



Evaluation Guide for Programs and Evaluators

Evaluation and Accreditation Committee

Version 2020



General Information

Information for Programs seeking for Accreditation

Information for Program and Candidate Evaluators

Indonesian Accreditation Board for Engineering Education

an autonomous subsidiary of the Institution of Engineers Indonesia (PII)

w: iabee.or.id

e: info@iabee.or.id

Document Control

Evaluation Guide for Programs and Evaluators version 2020 is produced by Evaluation and Accreditation Committee (EAC) as supplementary document to be used from 2020 Evaluation Cycle onwards.

Contents

Document Control	1
Contents	2
Introduction	3
A. General Information	4
A.1. Types of Accreditation and Evaluation.....	4
A.2. Program Eligibility	4
A.2.1. Eligibility Requirements for General Accreditation	4
A.2.2. Eligibility Requirements for Provisional Accreditation	5
A.3. Understanding Accreditation Criteria, and Rules, and Procedures for Evaluation and Accreditation	5
A.3.1. Accreditation Criteria	5
A.3.2. Rules and Procedures for Evaluation and Accreditation	6
A.4. Overview of Evaluation Process	8
A.5. Quality Assurance.....	10
A.5.1. Provision of Quality Program Evaluators	10
A.5.2. Consistency Checks	11
A.5.3. Adoption of QMS of ISO 9001:2015.....	11
B. Information for Programs seeking for accreditation.....	12
B.1. Preparation for Self-Evaluation Report and Program Profile	12
B.1.1. Self-Evaluation Report (SER)	12
B.1.2. Program Profile	13
B.1.3. Preparing Evidence.....	13
B.2. Evaluation Judgement and Decision	14
B.2.1. General Accreditation	14
B2.2. Provisional Accreditation	15
C. Information for Program Evaluators	16
C.1. Competency and Code of Ethics.....	16
C.2. Principles of Evidence-based Evaluation.....	16
C.3. Judgement and Feedbacks	16

Introduction

This Evaluation Guide for Evaluators and Programs provides program management, quality managers in higher education institutions, and IABEE Program Evaluators with a concise reference for understanding the accreditation process and criteria, context for judgment by Evaluators, information and documents expected to be provided by programs for the evaluation process, and supplementary information not covered in the RPEA. Through this document, both the program and the Evaluators are expected to form a common quality-oriented and criteria-based understanding on the expectations associated with IABEE's accreditation process. For the Evaluators in particular, this guide facilitates the consistent and objective judgment throughout the entire program evaluation process.

To meet the above-mentioned purpose, this guide is composed of the following sections:

- A. General Information:** (1) types of accreditation and evaluation, (2) program eligibility, (3) understanding accreditation criteria, rules, and procedures for evaluation and accreditation, (4) overview of evaluation process, and (5) quality assurance
- B. Information for Programs seeking for Accreditation:** (1) preparation for Self-Evaluation Report and Program Profile and (2) evaluation judgement and decision
- C. Information for Program Evaluators:** (1) competency and code of ethics, (2) principles of evidence-based evaluation, (3) judgement and feedbacks

A. General Information

A.1. Types of Accreditation and Evaluation

IABEE offers two types of accreditation, i.e. General Accreditation (GA) and Provisional Accreditation (PA).

- (1) **General Accreditation (GA)** is intended for programs seeking international recognition through IABEE accreditation. Program wishing to apply for evaluation of GA must comply with eligibility requirements (see Section 2.3.1. of Rules and Procedures of Evaluation and Accreditation (RPEA) document).
- (2) **Provisional Accreditation (PA)** is intended for programs newly adopting an outcome-based education system and have not yet produced graduates under the system. A program applying for PA will be evaluated to measure its potentials of meeting the Accreditation Criteria within a foreseeable future (2-4 years). Eligibility requirements for a program applying PA evaluation is specified in Section 2.3.2. of RPEA document.

A Provisional status is not recognized as an accreditation status at international level.

A.2. Program Eligibility

A.2.1. Eligibility Requirements for General Accreditation

Programs eligible to apply evaluation for General Accreditation (GA) are those which meet the following requirements (see Section 2.3.1. of RPEA).

