THE ACCREDITATION COUNCIL
FOR EDUCATION

LAMDIK

Accreditation Report

Bachelor's Degree Programme

English Language

Instituto Superior Cristal (ISC)

2024

Table of Content

A. Decision of the Accreditation

Based on the Accreditation Panel's meeting on October 29, 2024,

the ACE's Accreditation Panel stipulates:

1. The English Language study program at the Faculty of Education, Instituto Superior Cristal (ISC) meets ACE's standards and criteria
2. and is granted the status of "Accredited," valid until December 13, 2027.

B. The Study Program Accreditation Data

1. The Study Program Identity:
   a. Study Program: English Language
   b. Education level: Bachelor
   c. Faculty: Education
   d. Higher Education Institution: Instituto Superior Cristal (ISC)
   e. Website: https://isc-tls.com/
2. On-site Assessment Date: 29 – 30 October 2024
3. Panel experts:
   a. Coordinator: Prof. Dr. Suryanti, M.Pd. Universitas Negeri Surabaya
   b. Assessor 1: Prof. Dr. Anam Sutopo, S.Pd. M.Hum. Universitas Muhammadiyah Surakarta.
   c. Assessor 2: Prof. Dr. Putu Kerti Nitiasih, MA. Universitas Pendidikan Ganesha
   d. Local experts: Prof. Dr. Phil. Ikhfan Haris, M.Sc.
4. The criteria used:
   a. General Guidelines for International Accreditation of Educational Study Programmes.
   b. Guidelines for Writing Self-Evaluation Reports International Accreditation of Educational Study Programmes.

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.
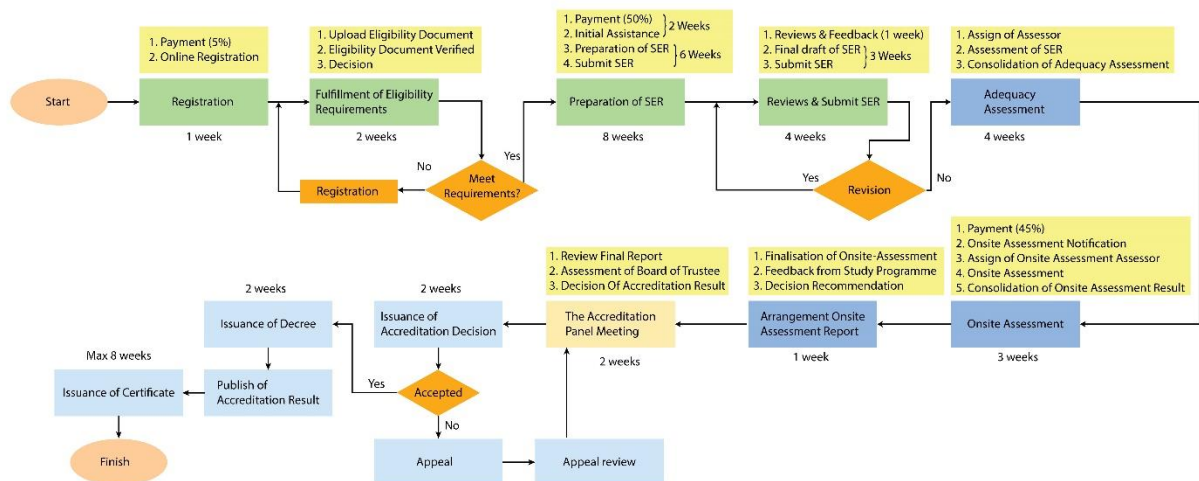

Figure 1. The Accreditation Procedure Flowchart

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.

1. **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.

2. **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.

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

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

4. **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 on the study program or university website and/or uploaded to cloud storage. The study program uploads the SER to SIMALAMDIK.

5. **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.

6. **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.

7. **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.

8. **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).

9. **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
- Operational Permit of Study Program
- Accreditation by ANAAA
- The Structure of the English Language Department Curriculum
- New Students Admission Guideline
- Syllabus and Lesson Plan

b. Experts Evaluation

Name of the Study Programme. The name of the study program is the English Language Department, Faculty of Education of Instituto Superior Cristal (ISC). It has encapsulated its essence and focus but does not serve as an identifier communicating its content, objective and distinctiveness. The focus of the study program is education, and the graduate of this study program will become a professional teacher in the pre-secondary, secondary, and vocational schools and respond to the importance of foreign language in Timor Leste. The name of the English language Department is more transparent and reflective of the program's core subject matter. The description of the SER for the English Language Department meets the criteria of 'clarity of purpose' to a reasonable extent such as having a clear intent to give a chance to all Timorese citizens who have completed their secondary school to continue their studies to a higher level; and having a clear objective of the study program to produce graduates, not only working as an English teacher but they also have great potential opportunity to work in various places either local or international. The study program's uniqueness differs from that of other foreign language departments in several universities in Timor–Leste, namely Timorese Language Teaching.

