

HEIs ACCREDITED BY NAAHE (1): Forms and Levels

Forms

- Universities
- Institutes
- Schools of higher learning
- Academies
- Polytechnic

Levels

- Diploma (Diploma I, Diploma II, Diploma III, Diploma IV)
- Bachelor (*Sarjana*)
- Master (*Magister*)
- Doctor

HEIS ACCREDITED BY NAAHE (2): Streams and Types

Streams

- Academic
- Professional
- Vocational

Types

- General
- Public Service (pre-service and in-service professional education)
- Religious
- Distance education

The Present and Future of Indonesian Quality Assurance of Higher Education

- Enactment of National Standards of Education in the field of Higher Education by the Minister of National Education
- Enactment of Indonesian National Qualifications Framework by the President of the Republic of Indonesia
- Enactment of Act on Higher Education by the Parliament and the Government
- Establishment of independent accreditation institutions by civil society organizations.

QA STANDARDS: PRESENT AND FUTURE

NAAHE STANDARDS

1. Vision, mission, goals and objectives, and strategies to achieve.
2. Governance, leadership, management system, and QA
3. Students and graduates
4. Human resources
5. Curriculum, learning, and academic atmosphere
6. Funding, resources and infrastructure, and information system
7. Research, service to society, and collaboration

NATIONAL STANDARDS IN HIGHER EDUCATION

1. Content
2. Process
3. Competence of graduates
4. Educational staff
5. Resources and infrastructure
6. Management
7. Finance
8. Educational evaluation

QAA IN HIGHER EDUCATION: PRESENT AND FUTURE

SINGLE QAA	MULTIPLE QAAs
National Accreditation Agency for Higher Education (BAN-PT)	<ul style="list-style-type: none">• National Accreditation Agency for Higher Education (BAN-PT)• Independent Accreditation Agency/Agencies (LAM)

Independent Accreditation Institution

- Society can perform higher education accreditation by establishing an independent higher education accreditation institution
- An independent accreditation institution:
 - is a legal entity
 - Is non-profit in nature
 - Possesses experts in the field of educational evaluation
 - Has obtained the permit from the Minister of National Education
- Outcomes of accreditation conducted by an independent accreditation institution are reported to the Minister of National Education and made public.
- Independent accreditation institutions are legally allowed to mobilize non-binding funds from society.

NATIONAL QUALIFICATION FRAMEWORK: PRESENT AND FUTURE

No National
Qualification
Framework



National Qualification
Framework

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NQF World Wide

Table 1: Extent of NQFs worldwide

1 st Generation (implementation started between the late 1980s and the mid-1990s)	2 nd Generation (implementation and development started in the late 1990s or early 2000s)	3 rd Generation (currently under consideration)
Australia; New Zealand; Scotland; South Africa; UK ¹ (excl. Scotland)	Ireland; Malaysia; Maldives; Mauritius; Mexico; Namibia; the Philippines; Singapore; Trinidad and Tobago; Wales	Albania; Angola; Barbados; Bosnia and Herzegovina; Botswana; Brazil; Chile; China; Colombia; Democratic Republic of Congo; Jamaica; Lesotho; Macedonia; Malawi; Mozambique; Romania; Serbia; Slovenia; Uzbekistan; Tanzania; Turkey; Uganda; Zambia; Zimbabwe