- (1) The associated Program Operating Institution (POI) has obtained National Accreditation for Institution status with a minimum rank of “B”.
- (2) The Program has obtained National Accreditation status ranked “A”.
- (3) The Program is a bachelor-level program in an engineering discipline with a curricular study period of four years, and with a total course-load of a minimum of 144 credit units (or SKS).
- (4) The Program is at least in the 4th year of continuous Outcome-Based Education (OBE) implementation.
- (5) The OBE shall include assessment and evaluation of the Learning Outcomes of the students.
- (6) By the time of the on-site visit evaluation, the Program has produced at least one graduate under its OBE system.

- (7) The Program has established and publicized the Profile of Autonomous Professionals statement formulated as its educational objectives.
- (8) The Program has established and publicized its Learning Outcomes as the basis for developing its curriculum and learning methods.

A.2.2. Eligibility Requirements for Provisional Accreditation

Programs wishing to apply evaluation for Provisional Accreditation (PA) must fulfill the following requirements (see Section 2.3.2. of RPEA).

- (1) The associated Program Operating Institution has obtained National Accreditation for Institution status with a minimum rank of “B”.
- (2) The Program has obtained National Accreditation status at least ranked “B”.
- (3) The Program is a bachelor-level program in an engineering or computing discipline with a curricular study period of four years, and with a total credit of a minimum of 144 credit units (or SKS).
- (4) The Program has implemented Outcome-Based Education (OBE) at least for one year before applying for the evaluation.
- (5) The Program has established and publicized the Autonomous Professional Profile statement formulated as its educational objectives.
- (6) The Program has established and publicized its Learning Outcomes as the basis for developing its curriculum and learning methods.

A.3. Understanding Accreditation Criteria, and Rules, and Procedures for Evaluation and Accreditation

IABEE conducts all Program evaluation and accreditation process based on a well-defined set of criteria, and documented accreditation policies, rules, and procedures. Therefore, an understanding of these formal framework of accreditation is critical to ensure fairness and objectivity of the entire evaluation process, and ultimately the accreditation decision-making. To provide an insight on the fundamental elements of the accreditation framework, the following is an overview of the Accreditation Criteria, Criteria Guide, as well as Rules and Procedures for Evaluation and Accreditation.

A.3.1. Accreditation Criteria

Program evaluation process conducted by IABEE is based on specific accreditation criteria, which is composed of: Common Criteria, Criteria Guide, and Discipline Criteria. These documents are to be treated as a single, cohesive framework for program evaluation and accreditation. IABEE periodically reviews and publishes the Accreditation Criteria. The evaluation process undertaken in an accreditation cycle adheres to the latest version.

Common Criteria are organized as a concise set of evaluation criteria that must be fulfilled by all Programs eligible for IABEE evaluation process, regardless of their discipline. Discipline

criteria are discipline- or area-specific requirements defined by the appointed national professional association. Criteria Guide provides concise elaborations and/or additional details for each of the Common Criteria item. Evaluation items in the Program Evaluation Worksheet embedded in the IABEE Online Evaluation System are based on the three criteria-related documents. IABEE Program Evaluators conduct their evaluation based on evidences provided by the Program against the Accreditation Criteria.

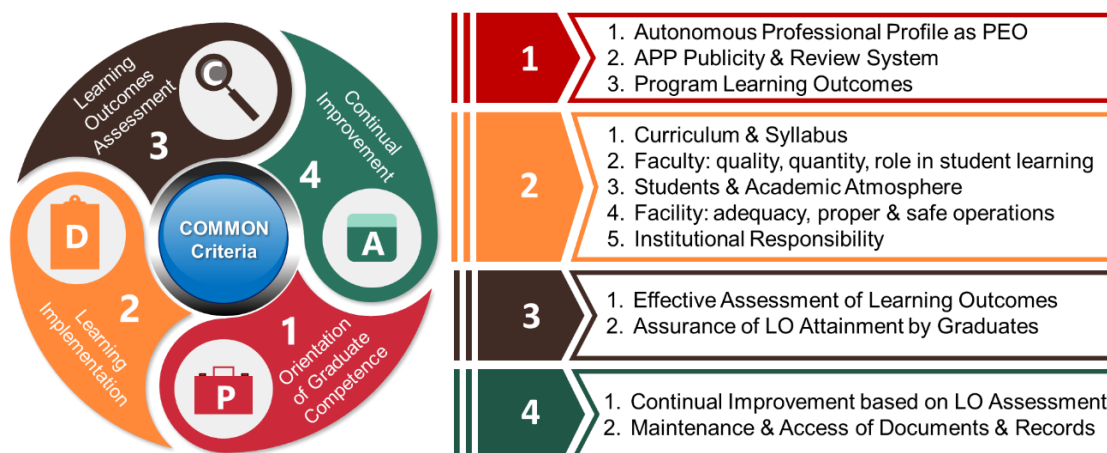


Fig. 1. Illustration of Common Criteria

Common Criteria consist of 4 criteria (Fig.1), following the management approach of PDCA (Plan-Do-Check-Act) continual improvement cycle. The four criteria are as follows:

- **Criterion 1** is associated with the orientation of the graduate competence (profile of autonomous professionals or graduate profile, and program learning outcomes).
- **Criterion 2** is associated with the learning implementation, which includes curriculum, faculty, students and academic atmosphere, learning facilities, and institutional responsibility related to the operation and sustainability of the Program.
- **Criterion 3** is associated with the assessment of the expected learning outcomes, ensuring that the Program must regularly conduct direct and indirect assessment of learning outcomes attainment, and that all graduates satisfy the minimum requirements for outcomes attainment.
- **Criterion 4** is associated with continual improvements, which essentially expects that the Program effectively utilizes their outcomes assessment results to identify and pursue improvement follow-up actions.

The Common Criteria are elaborated into 12 sub-criteria (Fig. 1), which are articulated into evaluation items listed in online evaluation worksheet used by programs and IABEE Evaluators throughout the evaluation process. In addition, the program evaluation online worksheet have also articulated Criteria Guide and Discipline Criteria.

A.3.2. Rules and Procedures for Evaluation and Accreditation

IABEE maintains and periodically updates the Rules and Procedures for Evaluation and Accreditation (RPEA) document. This document serves as the main reference for issues

related to rules, policies, procedures, and general timeline governing evaluation and accreditation processes. These rules, policies and procedures are to be adhered to by both the Programs and the Evaluators involved in the evaluation and accreditation processes.

The following are key aspects included in the RPEA, along with concise description of issues related to each aspect.

- Confidentiality and avoidance of conflict of interest: Information provided by the Program associated with its evaluation process is treated with confidentiality by IABEE. Furthermore, IABEE requires its personnel to act in a professional and ethical manner, and to inform of any real or perceived conflict of interest in their activities.
- Scope and eligibility for accreditation: IABEE accredits bachelor-level academic Programs in engineering and computing disciplines. Degrees granted by these Programs include Bachelor of Engineering (*Sarjana Teknik*), Bachelor of Science in Engineering (*Sarjana Teknik*), Bachelor of Science in Computing (*Sarjana Teknik* or *Sarjana Komputer*), and Bachelor in Computing (*Sarjana Komputer*). These degrees are bestowed upon completion of a study period of four academic years, with a minimum total course load of 144 semester-credit units (SKS).
- Description of Program evaluation process: This section in RPEA contains a detailed step-by-step description of the standard processes implemented by IABEE, namely: (1) Evaluation for General Accreditation (2) Interim Evaluation for General Accreditation with On-Site Visit (3) Interim Evaluation for General Accreditation without On-Site Visit, and (4) Evaluation for Provisional Accreditation. The reader is referred to the most up to date version of IABEE RPEA document for these process details. It is notable here that IABEE conducts a major part of the evaluation process using an online system. On-site evaluation is an integral part of the process.
- Types of accreditation decisions: Accreditation decisions are taken by IABEE Accreditation Council (AC) by considering EAC recommendation. The AC meeting is normally conducted annually at the end of the accreditation cycle. Types of decision are based on categories of unresolved shortcomings by the end of the evaluation process. The decisions with regards to General Accreditation are Accredited, Accredited with Interim Evaluation without Visit, Accredited with Interim Evaluation with Visit, or Not Accredited. As for Provisional Accreditation, the decision can be Provisionally Accredited or Not Accredited. It should be noted and emphasized that Provisional status is not regarded as an accredited status with substantially equivalent implication.
- Rules on public disclosure of accreditation status by the Program: Accreditation by IABEE holds an unambiguous recognition that an undergraduate engineering Program is planned, operated, and managed in accordance to international quality standards for outcome-based engineering higher education. An accredited status by IABEE does not imply any ordinal ranking between one Program and others that are also accredited by IABEE. The reader is referred to the IABEE RPEA document for a detailed list of approved and disapproved methods of public disclosure of an accredited status. Violation to these rules results in the revocation of the Program's rights to public disclosure of its accreditation status.