Study Programme's Scientific Vision. The vision of the English Language Department, Faculty of Education of ISC has yet to reflect the scientific vision. However, it still is the institution's vision. This English Language Department, Faculty of Education of ISC, is "A leading department in Interdisciplinary Research and

Innovative Pedagogy with Technological Integration to prepare a Professional English Teacher with moral ethics, integrity, and ability to solve current educational problems in a diversity." It has not embodied a commitment to understanding and advancing knowledge in a specific field through rigorous inquiry and research. It needs to prioritize empirical methods, critical thinking, and evidence-based conclusions. It still shows the institution's vision rather than the Scientific vision. The vision has yet to embody a commitment to understanding and advancing knowledge in a specific field through rigorous inquiry and research. It needs to prioritize empirical methods, critical thinking, and evidence-based conclusions. It still shows the institution's vision rather than the Scientific vision. The vision meets the prescribed quality guidelines. It has been formulated more precisely to reflect the study program's essence, focus, and objectives.

Learning Outcomes of a Study Programme. The English Language Department, Faculty of Education of ISC has twelve program learning outcomes (PLO), which can be achieved through the English Language Department core curriculum. The program learning outcomes are divided into three components: Knowledge has three program learning outcomes, Skill has five program learning outcomes, and ability has four program learning outcomes. The description of each program learning outcome provides a clear framework for educators to design teaching strategies. Effective learning outcomes also have yet to be measurable in the program's goals. The learning outcomes are pretty straightforward, so they meet the quality criteria of clarity and specificity, but the criteria of measurability need to be reformulated to show what the students need to be able to demonstrate.

Curriculum. The English Language Department, Faculty of Education of ISC has reviewed its Curriculum twice; first, the study program utilized "the Curriculum Padrão Minimu" and then changed it to the Curriculum ECTS. In 2024, the Ministry of Higher Education of Timor-Leste established a new curriculum called the National Standard Curriculum (CPN in Portuguese Terms), which is mandatory for all universities in Timor-Leste, both public and private, to adopt. In the academic year 2024, the English Language Department has used the new Curriculum recommended by the Ministry of Higher Education of Timor–Leste. There are 180 credits with 40 subjects of courses in the ELD FE ISC. However, the Curriculum has not briefly encompassed learning aims, objectives, subject matter contents, teaching strategies, assessment methods, and learning outcomes. In addition, the Curriculum has already considered the sequences, the content, and the method to facilitate learning, but inclusivity needs to be

reconsidered. The Curriculum has met Timor Leste's national curriculum guidelines. It needs to develop to be an international standard curriculum (its content).

Admission Requirements. The English Language Department, Faculty of Education of ISC has had the Admission requirements that refer to the qualifications, criteria, or conditions individuals must meet to be considered for acceptance into an educational program, institution, or course of study. Information about the selection of new students is available on the university's and the department's websites. Admission requirements refer to the qualifications, criteria, or conditions individuals must not meet to be considered for acceptance into an educational program, institution, or course of study. The admission requirements meet the academic quality criteria in the sense that the criteria are based on high school academic achievements. The selection of new students for the English Language Department is conducted once a year. Information about new student selection is available on the university's and the department's websites. The Bureau of Academic Administration (BAAK) coordinates the selection procedures. Admission has academic and non-academic requirements. So far, the English Language Department doesn't have disabled students. Still, the study program also gives a chance to them continue their study in this respective program with equal treatment as other students, as stated by UNESCO, "No one is left behind." It means the admission requirements, such as justice and inclusion, have yet to be considered critical. The admission requirements of ELD should consider critical issues such as justice and inclusiveness.

Student Workload. The student's workload in the English Language Department, Faculty of Education of ISC refers to the total time and effort students invest in various learning activities: Credits, Meetings Time, Theory, Practice, Theory and Practice, Tutorial and Self-study Total Horas. It encompasses both contact hours (in-class time) and self-directed study. The English Language Department defines the students' workload based on the credit attributed to each discipline within the Curriculum of the English Language Department. The complete description of students' workload from 1st semester until 8th semester: 1 credit = 27 minutes. Students' workload for every semester is 30 credits. There are clear explanations of how the workload is distributed across different courses. Data shows how many hours per week the students spent on lectures/seminars, assignments/projects, exams/assessments, preparation, practical work, Sel, study/revision, and group work. It also needs to inform the workload intensity between semesters or academic terms.

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. They also include 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.

a. **Evidence**
- Self-Evaluation Report
- Discussion during on-site assessment
- Microteaching Guideline
- Teaching Practice Guideline and Manual

b. **Experts Evaluation**

Instructional Strategies. The various pedagogical practices applied by teachers of the English Language Department, Faculty of Education of ISC are Aligned with Communicative Language Teaching (CLT), Integrate Language Skills, Use Authentic Materials, Promote Critical Thinking, Provide Scaffolded Support, Encourage Active Learning, Differentiate Instruction, Assess Progress Meaningfully, Reflect on Practice, and Cultural Sensitivity and Awareness. At the same time, the instructional strategies used in English language teaching are Communicative Language Teaching (CLT), Task-Based Learning, Differentiated Instruction, Use of Authentic Materials, Interactive and Collaborative Learning, Technology Integration, Formative Assessment, Literature-Based Approaches, and Reflective Practice, The use of multimodal Learning sources and Authentic Materials for learning. The material incorporated real-life texts, videos, audio recordings, and other authentic materials that expose students to natural language use and cultural contexts, enhancing language learning and cultural understanding. They all accommodate diverse learning styles, preferences, and abilities among students.

