



INDONESIAN ACCREDITATION BOARD  
FOR ENGINEERING EDUCATION (IABEE)

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**RULES & PROCEDURES FOR  
ACCREDITATION-RELATED COMMITTEES  
(RPARC)**

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VERSION 2018-

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## 1. INTRODUCTION

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The purpose of this document of Rules and Procedures of Accreditation-Related Committees (RPARC) is to define the rules and procedures for operating IABEE committees that are directly related to the evaluation and accreditation process of a Program. These consist of Evaluation and Accreditation Committee (EAC), Pool of Program Evaluators, Accreditation Council and Appeal Board.

## 2. EVALUATION AND ACCREDITATION COMMITTEE

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### 2.1 ROLES AND RESPONSIBILITY

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This committee is responsible to conduct the accreditation evaluation of Programs. The activity includes planning and scheduling, appointing the evaluation team, implementing and monitoring the evaluation process, conducting post evaluation activities, including harmonization, making recommendation on accreditation decision based on the Accreditation Criteria and Rules and Procedures for Evaluation and Accreditation (RPPEA), and reporting.

### 2.2 CHAIR AND MEMBERSHIP

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EAC is led by an EAC Chair and a Vice Chair. For the first time, its members consist of the experienced academics from reputable universities and representing various engineering disciplines, and the professional communities. The number and composition of members can be adjusted to the evaluation workload and the variety of engineering disciplines covered. All members of the Committee are voting members.

The Chair leads all meetings and is responsible for the conduct of the EAC roles. The Vice Chair provides general assistance to the Chair as assigned and, in the absence of the Chair, will assume the Chair's duties.

The EAC Chair designates, for every engineering discipline, a Discipline Chair among the EAC members according to his/her educational background. The function of the Discipline Chair is to propose the names of prospective evaluators who will serve in an accreditation evaluation process and lead the discipline-level harmonization process before accreditation decision making.

### 3. POOL OF PROGRAM EVALUATORS

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#### 3.1 ROLES AND RESPONSIBILITY

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Program evaluators are responsible for conducting independent and systematic evaluations from the preparatory, implementation and reporting stages to the post-site visit activities. Program evaluators must provide an appropriate evaluation, in accordance with the level of conformity of the program to the IABEE's Accreditation Criteria and RPEA.

Program evaluators are required to behave ethically and professionally by upholding the Code of Conduct of Evaluators and avoiding conflicts of interest on evaluated institutions/programs.

As stated in the RPEA, an accreditation evaluation of programs is conducted by an evaluator team consists of usually two academics and one industrial practitioner. The evaluation team is led by a Team Chair. The competencies of evaluator team members and the Team Chair are explained in Section 6.7.

#### 3.2 REQUIREMENTS FOR PROGRAM EVALUATOR CANDIDATES

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The recruitment process to become a candidate for IABEE's program evaluators is carried out in coordination with the respective Discipline Chapters of PII (BK-PII). The requirements are as follow:

- (1) Demonstrates interest and commitment in improving the quality of higher engineering education.
- (2) Has a good professional and ethical reputation.
- (3) Has a commitment to improve his/her professional development (lifelong learning).
- (4) Has good skills in working online and with word processing programs and data.
- (5) Graduated from reputable university and has a good academic qualification in the appropriate field (for domestic university with national accreditation of Program rank-A by BAN-PT, or for foreign university with reputable recognition by Minister of Research and Technology and Higher Education).
- (6) Has certificate as professional educator and at least 10 years lecturing experience and or certification as professional engineer with minimum level of Professional Engineer (IPM).
- (7) Registered as member of PII.

A candidate who has been assessed as fulfilling the above requirements must then undertake a series of IABEE candidate evaluator training programs. See Section 6 for further information on IABEE Evaluator Training Program.

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## 4. ACCREDITATION COUNCIL

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### 4.1 ROLES AND RESPONSIBILITY

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Accreditation Council is a board of officials in charge of taking the final accreditation decision, based on the final results of accreditation recommended by the EAC Plenary Meeting. The main role of the council is to ensure that the accreditation process has been carried out in accordance with the established rules and procedures, code of ethics, the principle of confidentiality and avoidance of conflicts of interest. The council does not conduct a technical review so that it repeats what has been done by the EAC but rather on ensuring that all accreditation procedures have been carried out consistently and also emphasizing philosophical and strategic considerations if deemed necessary.