- Evaluation feedback and appeal procedures: IABEE solicits feedback from Programs that have undergone the evaluation process. This feedback shall be utilized for the improvement of internal business processes, evaluation process, and assessment instruments and documentations. The Program shall be given an opportunity to file an appeal to IABEE if an accreditation decision is deemed unfair. The appeal must include a clearly written rationale for the appeal, with reference to specific AC and/or RPEA items associated with the appeal. Only final decision of Not-Accredited (NA) status in General Accreditation may be appealed for. The reader is referred to the RPEA document for a more detailed description of the feedback and decision appeal procedures.
- On-site visit policies: The policies detailed in the RPEA are developed to minimize unnecessary interactions between the Program and/or Program Operating Institution and IABEE Evaluators, that may bias the Evaluators' judgment and/or potentially create clear or perceived conflict of interest. The reader is urged to review the details in the RPEA document.
- Indicative schedule for General Accreditation Evaluation and Provisional Accreditation Evaluation processes: This aspect is self-explanatory; the reader is encouraged to review the details in the RPEA document.

Rules and policies stipulated in the RPEA apply not only during the Program evaluation process, but also during a Program's accredited period.

A.4. Overview of Evaluation Process

IABEE evaluation process is conducted during a 12-month Evaluation Cycle (Fig. 2) and is implemented through IABEE Online Evaluation System (OES). The evaluation process in general is described as the following.

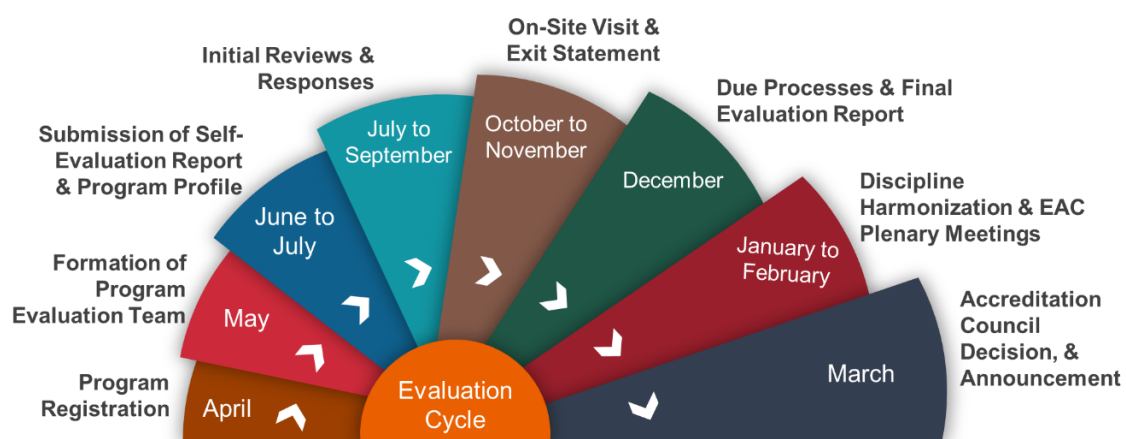


Fig. 2. Illustration of Common Criteria

- Evaluation Team comprises of a Team Chair and 2 (two) Program Evaluators for evaluation for General Accreditation, whereas only one evaluator is assigned for Provisional Accreditation.
- Members of evaluation team are a combination of academics and industrial practitioners whose disciplines are related to the program under evaluation. They are

assigned by an Evaluation and Accreditation Committee (EAC) Discipline Chair or EAC Chair. Having been assured of free of any conflict of interest and acceptable to the program, the evaluation team is finalized by the EAC Chair.

- The Team Chair is the only contact person for the program related to evaluation process. Any communications between the program and evaluation team shall be conducted through the Team Chair.
- SER, Program Profile, and related evidence submitted by the program are evaluated by each member of Evaluation Team, after which the Team Chair is to prepare and submit the First Review report.
- Upon submission of the First Review, program may submit responses and additional information and evidence through OES which would be considered by the Evaluation Team during the subsequent evaluation processes.
- IABEE Secretariat will contact program and/or institution representatives to arrange schedule of On-Site Visit, meanwhile Team Chair will follow up with detailed evaluation plan to be agreed by the program. An on-site visit normally is scheduled for 3 days and takes place during October or November.
- The purpose of an On-Site Visit is to explore evidence which cannot be found or fully understood from the submitted documents through direct observations, interviews, and review of display materials. Throughout the On-Site Visit, Program Evaluators are expected to revisit the judgement made during the initial review.
- An On-Site Visit ends with an Exit Statement to be read by the Team Chair. A written report called the First Evaluation Report would elaborate the Exit Statement and would be submitted to Program through OES. The statement contains short description about the Program, identified strength and shortcomings. Some of the shortcomings might be rectified by the Program during the 7-day and 30-day due processes.
- Based on First Evaluation Report and subsequent Program responses (if any), the Team Chair will prepare the Final Evaluation Report to be discussed during Discipline Harmonization and EAC Plenary Meetings to form the EAC recommendation on accreditation decision. This final report is not accessible by the program.
- The purpose of Discipline Harmonization meeting is to harmonize evaluation findings across different programs within a discipline. Meanwhile, EAC Plenary Meeting is convened to harmonize evaluation findings across all disciplines and all program-operating institutions. EAC Plenary Meeting produces EAC recommendation on accreditation decisions to be decided by the Accreditation Council (AC).
- AC will examine the report and recommendation presented by EAC during the AC Meeting to ensure that accreditation evaluation has been conducted in accordance to RPEA and, subsequently, decide accreditation decisions.