Differentiation and Personalization. The English Language Department, Faculty of Education of ISC, has used differentiation and personalization. Differentiation consists of content (teachers modify what students learn), process (differentiating the way students access information or demonstrate learning), product (allowing students to express understanding in various ways), environment (adapting the learning environment to meet students' sensory needs, seating arrangements, and classroom routines that support their learning styles). Personalization includes adapting learning

paths (allowing students to choose topics, projects, or activities that align with their interests, goals, and learning preferences); individual learning plans (developing customized plans that outline learning goals, strategies, and assessments based on each student's strengths and areas for growth); student-centered approaches (development autonomy and ownership of learning by encouraging students) feedback and reflection (providing personalized feedback and opportunities). The differentiation and personalization could be shown in the customization content in which Teachers modify what students learn, such as providing different reading materials or resources at variable difficulty levels based on individual readiness. It is also stated that the instructional content has been tailored to accommodate the unique learning requirements of learners by considering the process of learning such as differentiating the way students access information or demonstrate learning, such as offering alternative ways to explore a topic (e.g., through visual aids, group work, or independent study); the student's product such as: allowing students to express understanding in various ways, such as through presentations, written reports, multimedia projects, or creative assignments. However, it fails to explain the varied depth, and complexity of the supplementary materials provided to accommodate diverse learning paces, interests, and proficiency levels among students. The differentiation and personalization in ELD EF ISC can enhance the effectiveness of teaching and learning tasks by addressing diverse language proficiency levels among students, catering to different learning styles and preferences, encouraging deeper engagement and motivation, and supporting individualized language acquisition.

Classroom Management. The English Language Department, Faculty of Education of ISC, has applied steps and strategies contributing to good classroom management. They are Establish Clear Expectations (Setting and communicating clear rules, procedures, and expectations for behavior and participation in English language activities). Build Positive Relationships (Fostering positive relationships); Organize the Physical Environment (arranging seating in a way that facilitates communication and collaboration) Use Effective Communication (using clear and concise language when giving instructions or explanations); Encourage Active Engagement (Incorporating interactive and hands-on activities) Monitor and Assess Progress (Continuously monitoring students' language proficiency and comprehension during English language activities) Manage Behaviour Effectively (Implementing consistent and fair discipline strategies) Support Differentiated Learning (Recognizing and accommodating the diverse needs, learning styles, and language proficiency levels of students in the classroom); and Reflect and Adjust (Regularly reflecting on classroom

management practices). Classroom management has clear expectations by setting and communicating clear rules, procedures, and expectations for behavior and participation in English language activities. This ensures students understand what is expected of them during lessons, group work, and discussions. However, it needs more description of various strategies for establishing and reinforcing rules, routines, and procedures adapted to create an environment that promotes learning and encourages positive student behavior.

Micro-teaching. Students of ELD FE ISC may be required to complete foundational courses in education or language studies before enrolling in the microteaching subject. The compulsory subjects the students must take before microteaching are teaching methodologies, educational psychology, teaching and learning strategy, language testing, and teaching assessment. To ensure the implementation of microteaching, the English language department establishes criteria or steps to guide students, namely: planning and preparation (identify objectives and design lesson plans); implementation (form small groups and teaching sessions); observation and feedback (structured observation and peer feedback) reflection and discussion (self-reflection and group discussion) re-teaching (implement feedback and second teaching session) evaluation (assess progress and document outcomes) continuous professional development (ongoing practice and focus on language skills, use authentic materials, integrate technology and cultural context, and feedback on pronunciation and intonation). The ELD FE ISC also has established or used a comprehensive rubric for assessing microteaching performance in the English Language Department, which involves defining clear criteria and performance levels. The microteaching has already developed the targeted skills of the students, and the lesson design has been stated comprehensively, including introduction, main activity, and closing. The study program needs to add the Reflection part for doing the microteaching.

Teaching Internship. A teaching internship in the English Language Department provides students with practical, hands-on experience in teaching English, allowing them to apply theoretical knowledge in real classroom settings. It offers a teaching internship or teaching practice program to the study program students in semester six (6). The duration of teaching practice is three to four months. During the teaching internship period, the students are always accompanied by their advisor lecturer, incorporated with a local English teacher in the respective school. The Teaching Internship in the English Language Department is designed to provide prospective educators with practical experience and a comprehensive understanding of teaching methodologies, classroom management, and curriculum development. The study

program has had a Teaching Practice Guideline and Manual. The teaching internship has met the criteria of learning objectives and Goals, classroom experiences and responsibility and the integration with theory and practice, which is essential in the internship program.

c. **Conclusion**
The criterion is **fulfilled**.

3. **Assessment**
   a. **Evidence**
      - Self-Evaluation Report
      - Discussion during the on-site assessment
      - Lecturers' CV, Lecturers' Certificate and Lecturers' Diploma
      - Counseling Guideline
      - Inclusive Education Guideline
      - Examination Guideline
      - Sample of Exam Questions
   b. **Experts Evaluation**

   Assessment Alignment with Learning Objectives. The English Language Department, Faculty of Education of ISC has applied assessment alignment with the learning objective. The English language department conducts the assessment based on the teaching and learning outcomes and topics in the syllabus and lesson plan. The study program uses the essential domains of Bloom's taxonomy to align with the learning objective. Implementation strategies of assessment alignment with learning objectives use curriculum mapping, rubrics, formative assessments, summative assessments, student feedback and Continuous Improvement. The assessment meets the quality criteria of Assessment design, cognitive level, timely and sequential assessment, performance and behavioral objectives.

