomes, experience, and environment.

Fairness and Equity. Fairness and equity are very high on the agenda for ICFP staff. Most students at the institute come from poor socioeconomic backgrounds, and ICFP provides facilities for students to have similar opportunities and fairness.

Assessment Methods and Formats. The assessment methods and formats encompass various techniques to evaluate individuals' knowledge, skills, and abilities. These include Written tests, Oral exams, Practical demonstrations, Portfolios, Projects, and Simulations. These methods serve distinct purposes by measuring various aspects of learning and providing comprehensive insights into a person's understanding or proficiency in different subjects. They range from assessing

theoretical knowledge to practical application in real-world settings. It also emphasizes the importance of selecting and applying effective assessment methods to ensure a well-rounded evaluation aligned with the learning objectives. This helps accurately measure students' performance or competency levels. Written tests may include comprehension exercises, multiple-choice questions, essay writing, and short-form answers. At the same time, oral examinations include speeches, PowerPoint presentations, videos, and a formal question/answer setting. For example, students participate in their lengthy *estájiu*. The overall assessment includes their contribution to the local community and a special project, such as preparing a garden or building a flagpole.

Feedback and Improvement. The lecturers and tutors are expected to return corrected assessment items within a week of their submission and give feedback concerning teaching presentations at the conclusion of the lesson. Utilizing the feedback to refine teaching methodology is still needed for ongoing improvement.

c. Conclusion

The criterion is **fulfilled**.

4. 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 endeavors.

a. Evidence

- Self-Evaluation Report
- Discussion during the on-site assessment
- Strategic Plan of Faculty
- The operational work plan of the faculty
- MoU Documents and Reports

b. Experts Evaluation

Staff Development. Each semester, the teachers discuss their work and their professional development needs with the Vice-Director (Quality Assurance), and there is an interview with the Director at the end of the academic year. Several staff development programs have been conducted online and offline since 2023, and several were planned for 2025. Furthermore, three senior lecturers have been accepted as doctoral students at UNY Indonesia.

Student Support and Services. The Student Support Services at ICFP encompass many resources for students' holistic development and success. • First-year Orientation: new students are introduced to ICFP's policies, academic requirements, and support services during orientation days. • Counseling: Staff with counseling backgrounds can support students, especially in emotional and personal challenges. • Academic Advising: ICFP offers mentoring programs where lecturers are assigned small groups of students to guide them academically. Career Guidance: ICFP assists students in job preparation, including activities like mock interviews and workshops. • Health Services: Health support includes emergency funds for medical needs. Students are also taken to clinics or hospitals when required. • Student Accommodations: While ICFP does not provide housing, they offer financial assistance for students facing economic hardships. • Facilities for Disabled Students: ICFP ensures accessibility for students with mobility challenges by relocating classes to more accessible rooms. Extracurricular Activities: The institute organizes various extracurricular activities such as sports competitions and cultural events. Overall, the

support system at ICFP promotes personal, academic, and career development, providing students with the necessary resources to overcome obstacles and succeed.

Funds and Equipment. There are six dimensions for the allocation of financial resources: Improvements to facilities, Non-recurrent expenditure, Staff costs, Project activities, Project administration, and Other recurrent costs such as maintenance of property, resources, and vehicles. For research, it is reported that Lecturers with a Master's Degree are required to do one piece of relevant research each year. There is a payment of \$400. If the research is published there is a further payment of \$300. Every year, the budget is about \$8,400 for research that focuses on improving teaching the Timorese curriculum for cycles 1,2 and 3 of Ensinu Báziku.

Cooperation and Partnership. ICFP has applied several collaborations, such as research collaboration, partnerships with industry and business, international collaboration, and exchange programs. In addition, there is a process of evaluating Continuous Improvement of Partnerships. ICFP mentioned that they have several partnerships for students' internships, research, etc. The implementation of cooperation and partnership is also described clearly by the employer.

Technology and Digital Resources. The technology and digital resources at ICFP academia encompass integrating digital tools, platforms, and resources to enhance teaching, learning, and research. According to the self-evaluation report, the concept of integrating technology into the curriculum is a priority. This includes access to computer labs, online platforms, and multimedia resources that support both learning and collaboration, where students engage in research, prepare assignments, and create digital presentations using PowerPoint and video tools. Additionally, the COVID crisis initiated online learning through platforms like WhatsApp, which continues to be used for communication and assignments. ICFP is also preparing an e-learning platform to launch in 2025 to support remote learning further.

Additionally, ICFP utilizes digital libraries, such as access to the Directory of Open Access Journals (DOAJ). Professional development for both students and staff in the use of educational technology is emphasized, and innovative pedagogical methods like video production and data analysis software are being introduced. This optimal use of technology fosters engagement and prepares students for a digitally driven world.

c. Conclusion

The criterion is **fulfilled**.

