

Indonesian Accreditation Agency for Higher Education in Health (IAAHEH)



ACADEMIC PAPER

**UNDERGRADUATE PROGRAMS IN
NUTRITION AND DIETETICS
PROGRAM ACCREDITATION**

FOREWORD

Thanks to God who has given strength, which enabled the writers to complete the academic paper for Undergraduate Nutrition and Dietetics Study Program Accreditation. This academic paper describes the history of the Indonesian Accreditation Agency for Higher Education in Health which recently expand its function to become an International Accreditation Agency for Nutrition and Dietetics Program. The background of the academic paper is to allow the Nutrition and Dietetics Study Program to comprehend the knowledge of IAAHEH as an accreditation agency.

The book describes in detail the profile and history of IAAHEH, the background of the agency as an international accreditation body and the process of international accreditation held by IAAHEH. A simple and easy read was book designed to allow Nutrition and Dietetics study programs or assessors to understand the concepts and principles of the accreditation process. It was also equipped with the procedure of accreditation. It is believed that this academic paper will become a strong foundation to understand the aim, and benefits of accreditation, and predict the future of Nutrition and Dietetics education.

This academic paper is written by a team of Nutrition and Dietetics education who come from several best universities and practitioners. I extend my thanks for their commitment to writing the book. I believe the expectation of the writers to provide comprehensive basic information on the IAAHEH accreditation program will positively impact Nutrition and Dietetics programs to always improve their quality of education to produce qualified Nutrition and Dietetics graduates.

Jakarta, July 4th, 2023.

Prof. Usman Chatib Warsa, MD., PhD
The Chairman of IAAHEH

Table Of Contents

| | |
|--|-----|
| FOREWORD..... | i |
| Table Of Contents..... | ii |
| LIST OF TERMS AND ABBREVIATIONS..... | iii |
| List of Figures..... | v |
| List of Tables..... | v |
| CHAPTER I IAAHEH HISTORY AND PROFILE | 1 |
| 1.1 History | 1 |
| 1.2 Profile | 1 |
| 1.2.1 Operational Values | 1 |
| 1.2.2 National Recognition..... | 4 |
| 1.2.3 Recognition by the International Agencies..... | 5 |
| CHAPTER 2. PURPOSE AND BENEFIT | 6 |
| 2.1 Purpose | 6 |
| 2.2 Benefit | 6 |
| CHAPTER 3. CONCEPT OF IAAHEH QUALITY ASSURANCE | 8 |
| 3.1. Concepts of Quality | 8 |
| 3.2. Quality Assurance System for Nutrition and Dietetics Program | 9 |
| 3.2.1 Internal Quality Assurance System..... | 9 |
| 3.2.2 External Quality Assurance System..... | 9 |
| CHAPTER 4. IAAHEH INTERNATIONAL ACCREDITATION | 10 |
| 4.1 The Principles | 10 |
| 4.2 The Governance..... | 10 |
| 4.3 International Accreditation Standards..... | 10 |
| 4.3.1 Principles-based Standards | 10 |
| 4.3.2 IAAHEH International Accreditation Standards for Nutrition and Dietetics Program | 11 |
| 4.3.3 Outline of IAAHEH International Accreditation Procedure..... | 11 |
| REFERENCES | 12 |

LIST OF TERMS AND ABBREVIATIONS

Accreditation is the process of evaluating and assessing the quality of an institution or study program carried out by a peer expert team (assessor team) based on established quality standards, under the guidance of an independent accreditation body or agency outside the institution or study program concerned; the accreditation result is recognition that an institution or study program has met the established quality standards, so it is eligible to conduct its programs.

SAR (Self-Assessment Report) is the review, evaluation, and assessment of data and information presented by a study program or higher education institution in the performance document of the study program or portfolio, carried out by the assessor team in the accreditation process, before the field assessment visit to the accredited study program or institution.

Survey Visit the on-site review and assessment of a study program's location carried out by the assessor team to verify and supplement the data and information presented by the study program or institution in the portfolio studied by the assessor team in the sufficiency assessment stage..

Accreditation Criteria, are the standards used to determine the eligibility and quality of higher education institutions or study programs.

Parameter are parts of accreditation standards used as a basis for measuring and determining the eligibility and quality of study programs or institutions.

Mission is A mission is a statement that defines an organization's purpose and reason for existence. It describes the organization's primary objectives, target audience, and how it aims to serve them. The mission provides direction and focus to the organization's strategy, decision-making, and resource allocation. It helps to differentiate the organization from its competitors and serves as a rallying point for employees and stakeholders.

Values refer to the guiding principles or beliefs that an organization holds dear. They are the foundation of an organization's culture and provide a framework for decision-making, behavior, and interaction with stakeholders. Values can include concepts such as integrity, respect, teamwork, innovation, and excellence, among others. Values help to establish the organization's identity and guide its actions, behaviors, and relationships with stakeholders.

Curriculum refers to the set of courses, programs, and learning experiences offered by an educational institution or organization. It encompasses the topics, learning objectives, methods of instruction, and assessment strategies used to guide the learning process.