   Validity and Reliability. The English Language Department, Faculty of Education of ISC, has implemented validity and reliability in the assessment and evaluation processes. It may improve the quality of education and the accuracy of measuring student learning outcomes. The validity applied by ELD FE ISC is Content Validity, Construct Validity, Criterion-Related Validity and face validity. At the same time, the reliability used by the ELD FE ISC is Test-Retest Reliability, Inter-Rater Reliability, Internal Consistency and Parallel-Forms Reliability. The Implementation Strategies for applying validity and reliability in the assessment and evaluation processes are Designing Assessments, Training Educators, Continuous Improvement and feedback mechanisms. The assessment developed also adheres to the required quality criteria of Test Construction and meets the quality criteria of scoring consistency and grading criteria.

   Fairness and Equity. The key strategies applied by the English Language Department study program Education Faculty, Instituto Superior Cristal to promote fairness and equity are Curriculum and Pedagogy (Inclusive Curriculum, Culturally Responsive Teaching, and Differentiated Instruction), Faculty and Staff (Diverse Hiring Practices, and Professional Development); Student Support (Equitable Access to Resources,

Support Services and Mentorship Programs); Policies and Practices (Anti-Discrimination Policies, Transparent Decision-Making and Regular Assessment) Community and Culture (Inclusive Events and Activities, and Open Dialogue) Outreach and Engagement (Community Partnerships and Accessible Communication). It is stated in the SER that based on the Curriculum and pedagogy, They implemented an inclusive curriculum that ensures the Curriculum represents diverse voices, perspectives, and literary traditions, including works from various cultures, genders, and socioeconomic backgrounds.

Assessment Methods and Formats. The assessment methods and formats which is usually utilized by the English Language Department study program Education Faculty, Instituto Superior Cristal are Examinations and Tests (Written Exams, Oral Exams and Listening Tests), Assignments and Essays (Research Papers, Creative Writing and Analytical Essays); Projects and Presentations (Group Projects and Individual Presentations); Quizzes (Vocabulary Quizzes and Grammar Quizzes); Portfolios (Writing Portfolios and Reading Journals) dan Class Participation (Discussion Participation and Peer Review). Varieties of assessment methods and formats are utilized to measure student learning, such as essays, multiple-choice, presentations, practical exams, and projects, which are employed to assess diverse cognitive skills and accommodate varied learning styles. It describes a variety of assessment strategies, such as peer assessment. However, it needs to show that they are innovative assessment strategies incorporated into the evaluation process. However, it needs to meet the criteria of the quality specifications of Ethical Assessment Integration for Students and Staff, Technology Integration and Innovation.

Feedback and Improvement. Feedback and improvement processes used by the English Language Department study program FE ISC are crucial for students' development and mastery of the language. These processes help identifying areas of strength and weakness, providing students with clear guidance on how to improve their language skills. The methods of feedback used by the by the English Language Department study program Education Faculty, Instituto Superior Cristal are written Feedback (Margin Comment, End Comment and Rubrics) and oral feedback(One-on-One Conferences, Class Discussion, and Peer Feedback). In contrast, strategies for Improvement used by the English Language Department study program Education Faculty, Instituto Superior Cristal are Revision and Editing (Draft Submissions and Writing Workshops), Skill-Specific Practice (Targeted Exercises and Language Labs), Personalized Learning Plans (Individual Learning Plans and Goal Setting); Additional Resources (Supplementary Materials and Tutoring) and Continuous Feedback

(Formative Assessments and Feedback Follow-Up). Incorporating feedback into the Curriculum may consist of Feedback Integration (Responsive Teaching and Feedback Sessions) or Collaborative Learning (Group Work and Discussion Forums). The Feedback and Improvement meet the quality criteria of Formative Feedback for ongoing Improvement and individualized Feedback, as well as the criteria for feedback Encouraging metacognition and Goal Setting, quality expectations of feedback and in alignment with Learning Objectives and quality criteria of Quality and timeliness of Feedback.

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
- Agreement of Academic Cooperation and Exchange
- National Stakeholder
- International Stakeholder

b. Experts Evaluation

Staff Development. The English Language Department, Education Faculty Instituto Superior Cristal has implemented the staff or lecturers development programs. This Staff development aims to increase staff members' professional knowledge, skills, and attitudes to improve students' learning. Staff Development meets the quality criteria of Training Needs Assessment, Strategic Professional Development Allocation, and the Customized Development Plan covering Staff wellbeing enhancement and quality level of Long-term Professional Growth and Retention Strategies. The English Language Department develops the staff or lecturers through the following activities: Upgrade the lecturer's level of study from licentiate to master and master to doctoral level; English Pedagogical Training; ICT course; Portuguese course; Research Methodology training; Participate in local and international joint research; Joint international journal publication with national and international universities; Joint teaching with English guest lecturer from USA.

Student Support and Services. The type of student service found in the English Language Department, Education Faculty Instituto Superior Cristal is Academic Advising (Academic Advising is one of the instruments undertaken by the English language department through the academic supervisors with the objective that the students would comprehend the contexts of a subject that are going to program in every early semester); Guidance and counseling (providing Guidance and Counselling to the students who have academic problems); Extracurricular activities (Organising the academic activities such as; Sport, Scientific competition, Music and art. Other extracurricular activities in the English language department are Tour guide, English

club and English camping); Development of soft skills (developing knowledge and ability of students; the English language department always creates activities); Scholarship /student aid (Dissemination of the scholarship and activity) and Health service (First Aid and Blood donation).