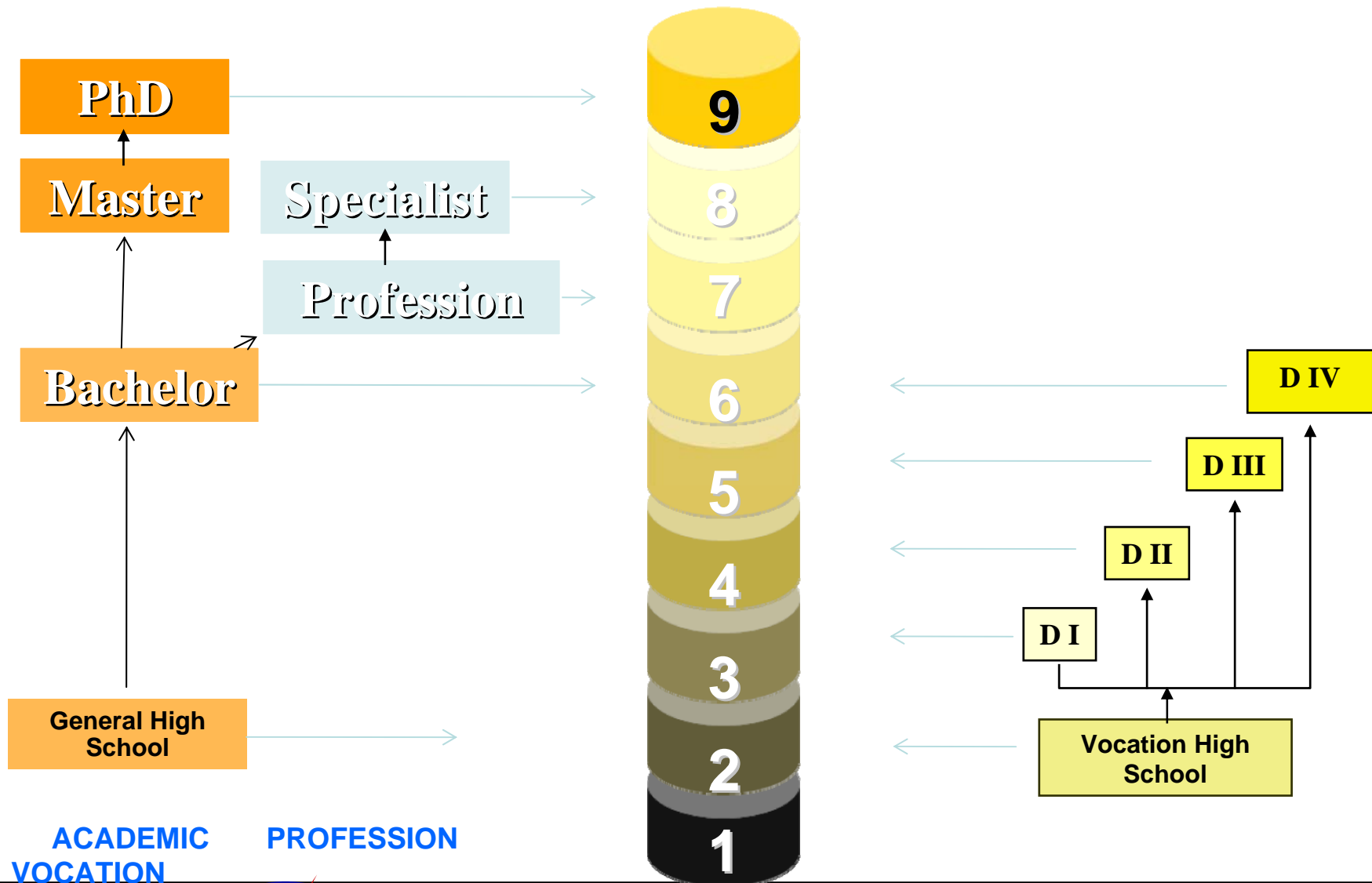
* An Introductory Guide to National Qualifications Frameworks: Conceptual and Practical Issues for Policy Makers, By Ron Tuck

Indonesian National Qualifications Framework (INQF)

- After conducting benchmarking with established overseas quality frameworks, the Ministry of National Education has, in collaboration with the Ministry of Manpower and Migration, designed an Indonesian Qualification Framework and submitted a draft Government Regulation on the Indonesian Qualification Framework to the Government .
- When the Indonesian Qualifications Framework comes into effect the Ministry of National Education plans to link it to National Standards of Education in Higher Education, EQA, and IQA as components of the Higher Education QA System.

INDONESIAN QUALIFICATION FRAMEWORK

Presented by Director of Academic Affairs, MoNE, Republic of Indonesia, ASEM Conference in Cyprus, December 2010



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The Policy and Performance of BAN-PT's International Collaboration

International, Regional, Bilateral collaboration

- **INQAAHE**. Membership in INQAAHE Board of Directors until 2011.
- **APQN** (co-founder): capacity-building programs in Ulan Bator, Hanoi, Dhaka, Manila, Kuala Lumpur. Membership in APQN Board until 2011.
- **AQAN** (co-founder): capacity-building programs in Kuala Lumpur, Siem Reap, Bangkok. MoA. Membership in AQAN Executive Committee,
- **MQA**, Malaysia: capacity building programs of NAAHE assessors, performance audit of Malaysian HEI by NAAHE auditor, immersion of MQA staff at NAAHE. MoA.
- **NIAD-UE**, Japan: capacity-building programs: immersion of NAAHE assessors. MoU.
- **NAAC**, India: capacity-building programs: immersion of NAAHE assessors.
- **HEEC**, China
- **NCAAA**, Timor Leste: capacity building programs: immersion of NCAAA staff, at NAAHE, accreditation of Timor Leste HEI involving NAAHE assessor.
- **AQAIIW** (co-founder). Membership in Pro-Tem Committee. Membership in Executive Board
- **AUQA**, Australia: immersion of NAAHE Board Member.
- Other QAAs: **NZQA, NCATE, TEAC**

TERIMA KASIH



THANK YOU

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