If any doubt arises concerning the recommendation of EAC, the Council has the right to request the EAC to re-examine the evaluation process for ensuring a justified accreditation decision.

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### 4.2 MEMBERSHIP

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The Council has 5-7 members consisting of representatives from academics, professional societies, and industry. Only in the initial period of IABEE's establishment, there were members of the Council representing government with the aim of ensuring that IABEE's vision and mission were aligned with national laws and policies. After IABEE becomes fully independent, representation from the government is no longer needed. The members and the Chair of Accreditation Council are appointed by the Executive Committee in yearly basis.

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## 5. APPEAL BOARD AND APPEAL COMMITTEE

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### 5.1 ROLES AND RESPONSIBILITY

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Appeal is a facility provided to a Program if a final accreditation decision of Not-Accredited is deemed inappropriate. Appeal Board and Appeal Committee are board of officials that are appointed to hear appeals. They judge whether the accreditation decision was right or wrong, when the program or institution affected by it thinks that it was wrong. This judgement shall be the IABEE final decision on the matter.

Upon request of the Chair of Executive Committee, Appeal Board shall form an Appeal Committee who will conduct the entire process of resolving an appeal case.

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### 5.2 MEMBERSHIP

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The Appeal Board constitutes of Chair and Vice Chair who are appointed by the Executive Committee. An Appeal Committee formed by the Appeal Board consists of three members comprising at least an experienced Program Evaluator and a representative of associated engineering discipline. No member of the committee shall be involved as a Team Chair in the evaluation cycle during which the appealing Program is evaluated. Chair of Appeal Board shall appoint one of the members to be the Chair of Appeal Committee.

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## 6. TRAINING

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### 6.1 OVERVIEW OF TRAINING PROGRAM

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Participants selected to take part in the IABEE Evaluator Candidate Training need to undergo a series of training programs, namely Awareness Training, Modular Online Training, Face-to-Face Training, and Observation in an On-Site Evaluation. Evaluator Refresher Training will also be given to evaluators who get assignments in the particular year.

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### 6.2 AWARENESS TRAINING

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This training is carried out by Chapters of the Institution of Engineers Indonesia (BK-PII), with instructors from IABEE with the aim of recruiting IABEE evaluator candidates. The

purpose of this training is to:

- (1) introduce IABEE and give an understanding to evaluator candidates about the relationship between educational institutions and industry in the context of Outcome Based Education (OBE), and
- (2) Introduce evaluator candidates on the concept of outcome-based accreditation, IABEE Accreditation Criteria, and Rules and Procedures for Evaluation and Accreditation (RPEA) and the roles of evaluators.

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### 6.3 MODULAR ONLINE TRAINING

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This is a regular yearly training conducted by IABEE with the following objectives:

- (1) to give understanding of the basic aspects of the entire IABEE accreditation process, and
- (2) to provide experience in preparing a program visit by giving several assignments pertinent to it.

The modules consist of introduction to IABEE; accreditation concepts; Accreditation Criteria; RPEA; roles and duties of evaluators; improvement of learning quality; evaluation judgment and accreditation decision making. This is a prerequisite training for evaluator candidate to be eligible to participate in the following Face-To-Face Training.

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### 6.4 FACE-TO-FACE TRAINING

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This is a 2-day interactive training program that is designed to simulate a real activity of program visit. It is designed for two purposes:

- (1) to give participants a picture of the real situation and activities that occurs during a campus visit. The workshop is designed based on the online training materials that have been completed by participants, and
- (2) to give participants the opportunity to demonstrate their competence as evaluators.

This training is guided by instructors and facilitators who function to guide participants in the learning process.

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### 6.5 OBSERVATION IN ACTUAL ON-SITE VISIT

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After successfully completing the series of evaluator training programs, IABEE will include the candidates in IABEE's Pool of Program Evaluators. However, assignment as a program evaluator can only be done after the candidate has direct experience in a



program evaluation activity. For this purpose, a candidate who has passed the series of training programs will be involved in an internship as an observer (evaluator-in-training) in an actual program evaluation activity.

The purposes of this observation are to:

- (1) to improve the competence of evaluator candidates through direct involvement in the implementation of program evaluation, starting from document review (Program Profile, Self-Evaluation Report/SER), preparation of visits, interviews and observation, assessment, and report writing, and
- (2) to demonstrate that the evaluator has the competence to evaluate the program.