Funds and Equipment. Funds in a university context refer to financial resources allocated for various purposes, including research, infrastructure, scholarships, and operational expenses. The Own Institution Fund in FE ISC: Average Per Year of Operational fund is 67.066.67; Average Per Year of Staff Development fund is 6,500.00 Average Per Year of Scholarship fund is 12,500.00. The total Average Per Year of Own Institution Fund is 86066.66667. The average Capital Fund Per Year of the Scholarship fund is 12,500.00. The Average Government Grant Scholarship Per Year is 3,750.00. The total Government Grant is 1250. The types of facilities belonging to ISC are Library, Laboratory, Classroom, Computer, Projector, Desktop, Printer, Table, Chairs, AC, Fan, whiteboard, Cupboard, Active speaker and Toilet. Funds are distributed for all aspects, such as the institution's operation, research and community services, staff development, and scholarship.

Cooperation and Partnership. There are four local and national collaborations conducted by the Education Faculty Instituto Superior Cristal Escola de Hospitalidade e Turismo (EHT) Becora, Dili; Escola Secundario Privada Cristal, Dili; Ensino Basico 3 Ciclo Cristal, Dili and Universidade Nacional de Timor Loro'sae. There are 6 international partnerships or collaborations owned by ISC: the US Embassy in Timor–Leste, Universitas Negeri Yogyakarta Universidade Óscar Ribas Angola, Universidade Evora Portugal, Universitas Negeri Malang, Warmadewa University Bali – Indonesia. Cooperation and partnership meet the quality criteria of Collaborative Research Initiatives, Partnership with industry or businesses, International Collaboration and Exchange Programmers. However, Evaluation and Continuous Improvement of the Partnership need to be intensified.

Technology and Digital Resources. The English language department utilizes information system facilities in supporting the teaching and learning process, such as hardware, software, e-learning, and library. Hardware: Computer Software: SPSS, Mendeley. E-learning: ISC e-library, Uma America e-library, English for Everyone.com RELO e-library, English Grammar for Everyone.com, Google Drive. Google Browsing Online Library System: Google Browsing Others: Google Books (English Books); WhatsApp. Technology and Digital Resources fulfills the quality specifications of integration of Technology in Curriculum and conforms to the quality requirements of Accessibility Resources. Traditional resources, such as textbooks and workbooks used

in the classroom and Innovative resources, such as charts, maps, videos, projectors, images, diagrams and flashcards. Besides both resources, the English language department facilitates students with an electronic library.

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
   - Community Service Guideline
   - Lecturers' Research and Community Service List
   - List of Research and Communication Publication of Lecturers

b. **Experts Evaluation**

Staff Involvement in Research and Community Service. The community service activities in Instituto Superior Cristal are usually organized under the supervision of the Vice-rector. Any community service activities carried out by the faculty must be pre-approved by the vice-rector before its implementation. After the activities have been implemented, the report of the activities should be fed back to the vice-rector III offices. There is a set of procedures in place for the faculty and the program of study to follow, and this includes the requirement of a supervisor assigned to oversee the implementation of the activities, the duration of the activities, and the aggregation of the number of students allocated to specific locations of the activities. Based on ISC guidelines for community engagement, the study program, through proposed activity in this regard, will be given to the dean for the reviewing process before the proposal is sent to the vice-rector for final evaluation and approval. The implementation schedule of the community service activity depends on the duration of the service. In addition, the human resource unit of ISC is also obligated to provide the academic staff with a set of performance indicators concerning community service activities aside from the teaching and learning activities that the academic staff performed.

Student Involvement in Research and Community Service. Students' involvement in research and community service needs to meet the prescribed quality of learning outcomes, student participation models, mentorship and supervision, diversity and industry, and fulfill the quality specifications of Impact Assessment on Students. It is also stated that In the last three years, the Students of the English language department haven't been involved in Community Engagement Activities, such as realized Teaching Practice, Social Services and Free English Courses at Escola de Hospitalidade e Turismo Becora, Dili, and Pre and Secondary School of Cristal, Balide, Dili. The primary purpose of those activities is to promote and attract third-grade students of both schools to continue their studies in this respective program once they complete their secondary-level studies—the research and community service activities in which students of the English language department are involved. Check the research report whether students are involved.

Staff's Productivity in Research and Community Service. Every lecturer in this study program has to do research based on the subject they teach. Besides that, the study program cooperates with national and international universities to do national and international joint research. So far, the English language department lecturers have realized and published some research activities and one or two are in progress. Staff Productivity in Research and Community Service fulfills the quality specifications of Research Quality and Impact, Community Services Relevance and Effectiveness, Professional Development, and Collaboration and Partnership. The lecturers do ten international research. Meanwhile, there is only 1 activity in line with community service from 2021 to 2023.

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
      - Tracer Study Document

   b. **Experts Evaluation**

   Modul Description. Some modules from the established book contain comprehensive documentation that ensures that those modules are well-understood and can be effectively utilized and maintained by the educative staff and students. More information needs to be provided in line with the specific module that guides prospective students, providing essential information about the course content, learning outcomes, prerequisites, and assessments published by ISC. Modul description fulfills the quality specifications of alignment with Learning Outcome; It also fulfils the quality criteria of Prerequisites and Dependencies, Resources and Materials, and Adaptability and flexibility. There are 28 modules found.