5. 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 programs, 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.

a. Evidence

- Self-Evaluation Report
- Discussion during the on-site assessment
- Research and Community Service Guidelines
- List of research and community service publications of lectures

b. Experts Evaluation

Staff Involvement in Research and Community Service. The involvement of staff at ICFP in research and community service refers to their active participation in academic investigations and outreach initiatives. This encompasses their dedicated contributions, expertise, and commitment to conducting research projects and collaborating with communities to address societal needs. Specifically, the staff's involvement includes improving the teaching of the Ensinu Báziku curriculum through research, sharing findings with local teachers, and engaging in relevant community service programs. ICFP just developed an ethics and research investigation commission to handle investigation and research. Every Research in ICFP will get 400 USD for funding and additional incentives after they publish their research paper in an international journal. Every year, the lecturer shares the research results related to educational problems as well as training for teachers in Baucau, and the alumni also confirm it.

Student Involvement in Research and Community Service. Student involvement in research and community service activities at ICFP is evident. Students are actively engaged in research and community service through various faculty-led initiatives. Specifically, Research Participation: Third-year students are required to undertake a

major research project that forms a critical part of their final year. They often conduct research projects in their home villages and present findings in a monograph format as part of their EDET 301 unit.

Staff's Productivity in Research and Community Service. ICFP lecturers conducted research at Ensinu Báziku schools, especially in Baucau Municipality. The research focuses on improving the teaching and learning of subjects in the Timorese Government curriculum. ICFP lecturers conducted research at the Ensinu Báziku school, especially in Baucau City. This research focuses on improving the teaching and learning of subjects in the Timorese Government curriculum. The research results are disseminated to teachers through workshop activities every year. Twelve lecturers published a book on their research in November 2021, and it was distributed to all tertiary institutes, including the ANAAA, IP, Ministry of Education and the Ministry of Higher Education, Science and Culture. It shows the research productivity. Besides, several were given opportunity to present their paper in international conference. Every Research in ICFP will get 400USD for funding and additional incentive after they publish their research paper in international journal. Twelve lecturers published a book on their research in November 2021 and it was distributed to all tertiary institutes. There are eight researcher that actively doing research.

c. Conclusion

The criterion is **fulfilled**.

6. Transparency and Documentation

a. Evidence

- Self-Evaluation Report
- Discussion during the on-site assessment
- Teaching Materials
- Diploma Supplement
- Document of graduate tracer study instrument
- Result of graduate tracer study

b. Experts Evaluation

Modul Description. 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. Regarding the workload distribution in the module, The lecturer must ensure that the workload is distributed appropriately among the different components of the modules. A balance of coursework, readings, assignments, practical sessions, and research must be balanced to ensure a comprehensive and diverse learning experience. The link shows exemplary modules.

Diploma Supplement. The diploma supplement (transcript) in ICFP includes the names of units, credit hours, and any specializations undertaken during the study of the degree. It also contains the skills that students have already achieved. Students also get a diploma certificate and transcript. ICFP has diplomas and academic transcripts for 3-year (B.EB) and 4-year programs (L.ED).

Service Friendliness. The usual method of response is in-person interactions with the Deputy Directors, who then advise and seek extra help whenever and wherever possible.

Graduate Performance Information. ICFP conducts annual surveys of graduates at the Graduation Ceremony to learn about their post-graduation achievements, employment, and other helpful information. graduation, the graduation booklet lists outstanding academic achievements.

Relevant Rules. The SER (Self-Assessment Report) does not describe the guidelines, policies, or regulations that govern conduct, standards, assessments, and operations within educational institutions. ICFP has a complete academic guideline as an umbrella of academic rules for implementing learning.

c. Conclusion

The criterion is **fulfill**

7. Quality Assurance

a. Evidence

- Self-Evaluation Report
- Discussion during the on-site assessment
- Staff and student ethics and guidelines
- Documentation of evidence of the development of staff

b. Experts Evaluation

Internal Quality Assurance and Continuous Improvement. Quality assurance is described as being applied in ICFP. One example is the quality assurance of teaching and learning. However, the guidelines still need to be shown and attached. There are 2 deputy directors; one is responsible for quality assurance, and their leader does the internal quality assurance. An assessment report is given to the lecturer at the end of the semester. There is an Academic and Department Guidelines Book ICFP Baucau.

Student Involvement. Student involvement is an integral part of the Quality Assurance process at ICFP. Not only are the end-of-semester unit evaluations treated seriously to ensure best practices in terms of curriculum and presentation, but the student Senate, with representatives from each year group, provides leadership with advice to the Deputy Director. Every student is expected to complete a detailed evaluation of their perceptions and performance in every unit in which they are enrolled.