A.5. Quality Assurance

Internal quality assurance is maintained in all aspects of IABEE accreditation activities to ensure consistent implementation of criteria, rules and procedures, objective review, fair accreditation decision, and quality report as a means for program's continual quality improvements. Three areas of particular importance in assuring quality include provision of quality program evaluators, consistency checks, and overall management of IABEE business processes.

A.5.1. Provision of Quality Program Evaluators

Program evaluation is conducted by Program Evaluators having reputable academic and/or industrial background. High standards of recruitment and training processes are established to ensure competent evaluators (Fig. 3).



Fig. 3. Training series towards provision of quality program evaluators

Candidates for programs evaluators must first meet eligibility requirements as stipulated in Ch. 3 of Rules and Procedures of Accreditation-related Committees (RPARC). To become a program evaluator, candidate must undertake and pass a series of training, namely Online Modular Training, Face-to-Face Training, and Observation. Online Modular Training is designed to provide the candidate with basic knowledge on IABEE, evaluation and accreditation principles, role of an evaluator, accreditation criteria, and overall evaluation process, including document review and judgement. Building up the knowledge gained from the online resource, the candidate will have an opportunity to simulate On-Site Visit evaluation during the 2-day Face-to-Face Training, especially on how to apply evaluation judgment. Assignment of the candidate as an observer will give hands-on experience of conducting real program evaluation.

In addition, a refresher training inviting all evaluators assigned for an on-going evaluation cycle is convened as a platform for strengthening evaluators' competency and sharing lessons learned and any recent updates on Accreditation Criteria and RPEA.

Regular evaluation system of program evaluators includes feedbacks from evaluated programs to improve evaluators' performance and overall accreditation system. Mechanism exists to improve program evaluators' competency based on previous performance and feedbacks.

A.5.2. Consistency Checks

IABEE evaluation process has several built-in mechanisms to ensure consistent application of accreditation criteria as well as rules and procedures. Processes of accreditation system is ensured closely by related committees and secretariat, and by taking advantage of the use of On-line Evaluation System (OES) with pre-defined and clear schedule.

Consistent judgement on the extent of accreditation criteria fulfilment by a program under evaluation is ensured by collective and collegial work of the Team Chair and the members of evaluation team throughout initial reviews, on-site evaluation, and due process period.

Consistent judgement is further ascertained by the harmonization mechanisms conducted within and across disciplines. Final consistency check takes place prior to the release of Final Evaluation Report to the program, in which Editors are assigned to ensure consistency between the judgement and the description of evaluation results in association with the accreditation criteria.

A.5.3. Adoption of QMS of ISO 9001:2015

In a broader context of organization quality assurance, IABEE is also in the process of establishing a quality management system by adopting the international standard on quality management and quality assurance of ISO 9001:2015. By adopting this standard IABEE is expected to have better management control and reporting, better basis for continual improvement, and to ensure that customers will consistently obtain high quality services, which in turn will bring many benefits, including satisfied customer, management, and internal stakeholders.

These basic requirements are being prepared in documented form, namely IABEE's Quality Policy, Procedures, Business Process Map and Scope of the Quality Management System, Quality Objectives, Quality Plan, and Work Instructions. After all these requirements are completed, IABEE's management will start to implement the quality management system. The level of system compliance and its implementation against the ISO 9001: 2015 standard requirements will be checked through an internal audit program. This quality management system is expected to be fully implemented in 2021 Evaluation Cycle onwards.