   Diploma Supplement. There needs to be a description and document link in line with the diploma supplement that provides comprehensive details about the completed academic program, including course descriptions, grades, qualifications obtained, and the context of the national education system. The available link is about the certificate of recognition or competition. The Diploma Supplement must meet the prescribed quality criteria of Supplementary Information in Diploma Supplements, The Comprehensiveness of Course Information, Inclusion of Additional Achievement, and specifications of Explanation of the National Education System. It also needs to meet the criteria of clarity of Academic Achievement, even though nine diploma supplements were found.

   Service Friendliness. There is no description and factual data in line with service friendliness in Education Faculty Instituto Superior Cristal. The information given is the normative explanation relevant to transference. Service Friendliness doesn't meet the prescribed quality of Accessibility of Support Services, responsiveness to Student Queries, and Provision and Adequate Facilities specifications.

   Graduate Performance Information. There is information related to how comprehensive the information is provided regarding the academic performance of graduates, such as graduation rates, honors distinctions, and any special recognitions achieved. There are also descriptions of the extent to which the graduate performance

information aligns with the intended learning outcomes of the academic programs and doesn't conform to the quality requirements of Longitudinal Data and Alumni Success. The graduate performance of the English department is known from every tracers study, which is conducted through the distribution of questionnaires to the several schools or offices where the graduates are teaching/working. There are 18 or 72% who became English teachers who are now teaching in the different levels of schools. Three persons, or 12%, are now working in the armies of Timor Leste (FFDTL), and the other four persons, or 16%, are working in non-government organizations (NGOs). the alignment with the learning outcome is 18 persons, or 72%, who are not teaching English as the intended learning outcomes that reflect the graduates' skills and competencies. Another 3 persons (12%) are armies, also considered to be the alignment of learning outcome because they are the instructors or English trainers for the staff in the institution of FFDTL. Therefore, the 21 persons (84%) are aligned with the specification program learning outcome.

Relevant Rules. Relevance Rules don't fulfill the quality specifications of Clarity and Accessibility, Consistency in Policy Application, and adaptability to Changing Educational Contexts. Relevance Rules don't conform to the quality requirements of student rights and Responsibilities and alignment with Ethical Standards. The term "relevant rules" can refer to regulations, guidelines, or policies pertinent to a specific context, field, or situation. More specific and factual data needs to be provided in line with the rules operated in ISC. The information obtained shows that the specific nature of these rules can vary widely depending on the context in which they are being discussed. The rules explained align with those of educational institutions, workplaces, legal contexts, sports, research, and finance. Those mentioned rules still need to be standard descriptions with real factual examples.

c. **Conclusion**
The criterion is **fulfilled**.

7. **Quality Assurance**

   a. **Evidence**
      - Self-Evaluation Report
      - Discussion during the on-site assessment
      - Policy on the University Internal Quality Assurance System
      - Document of Tracer Study Instrument

   b. **Experts Evaluation**

   Internal Quality Assurance and Continuous Improvement. Internal Quality Assurance and Continuous Improvement have met the prescribed quality of the utilization of assessment data for Improvement, Engagement of stakeholders in Quality Enhancement, continuous monitoring, and benchmarking in the Plan-Do-Check-Act Cycle. The English language department, Education Faculty Instituto Superior Cristal, has implemented Quality Assurance (QA) to ensure that the education provided meets specific standards of quality and effectiveness. Internal Quality Assurance focuses on self-regulation and continuous assessment to maintain and enhance the quality of academic programs, administrative functions, and overall institutional performance. Key Elements of IQA include (Policies and Procedures, Monitoring and Evaluation, Stakeholder Involvement, Documentation and Reporting, Feedback Mechanisms, and Training and Development). Continuous Improvement is an ongoing effort to enhance products, services, or processes by making incremental improvements over time or through breakthrough improvements. Key Elements of Continuous Improvement are (PDCA, Data-Driven Decision Making, Stakeholder Feedback, Innovation and Best Practices, Flexibility and Adaptability, and Culture of Improvement. IQA and continuous Improvement are closely related and mutually reinforcing concepts.

   Student Involvement. The SER stated that students are actively involved in university quality assurance mechanisms, such as program reviews, accreditation processes, and institutional assessments; it is also involved in mechanisms for student feedback and Engagement in Quality Improvement Initiatives. The IQA always considers the students involved in filling out the questionnaires provided and distributing them to students in the classroom every semester. The ways students can be involved in QA are Student Feedback and Surveys (Course Evaluations and Surveys), Student Representation (Committees and Boards Student Councils) Focus Groups and Workshops (Focus Groups and Workshops), Peer Reviews (Peer Assessment and Classroom Observations) Suggestion Boxes and Online Platforms (Suggestion Boxes and Online Platforms) Participation in Accreditation Processes (Self-Study Reports and Accreditation Visits) Engagement in Curriculum Development (Course Design and Feedback on Resources) Quality Circles (Discussion Groups and Action Plans)

Internship and Placement Feedback (Internship Experiences and Placement Services) Student-Led Initiatives (Research Projects and Innovation Labs).