Observer tasks include:

- (1) observing the implementation of a program evaluation,
- (2) practicing interview (with permission from the Team Chair), and
- (3) practicing to give judgment.

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#### 6.6 EVALUATOR REFRESHER TRAINING

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This training is specifically conducted for evaluators who will get the task of evaluating a program in that particular year. The objectives of this training are to:

- (1) Recall evaluation processes and procedures
- (2) Inform the latest developments in Accreditation Criteria and RPEA
- (3) Share experiences (taking lessons) from the previous period evaluation process

This is half day training and held before the implementation of the current year evaluation process.

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#### 6.7 EXPECTED EVALUATOR COMPETENCE

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After going through the series of training programs and after having adequate evaluation experience, a program evaluator is expected to have the following knowledge, skills and attitudes.

Technically current:

- Demonstrates required technical credentials for the position
- Engaged in lifelong learning and current in their field

**Effective communicator:**

- Easily conducts face-to-face interviews
- Writes clearly and succinctly
- Presents focused, concise oral briefings

**Interpersonally skilled:**

- Friendly and sets others at ease
- Listens and places input into context
- Remains open-minded and avoids personal bias
- Forthright, doesn't hold back what needs to be said
- Skillful at pointing out strengths and weaknesses in non-confrontational

**Team-oriented:**

- Readily accepts input from team members
- Works with team members to reach consensus
- Values team success over personal success

**Professional:**

- Conveys professional appearance and demeanor
- Is committed to contributing and adding value to the evaluation process
- Considered a person with high integrity and ethical standards

**Organized:**

- Is focused on meeting deadlines
- Focuses on critical issues and avoids minor detail
- Displays take-charge initiative
- Takes responsibility and works under minimum supervision

For a Team Chair, additional competencies are required, particularly those related to leadership quality and capability to manage an evaluation team. These include:

**Leadership**

- Takes responsibility, facilitating constructive discussion and fostering closure
- Exhibits adaptability and sound judgment
- Fosters a team environment that is cohesive and well organized
- Builds trust within the team and between the team and the institution

Good team manager:

- Able to build team cohesion and effectively manage team meetings and activities
- Able to bring the team to consensus, exhibiting skill in finding common ground and fostering cooperation
- Able to diplomatically manage an effective exit meeting

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## 6.8 EVALUATOR PERFORMANCE EVALUATION

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The performance evaluation of evaluator candidates during training, and team member of evaluators as well as team chair in conducting program evaluation is based on the evaluator competence described in point 6.7. This evaluation is primarily intended as a means for professional development of evaluators.

The evaluation of evaluator candidates is conducted by the Training Facilitators and Peers. The evaluation of evaluators is conducted by Institutions/Programs, Team Chair and Peers after each visit, and the evaluation of Team Chair is conducted by Institution/Program, Evaluators and EAC.

Evaluation instruments containing evaluation criteria and scoring system for evaluator candidates, evaluators, team chairs and training implementation are described in the IABEE training center website.

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## 6.9 TRAINING ORGANIZER

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The training organizer has the following duties and responsibilities:

- (1) plan, schedule and carry out training activities
- (2) preparing training materials, instructors and facilitators
- (3) assessing evaluator candidates
- (4) evaluate the implementation of training,
- (5) make continuous improvements of training programs

Training Instructors are EAC members who have the following qualifications.

- (1) Technical accreditation evaluation knowledge obtained through successful completion of overseas and IABEE's evaluator trainer training programs and recent accreditation evaluation experiences
- (2) Combination of adult-education delivery experience and knowledge of principles obtained through at least 10 years delivery experience or successful completion of an instructor training program based on adult learning principles

- (3) Have sufficient knowledge about the concept of Outcome-Based Education, Quality Improvement of Education, IABEE matters, IABEE's Accreditation Criteria and RPEA, and IABEE's Code of Ethics.
- (4) Have the ability to create positive learning environments and adheres to the instructional design.

Training activities also involve several Facilitators who have the following tasks and roles:

- (1) Assist in managing the flow and training time
- (2) Helping participants to understand training materials
- (3) Helping the success of group learning during program visit simulations

All members of EAC are eligible to become training facilitators.