B. Information for Programs seeking for accreditation

B.1. Preparation for Self-Evaluation Report and Program Profile

A program seeking for accreditation to IABEE shall prepare and submit Self-Evaluation Report (SER), Program Profile, and supporting evidence. SER is basically a collective statement made by program seeking for accreditation claiming that its current practice has fulfilled the accreditation criteria. Evidence is therefore of utmost importance for the program to be prepared appropriately since any claim of fulfilment of criteria by the program, as well as evaluator judgement, shall be based upon it. Meanwhile, Program Profile is a supplementary document to provide the evaluators with pertinent information for a quick and comprehensive understanding about the program and its education system.

B.1.1. Self-Evaluation Report (SER)

The SER template is structured in a spreadsheet format (Fig. 4) with column (1) listing the criteria, sub-criteria, and evaluation items related to a certain sub-criteria. The worksheet essentially expects the program to make a claim of fulfillment in column (2), deliberate how it fulfills each evaluation item in column (3), and provide a list of evidence to support the claim and deliberation in column (4). The evidences listed in column (4) must be provided in attachment file(s) accompanying SER submission, as described in Section B.1.3.

Kriteria	Sub-kriteria	Sub-sub Kriteria	Item Evaluasi	KLAIM PEMENUHAN	EVALUASI MANDIRI PROGRAM STUDI	REFERENSI
			DESKRIPSI KRITERIA/ITEM EVALUASI	Beri tanda "X" jika dianggap memenuhi dan "XX" jika dianggap melampaui Kriteria/Item Evaluasi	Deskripsikan secara singkat (250 kata) bagaimana Program Studi memenuhi tiap Item Evaluasi yang ditanyakan (sel tidak berwarna). Argumen yang disampaikan harus berdasarkan pada bukti-bukti faktual. Tim Evaluasi IABEE akan memeriksa argumen dan bukti-bukti pendukungnya	Berikan daftar referensi/bukti-bukti yang mendukung argumentasi yang disampaikan pada kolom Evaluasi Mandiri Program Studi. Unggah referensi/bukti-bukti tersebut secara terpisah, sebagai lampiran dari Laporan Evaluasi Diri ini
			(1)	(2)	(3)	(4)
1			ORIENTASI KOMPETENSI LULUSAN			
	1.1.		Program Studi harus menetapkan Profil Lulusan yang nantinya diharapkan menjadi Profesional Mandiri dengan mempertimbangkan potensi sumber daya, budaya, kebutuhan dan kepentingan negara.			
		1)	Apakah Program Studi telah menetapkan dengan jelas Profil Profesional Mandirinya dengan mempertimbangkan sumber daya, kearifan, kebutuhan dan kepentingan lokal dan/atau nasional, dengan memperhatikan tradisi, visi dan misi Institusi Pengelola Program Studi?			(1.1) Naskah Akademik Pengembangan Kurikulum XXXX hal. 13-18 (1.2) Laporan Workshop Pengembangan Kurikulum XXXX (1.3) Statuta Universitas XXXX pasal X Visi & Misi
		2)	Apakah Program Studi telah mengimplementasikan suatu sistem yang efektif untuk menetapkan dan meninjau secara berkala Profil Profesional Mandiri tersebut, yang melibatkan para pemangku kepentingan Program Studi?			(1.4) Peraturan Universitas No. XX tahun XXXX tentang Peninjauan dan Pengembangan Kurikulum, pasal. X (1.2) Laporan Workshop Pengembangan Kurikulum XXXX (1.5) Laporan Tracer Studi tahun 2018 hal. 30-35
	1.2.		Program Studi harus menginformasikan kepada mahasiswa dan dosen tentang Profil Profesional Mandiri yang diharapkan dan mempublikasikannya secara luas.			
		1)	Apakah mahasiswa dan dosen telah diberi informasi secara memadai tentang Profil Profesional Mandiri tersebut, dan apakah profil tersebut dapat diakses oleh masyarakat umum?			(1.6) website prodi: https://www.uuu.ac.id/tk/profilprodi (1.7) Buku Panduan Akademik Mahasiswa tahun XXXX Halaman 5
			Program Studi harus menetapkan Capaian Pembelajaran			

Fig. 4. Illustration of a SER template



The official SER template will be downloadable through Program Representative's registered e-mail account once evaluation process has started. It has to be worked on and uploaded back to the OES to store the information to the system.