Staff Involvement. Staff Involvement meets the prescribed quality of How consistently faculty or study program staff adhere to established best practices and standards in teaching, assessment, and curriculum design; the quality requirements of Professional Development for Quality Enhancement; and quality of Research-based Teaching and Learning. In addition, faculty and staff members actively engaged in quality assurance mechanisms, such as curriculum reviews, program assessments, and accreditation processes. In the English language department, Quality Assurance (QA) also involves a systematic process to ensure that teaching and learning meet high standards. Staff members play various roles in this process, including Faculty Members (Curriculum Design and Review, Assessment and Evaluation and Professional Development) Department Heads/Coordinators (Oversight and Leadership, and Monitoring and Reporting), QA Committees (Standards Setting, staff members (Audits and Reviews and Administrative Staff, Support Services) Students (Feedback and Participation, and External Reviewers), and Accreditation and External Audits (Collaborating with external reviewers and accreditation, Using feedback from external reviews to enhance internal QA processes). The quality of education with the division of Head of Department, IQA at the department level, Curriculum division and students' affairs).

External Stakeholder Involvement. Stakeholders are involved in the prescribed quality of Engagement of external Experts and Industry Representatives, including employer and alums feedback, and adherence to the required quality criteria of Advisory Boards and Consultative Forum. The external stakeholders in quality assurance ensure that educational programs remain relevant, rigorous, and responsive to the evolving needs of students, employers, and society. Their input contributes to the overall quality and reputation of the English language department, fostering excellence in teaching and learning. The stakeholders who are involved are the Schools' principal (EHT)-Becore Dili), the Ministry of Tourism, the Commander of FFDTL, the US Embassy, The Fund for Human Resources Development (FDCH), and The National Higher Education Institute.

Data Collection, Analysis, and Interpretation. The SER states how the faculty uses data collection methods to support quality assurance processes. The collected data aligns with the predefined quality assurance objectives and indicators, as well as to what degree the data collected is relevant, reliable, and directly contributing to quality improvement goals. Data Collection, Analysis, and Interpretation adhere to the required quality criteria for utilizing Qualitative and Quantitative. The objectives of the

student satisfaction survey on education in the English Language Department, Faculty of Education Science at the Institute Superior Cristal are to find out the quality of education services in the English Department, Faculty of Education Sciences at the Institute Superior Cristal, as an assessment material to improve the quality of the educational work process and as the document of physical evidence of teaching and learning process. The student satisfaction survey is implemented by designing and developing survey instruments and responses to them. Data is collected through the distribution of questionnaires, and sometimes, it is also conducted in the form of Google forms sent directly to the WhatsApp group for each discipline. From the data collection process, there were 51 active students as the sample of study who were able to fill. The data collection was analyzed using a quantitative descriptive method. The results of the data analysis were described and tabulated by the IQA staff at the department level so that they could be submitted to the IQA center.

c. **Conclusion**
The criterion is **fulfilled**.

E. Recommendation of the panel of experts

1. Study Programme

- The Vision of the English language Department, Faculty of Education of Instituto Superior Cristal, should be reviewed and revised into a scientific vision based on the institution's vision.

- The English language Department, Faculty of Education of Instituto Superior Cristal, must declare the unique characteristics of scientific Values.

- The Vision of the English language Department, Faculty of Education of Instituto Superior Cristal, should prioritize empirical methods, critical thinking, and evidence-based conclusions.

- The English language Department, Faculty of Education of Instituto Superior Cristal Vision must commit to understanding and advancing knowledge in a specific field through rigorous inquiry and research.

- The English language Department, Faculty of Education of Instituto Superior Cristal Vision, should prioritize empirical methods, critical thinking, and evidence-based conclusions.

- The outcomes of the English language Department, Faculty of Education of Instituto Superior Cristal should provide a clear framework for educators to design teaching strategies.

- Effective learning outcomes should be able to measure the program's goals.

- The English language Department, Faculty of Education of Instituto Superior Cristal's Curriculum should briefly encompass learning aims, objectives, subject matter contents, teaching strategies, assessment methods, and learning outcomes.

- The English language Department, Faculty of Education of Instituto Superior Cristal curriculum should consider inclusivity.

- The English language Department, Faculty of Education of Instituto Superior Cristal, should provide disabled students access.

- The English language Department, Faculty of Education of Instituto Superior Cristal, should also give disabled students a chance to continue their studies in this respective study program with equal treatment.

- The admission requirements should consider critical issues such as justice and inclusiveness.

2. **Pedagogical Practices**

- The English language Department, Faculty of Education of Instituto Superior Cristal, should apply nine aspects of learning characteristics in its instructional strategies.

- The English language Department, Faculty of Education of Instituto Superior Cristal should improve the quality of the instructional strategies.

- The English language Department, Faculty of Education of Instituto Superior Cristal, needs to describe more clearly the Various strategies for establishing and reinforcing rules, routines, and procedures.

- The English language Department, Faculty of Education of Instituto Superior Cristal, should emphasize the compulsory subjects taken by the students before proceeding to microteaching: teaching methodologies, educational psychology, teaching and learning strategy, language testing, and teaching assessment.

- The English language Department, Faculty of Education of Instituto Superior Cristal, must consider rehabbing the microteaching lab and reallocating the rooms for students' practice, students' observation, and technician or control.

- The English language Department, Faculty of Education of Instituto Superior Cristal must complete the facilities needed in the microteaching lab.

- The English language Department, Faculty of Education of Instituto Superior Cristal, needs to add the Reflection part for the microteaching.

- The English language Department, Faculty of Education of Instituto Superior Cristal should improve the Teaching Practice Guideline and Manual.