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## 7. CODE OF ETHICS

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### 7.1 IABEE VALUES

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IABEE demands that all personnel involved in carrying out the mission of IABEE demonstrate the highest standards of professionalism, honesty and integrity. The services provided by IABEE demand impartiality, justice and equality, so that every person must carry out their duties with the highest standards of ethical behavior.

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### 7.2 EVALUATOR'S ETHICAL PRINCIPLES

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The followings are evaluator's ethical principles:

- (1) Evaluators must work objectively based on the Accreditation Criteria and RPEA regardless of the program reputation.
- (2) Evaluators are not permitted to express personal opinions on behalf of IABEE.
- (3) Evaluators are not permitted to request or accept gifts of any kind that should be suspected of having a bearing on / affecting the results of accreditation evaluation.
- (4) Evaluators are required to follow the applicable legal rules in Indonesia regarding gratification.
- (5) Each evaluator must make every effort to avoid providing evaluations or comments on matters not included in the scope of Accreditation Criteria and the RPEA.
- (6) Evaluators should not compare the conditions of study program being evaluated with the conditions in the institutions of origin of evaluators or other institutions because each study program has the flexibility to determine the outcome standards of its graduates in accordance with the vision, mission and conditions of its resources.

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## 8. CONFLICT OF INTEREST

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### 8.1 POLICY ON CONFLICT OF INTEREST

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The types of services provided by IABEE are vulnerable to conflicts of interest that can affect the objectivity of the accreditation process, and thus the credibility of IABEE. Therefore, IABEE expects that all personnel involved in IABEE activities to hold strong ethical principles and professionalism to avoid potential conflicts of interest as much as possible so as to guarantee objectivity of services.

The following policies and procedures regarding conflict of interest are established with the aim of:

- (1) maintaining credibility in the accreditation evaluation process and confidence in decisions,
- (2) ensuring fairness and impartiality in decision making,
- (3) disclosing real or perceived conflicts of interest, and
- (4) acting impartially and avoiding the appearance of impropriety.

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### 8.2 PROCEDURES

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The following conflict of interest procedures address situations and circumstances in which personal interests of IABEE personnel are - or can appear to be - in conflict with the IABEE's interest:

- (1) Individuals representing IABEE must not participate in any decision-making capacity if they have or have had a close, active association with a program or institution being evaluated. Close, active association includes but is not limited to:
  - a. Current or past employment as faculty, staff, or consultant by the institution or program;
  - b. Current or past discussion or negotiation of employment with the institution or program;
  - c. Attendance as student at the institution;
  - d. Receipt of an honorary degree from the institution;
  - e. An institution or program where a close family relative is, or was, a student or employee; or,
  - f. An unpaid official relationship within the past 10 years with an institution, e.g. membership on the institution's governing board or advisory board.
  - g. Any reason that the individual cannot render an unbiased decision.
- (2) The members of the evaluation team must not establish a close or active association with the institution or program under evaluation, until the entire accreditation

evaluation has been completed and accreditation decision has been publicly announced.

- (3) All individuals representing IABEE must sign a conflict of interest and confidentiality statement indicating that they have read and understand these policies.
- (4) Individuals must absent themselves from any portion of IABEE meeting in which discussions or decisions occur for which they have a real or perceived conflict of interest.

## 9. CONFIDENTIALITY

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### 9.1 POLICY

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IABEE upholds ethics in conducting all activities of its members and organizing staff, and requires that they exhibit highest standards in professionalism, fairness, and integrity. Information disclosed by programs undergoing evaluation, and information generated by review and discussion activities during the evaluation process shall be treated with confidentiality, and shall not be divulged without specific written authorization by IABEE and the program being evaluated.

### 9.2 PROCEDURES

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- (1) Evaluators must maintain the confidentiality of every information/document as well as the evaluation results except to IABEE.
- (2) Evaluators may not use the information provided by the program for the purpose of evaluation for the benefit of themselves or other parties other than IABEE
- (3) Even though the evaluation process is transparent, all the documents submitted by the study program to the evaluator as well as the results of the evaluation are confidential which are entrusted by the program to IABEE. Each evaluator must maintain this trust by not providing information from the document and the results of the evaluation to any party other than IABEE.
- (4) The evaluator is also not allowed to take advantage of the use of data and information submitted by the program to IABEE both in the form of documents and the facts of the field.