Staff Involvement. ICFP staff members are active in the quality assurance processes that maintain academic standards. The IT department has set up a website to access information about ICFP by staff, students, and anyone interested in the institute's work.

External Stakeholder involvement. Each year, at graduation, a short survey is given to both Bachelor of Teaching and Licentiate graduands to obtain information that also indicates the employment of new teachers for that year. This helps ICFP ascertain what happens to students when they leave the institute.

Data Collection, Analysis, and Interpretation. The data collection obtained in end-of-semester evaluations covers the teaching and learning processes used in the 16 weeks of classes. It includes self-evaluation, the availability of resources to support learning, teacher participation, and teacher attitudes toward teaching and the students themselves. All teaching staff participate in evaluation feedback and complete reports for discussion with the Deputy Director – Quality Assurance. The final, There is no discrimination among staff members, and they are encouraged to express their responses freely during staff meetings.

c. Conclusion

The criterion is **fulfilled**.

E. Recommendation of the panel of experts

1. Study Programme

The name of the study program is Bachelato do Ensino Básiku (B. EB) in Instituto Católico para a Formação de Professores (ICFP). It described the study program clearly and concisely. The audience would easily understand and be able to gain information about the uniqueness and purposes of the course. ICFP is the only university that produces primary and lower secondary teachers in Timor Leste. The ICFP study program clearly outlines specific knowledge, skills, and competencies that students are expected to achieve, aligning with effective learning outcomes. The curriculum of The Bachelato do Ensino Básiku (B. EB) meets the requirement quality and aligns with the study programme LO. The courses are designed to enable the students to become proficient in teaching the Timor-Leste government's curriculum in the three cycles of Ensino Básiku.

2. Pedagogical Practices

The teaching methods at ICFP involve a Variety of approaches, including lectures & presentation, group work & discussions, discussions and feedback, hands-on activities & micro-teaching, and the integration of multimedia and technology. The instruction method is student-centered, so the lecturers and tutors must find strategies that include every student. There is a multimedia room that is used to explore lesson resources. Besides, The library is one of ICFP's mainstays to encourage students to study with several books in at least 3 languages, namely Portuguese, English, and Indonesian. Several lecturers are from Australia and Portuguese. Through the interview with students, they are trained to be self-confident enough to stand in front of the class and teach students. At ICFP, the lecturers do their best to make their lessons informative and enjoyable. Instruction periods are interspersed with light-hearted activities, such as simple spelling competitions, singing, or dance movements, imitating a video.

3. Assessment

The assessment highlights the importance of designing assessments that accurately measure the knowledge, skills, and abilities specified in the learning objectives. ICFP describes the types of assessment as summative and formative. All assessment items in every unit are checked by the Vice-Director (Quality Assurance). However, the instrument for checking the quality of the formative assessment still needs to be completed. All students are treated equally and provided with equal opportunities during assessments. It involves designing exams and tests free from bias and sensitive to cultural, linguistic, and socioeconomic differences. Written tests may include comprehension exercises, multiple-

choice questions, essay writing, or short-form answers. At the same time, oral examinations include speeches, PowerPoint presentations, videos, and a formal question/answer setting. For example, students participate in their lengthy *estájiu* the overall assessment, which includes their contribution to the local community and a special project, such as preparing a garden or building a flagpole—the example assessment under the manual system used. The assessment instrument used to Verify the assessment needs to be improved.

4. Resources

The resources consist of lecturers and staff, students, funds and equipment. The teachers discuss their work and professional development needs with the Vice-Director (Quality Assurance) each semester. The Director is interviewed at the end of the academic year. Professional development of lecturers becomes a regular activity; several staff development programs have already been conducted online and offline since 2023, and several are planned for 2025.

5. Research and Community Services

Students are involved in research. They can help teachers collect data, such as questionnaires in classes or observations. The productivity of research is also shown by books written by lecturers. However, the ICFP has just started to develop a research bureau that maintains research and community services. Therefore, it recommends the regulation of both research and community services.

6. Transparency and Documentation

Transparency and documentation are crucial since they ensure openness in administrative processes, fostering trust among stakeholders by providing accessible information about decisions, policies, and resource allocation. The ICFP website needs to be improved for transparency of information and documentation.

7. Quality Assurance

There are two deputy directors, one of whom is responsible for quality assurance. Their leader handles internal quality assurance. ICFP needs a bureau that focuses on quality assurance and consists of more than one person. Quality assurance in ICFP is still limited, and most of it is related to the teaching and learning process. It also needs quality assurance for other aspects with standard operational procedure documents.