3. **Assessment**

- The English language Department, Faculty of Education of Instituto Superior Cristal must improve the quality of assessment design, cognitive level, timely and sequential assessment, performance, and behavioral objectives.

- The English language Department, Faculty of Education of Instituto Superior Cristal must improve the implementation of validity and reliability in the assessment and evaluation processes to meet the quality of education and the accuracy of measuring student learning outcomes.

- The English language Department, Faculty of Education of Instituto Superior Cristal, should use more varied assessment methods and formats to measure student learning.

- The English language Department, Faculty of Education of Instituto Superior Cristal, must fulfill the criteria of the quality specifications for Ethical Assessment Integration for Students and Staff, Technology Integration, and Innovation.

4. **Resources**

- The English language Department, Faculty of Education of Instituto Superior Cristal, should improve the development programs of staff or lecturers through qualifications, certification, and professionalism.

- The English language Department, Faculty of Education of Instituto Superior Cristal, must increase the Staff development Programs to improve excellent service and customer satisfaction.

- The English language Department, Faculty of Education of Instituto Superior Cristal, must increase the types of student services, especially in line with students' wellbeing and scholarship.

- The Faculty of Education of Instituto Superior Cristal should improve the quality of students' services.

- The Faculty of Education of Instituto Superior Cristal should optimally increase students' participation in all types of student services.

- The Faculty of Education of Instituto Superior Cristal should improve the average per year of operational funds, per year of staff development funds, and year of scholarship funds.

- The Faculty of Education of Instituto Superior Cristal should find the external fund generating.

- The Faculty of Education of Instituto Superior Cristal should give students more access to all facilities to support learning and student activities.

- The English language Department, Faculty of Education of Instituto Superior Cristal should provide more of the student's disabled facilities.

- The Faculty of Education of Instituto Superior Cristal should increase its national and international collaborations and partnerships in education or learning, research, and community services.

- The Faculty of Education of Instituto Superior Cristal should improve the mutual implementation of the signed collaborations and partnerships.

- The Faculty of Education of Instituto Superior Cristal should regularly evaluate the mutual implementation of collaborations and partnerships.

- The Faculty of Education of Instituto Superior Cristal should give feedback on the implementation of collaborations and evaluation of partnerships.

- The Faculty of Education of Instituto Superior Cristal should increase the information system facilities based on a vast area network (WAN).

- The Faculty of Education of Instituto Superior Cristal should add the internet connection bandwidth.

- The Faculty of Education of Instituto Superior Cristal should improve its digital resources, especially international journals which are Scopus-indexed.

5. **Research and Community Services**

- The Faculty of Education of Instituto Superior Cristal should complete the documents: the Strategic Research and Community Services Plan, the roadmap of research and community services, and the research group and community services group.

- The Faculty of Education of Instituto Superior Cristal endorses that every educational staff member should do research and community service annually by publishing the Rector's Decree.

- The Faculty of Education of Instituto Superior Cristal should increase students' participation in research and community services done by the staff.

- The Faculty of Education of Instituto Superior Cristal should publish a Rector's Decree to endorse all research and community services done by staff involving students.

- The Faculty of Education of Instituto Superior Cristal should increase the staff productivity in research and community services.

- The Faculty of Education of Instituto Superior Cristal should guide proposal reviewing, review legality, monitoring, and evaluation of progress research.

- The Faculty of Education of Instituto Superior Cristal should control the research and community services outcomes.

6. **Transparency and Documentation**

- The Faculty of Education of Instituto Superior Cristal should add information in line with the specific module that guides prospective students, providing essential information about the course content, learning outcomes, prerequisites, and assessments published by ISC.

- The Faculty of Education of Instituto Superior Cristal should motivate staff to write modules containing comprehensive and well-understood learning material.

- The Faculty of Education of Instituto Superior Cristal should complete a diploma supplement that provides comprehensive details about the completed academic program, including course descriptions, grades, qualifications obtained, and the context of the national education system.

- The Faculty of Education of Instituto Superior Cristal should provide a guideline for service friendliness to ensure customer satisfaction.

- The Faculty of Education of Instituto Superior Cristal should train all staff to implement the excellent service principles.

- The Faculty of Education of Instituto Superior Cristal should complete the ReleVance Rules, which contain the quality specifications of Clarity and Accessibility, consistency in Policy Application, and adaptability to Changing Educational Contexts.

- The published RELEVANCE rules must conform to the quality requirements of student rights and Responsibilities and align with Ethical Standards.

7. **Quality Assurance**

- The Faculty of Education of Instituto Superior Cristal needs to strengthen Internal Quality Assurance and Continuous Improvement.

- The Faculty of Education of Instituto Superior Cristal must seriously empower the cycle of PDCA.

- The Faculty of Education of Instituto Superior Cristal should complete the Internal Quality Assurance and Continuous Improvement (Guideline, policy, quality manual, quality standard, quality form, monitoring and evaluation, internal auditing, meeting management review and other legal documents).

- The Faculty of Education of Instituto Superior Cristal should carry out Internal Auditing every semester.

- The Faculty of Education of Instituto Superior Cristal needs an academic internal auditor selected from the selected staff.

- The Faculty of Education of Instituto Superior Cristal needs a non-academic (finance) internal auditor who is selected from the selected staff.

- The Faculty of Education of Instituto Superior Cristal should improve data quality using appropriate data Validity.