B.1.2. Program Profile

The Program Profile template is available in .docx format and downloadable from IABEE website (iabee.or.id). Information required to be provided in this document include: (1) General Information and Program Identity, (2) Summary of Program Profile, (3) Latest Education Improvement, (4) Executive Summary of SER, (5) Formulation of Autonomous Professional Profile, (6) Relationship between Program Learning Outcomes and IABEE's Criteria of Learning Outcomes, (7) Performance Indicators and Method of Program Learning Outcomes Assessment, (8) Curriculum Design, (9) Road Map of Learning Outcomes Achievement through Course Structure, (10) Program Curriculum, (11) Learning Implementation on Engineering Design, (12) Summary of Program's Quantitative Data, (13) Sample of Academic Transcript, (14) Summary of Faculty Members Data, (15) Sample of Syllabi and/or Course Semester Learning Plan, (16) Samples of Exam Questions or Assessment of Learning Outcomes, Student Answer Sheet, and Assessment Results, (16) List of Facility of Learning, and (17) Condensed Curriculum Vitae of Faculty Members.

Fig. 5 depicts the cover page of Program Profile template. Upon completion, this document is to be converted into PDF format and submitted to OES together with SER and other document(s) of supporting evidence.

Version 2018-

PROGRAM PROFILE

<NAME OF PROGRAM OPERATING INSTITUTION>

<NAME OF PROGRAM>

Accreditation Type
<General/Provisional>

Engineering Discipline
<eg. Chemical Engineering/Electrical Engineering/Mechanical Engineering ...>

Evaluation Type
<New/Interim/Renew>

Version of Accreditation Criteria
<Year->

Date of Document Upload
<Year-Month-Date>

This document is a complement to the Program's Self Evaluation Report (SER) worksheet that must be uploaded to the IABEE Online Evaluation System as one of the SER attachments. Before uploading, please convert this document into a PDF file format and make sure not exceeding 30 Megabytes.

Fig. 5. A Program Profile template

B.1.3. Preparing Evidence

Evidence provided to support a claim of fulfillment must be directly related or relevant to the evaluation item in question. Relevant evidences can assume various forms, such as

documents (e.g. institution's policies and procedures, curriculum and syllabi, quality assurance, tracer study reports, activity reports, etc.), records (e.g. student transcripts, minutes of meeting, sample of student's works, assessment results), and others (e.g. photographs, audio-visuals, software). Due to limited file size allowance for a program, only relevant parts of the evidence are considered sufficient to support a claim. Full or larger volume of evidence may be inspected during On-Site Visit upon evaluator's request.

The proofs or evidences of the fulfillment of evaluation items are to be gathered systematically in a file(s) (in PDF format) and uploaded as attachment(s) to the SER.

B.2. Evaluation Judgement and Decision

B.2.1. General Accreditation

In an evaluation for General Accreditation, the degree of fulfillment to each accreditation criterion of a program is determined by evaluation results documented in the OES. The terminology used to declare the degree of fulfillment to each evaluation item is as follows:

- **Acceptable** (abbreviated as 'A'), which means that the evaluated item fulfills the associated Accreditation Criteria item.
- **Concern** (abbreviated as 'C'), which means that the evaluated item fulfills the associated Accreditation Criteria item, but with a possibility of changes in pertinent conditions in the future which may compromise the fulfillment.
- **Weakness** (abbreviated as 'W'), which means that the evaluated item indicates an insufficiently strong fulfillment to the associated Accreditation Criteria item. This shortcoming requires corrective actions to strengthen the fulfillment of the specific evaluation item to the appropriate Accreditation Criteria item.
- **Deficiency** (abbreviated as 'D'), which means that the Program is unable to fulfill with the particular Accreditation Criteria item.

In addition, evaluation may also provide an observation, i.e. comments that are not directly related to accreditation criteria and actions but are offered to assist the program in conducting continual quality improvement; and statement of strength, which is a very effective and prominent condition or practice that is above the norm and has a positive effect on the program.

Each Accreditation Criterion consists of several sub-criteria, and in total there are 12 sub-criteria to be judged. Each sub-criteria may have several evaluation items listed in the Evaluation Worksheet. The "A-C-W-D" judgement is applicable to each of evaluation item and will be eventually aggregated to form just 12 scores. Aggregation of evaluation item scores into a single sub-criteria score is in general determined by the lowest item score. The final results of "A-C-W-D" judgement containing 12 sub-criteria scores shall determine the accreditation status given to the program in the case of General Accreditation.

Upon approval of Accreditation Council, final judgement results will lead to one of the following accreditation decisions:

- **Accredited.** This status implies that the Program meets all criteria and rules as outlined in the Accreditation Criteria and the RPEA. This accreditation status is valid for a period of five years.
- **Accredited with Interim Evaluation without Visit.** This status implies that the Program indicates unresolved shortcomings of the 'Weakness' category ("W" score). These shortcomings are such that visit is not deemed necessary to assess future corrective actions. This status is valid for a period of two or three years, after which the Program must undergo an Interim Evaluation based on desk study.
- **Accredited with Interim Evaluation with Visit.** This status implies that the Program indicates unresolved shortcomings of the 'Weakness' ("W" score) category. These shortcomings are such that a visit is deemed necessary to assess future corrective actions. This status is valid for a period of three years, after which the Program must undergo an Interim Evaluation which includes both desk study and on-site visit.
- **Not Accredited.** This status implies that the Program fails to substantially fulfill IABEE Accreditation Criteria as indicated by unresolved shortcomings in the 'Deficiency' category ("D" score) and Rules and Procedures for Accreditation and Evaluation (RPEA).

B2.2. Provisional Accreditation

In the Evaluation for Provisional Accreditation, the degree of program fulfillment to Accreditation Criteria is determined by evaluation results documented in the OES. Based on the evidences studied by assigned program evaluator, a score of either "Yes" or "No" would be used to mark each evaluation item as a conclusion whether or not, from the evaluator's viewpoint, the Program has a solid potential to meet the requirement within a foreseeable future (4 years or less).

Reflecting on the purpose of Provisional Accreditation, namely to measure program's potentials of meeting the Accreditation Criteria within a foreseeable future, the importance of a provisional accreditation evaluation lies in the narratives or comments made by the evaluator showing shortcomings and gap analysis between the current practice and the requirement, rather than the "Yes-No" judgement itself.

Upon approval for Accreditation Council, evaluation for Provisional Accreditation for a program ultimately finalizes in one of the following status:

- **Provisionally Accredited.** This status implies that the Program has the potentials of meeting the Accreditation Criteria within a foreseeable future (i.e. 4 years). Given eligibility requirements are fulfilled, a program accredited in Provisional Accreditation is expected to apply evaluation for General Accreditation within a period of four years.
- **Not Accredited.** This status implies that the Program has substantially low potentials to meet all Accreditation Criteria and RPEA items within 4 years.

C. Information for Program Evaluators

C.1. Competency and Code of Ethics

Program evaluators are the most important “face” of IABEE. They play a significant role to ensure consistent implementation of criteria, rules and procedures, objective review, fair accreditation decision, and produce quality report. A program evaluator is therefore expected to be technically current, an effective communicator, interpersonally skilled, team-oriented, professional, and organized. Evaluator who assumes the responsibility as a Team Chair is expected to have a good leadership and team management skills, in addition to the above-mentioned qualities.

IABEE demands that all personnel, including program evaluators, 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, by avoiding any potential conflict of interest, and by maintaining the confidentiality principles.

C.2. Principles of Evidence-based Evaluation

To achieve objectivity and un-biased decision, evaluation for accreditation shall be conducted based on evidence in a strict adherence to the accreditation criteria and RPEA, regardless of the reputation which may be associated with the program under evaluation or its operating institution. No evaluation is to be made without the presence of supporting evidence. An evaluator is, therefore, expected to give a maximum opportunity to the program for presenting the evidence for every claim of fulfillment.

Upon presentation of evidence, evaluator should not compare the conditions of the program being evaluated with the conditions in the institutions of his/her origin or any other institutions, because each program has the flexibility to determine the outcome standards of its graduates in accordance with the vision, mission, and conditions of its resources.

C.3. Judgement and Feedbacks

A program evaluator must be able to clearly distinguish between four levels of fulfillment to a given evaluation item, whether it is acceptable (A), a concern (C), a weakness (W), or a deficiency (D), to provide appropriate statement reflecting the judgement, and to be aware of the consequences carried by each of the fulfillment levels in both determining accreditation

decision and the necessary corrective measures. To realize these abilities, a considerable proportion on the context of judgement is taught in evaluator training exercise. In addition, exchanges of opinions and viewpoints among evaluators regarding the judgement that take place during document review processes and On-Site Visit should enhance the ability.

In writing an evaluation report, a program evaluator must be fully aware that accreditation is a means of quality betterment. Therefore, the way the report is written should be able to assist the program in improving its education quality.