Assessment refers to the process of gathering and analyzing information about a student's knowledge, skills, and abilities. It is used to evaluate student learning, guide instruction, and improve educational programs.

Students refer to individuals who are enrolled in a university or college program and are pursuing higher education. These students typically have completed their secondary education and have chosen to pursue further education in a particular field or area of study. University students can be undergraduate or graduate students, depending on whether they are pursuing a Bachelor's degree or a higher degree, such as a Master's or a Doctorate.

Faculty Members are individuals who work at a higher education institution, such as a college or university and are responsible for teaching, research, and service to the institution and the community. They are typically appointed to a specific academic department and are responsible for delivering courses, developing curricula, conducting research, and engaging in service activities that contribute to the academic mission of the institution.

Preceptors are individuals who provide guidance and mentorship to learners in professional settings, such as healthcare, law, and business. They serve as role models and provide practical, hands-on experience to learners, helping them to develop their skills and knowledge in a particular field.

Supporting Staffs are employees who provide administrative, technical, or operational support to an organization or institution. They are essential to the smooth functioning of the organization and help to ensure that the organization's goals and objectives are met.

Educational Resources refer to materials, tools, and technologies used to support teaching and learning activities. These resources can be physical, such as textbooks, workbooks, and laboratory equipment, or digital, such as online courses, educational software, and multimedia resources.

Quality Assurance refers to a set of planned and systematic activities that are designed to ensure that products, services, or processes meet or exceed specified quality standards. It involves monitoring, evaluating, and improving the quality of a product or service throughout its entire life cycle, from design and development to delivery and support.

Governance and Administration refer to the systems, structures, policies, and processes that are used to guide and manage an organization or institution. Governance refers to the overall system of decision-making, accountability, and control that determines how an organization is run and how it achieves its goals. Administration, on the other hand, refers to the day-to-day management of an organization, including the implementation of policies and procedures, management of resources, and coordination of activities.

Assessor Team is a team consisting of peer experts assigned by IAAHEH to conduct assessments of various accreditation standards of a higher education institution or study program.

Fully accredited (8 years) The school will be considered fully accredited for 8 years if it has met all the elements of eight criteria as written in Chapter 2.

Accredited status (5 years) with monitoring The school will be considered accredited with monitoring for 5 years if the majority of the elements of criteria curriculum, assessment, academic staff, resources, and governance have been met. Upon fulfillment of criteria vision and mission, student, and quality assurance after monitoring by IAAHEH within 3 years the school will be granted full accredited status with 8 years.

If within 3 years of monitoring, the school is unable to fulfill the majority element of criteria vision and mission, student, and quality assurance, then the accreditation status will remain as before.

Not accredited status The school will be decided to have deny accreditation status if the school is unable to fulfill majority elements of criteria curriculum and academic staff. Within 2 years the school may re-submit the application for accreditation. The school still holds the membership status.

IAAHEH Indonesian Accreditation Agency for Higher Education in Health

List of Figures

| | |
|--|---|
| Figure 1. The Relationship between Internal Quality Assurance Systems and External Quality Assurance Systems | 2 |
| Figure 2. Quality Cascade | 3 |
| Figure 3. Conceptualization-Production-Usability | 3 |
| Figure 4. Relationship between IAAHEH and Stakeholders | 4 |
| Figure 5. Relationship between Interprofessional education and interprofessional collaboration | 4 |

List of Tables

| | |
|--------------------------------------|---|
| Table 1. Definition of Quality | 8 |
|--------------------------------------|---|

CHAPTER I IAAHEH HISTORY AND PROFILE

1.1 History

The establishment of IAAHEH was facilitated and funded by the Government of the Republic of Indonesia through a world-bank-funded project, namely the Health Profession Education Quality Project (HPEQ) which ran from 2009-2014. For this purpose, international consultants were recruited, i.e., Prof. Roger Hughes (Australia) in 2010, Prof. Robert Woollard (Canada) and Dan Hunt from the Liaison Committee for Medical Education (LCME) USA in 2011. After several workshops involving seven professional organizations and seven educational school associations were conducted, 14 organizations signed a declaration in 2011 to establish an independent accreditation agency for higher education in health.

The Indonesian Accreditation Agency For Higher Education in Health (IAAHEH) or LAM-PTKes was eventually established in 2014 by 7 Health Professional Organizations and 7 Associations of Education Schools in Health among those were Medicine (Indonesian Medical Association and Association of Medical Education Schools), Dentistry (Indonesian Dental Association, Association of Dental Education Schools), Nursing (Indonesian Nurses Association and Association of Indonesian Nursing Education Schools), Midwifery (Indonesian Midwives Association and Indonesian Midwifery Education Association), Pharmacy (Indonesian Pharmacist Association and Association of Indonesian Pharmacy Education Schools), Public Health (Indonesian Public Health Association and Association of Indonesian Public Health Education Schools), and Nutrition (Indonesian Nutrition Association and Association of Indonesian Nutrition Education Schools).

1.2 Profile

The primary task of IAAHEH is to accredit all health study programs in Indonesia which include the veterinary study programs that joined in 2020. The number of health study programs has increased from 2950 study programs in 2015 to 4500 study programs in September 2021. At the end of November 2021, the IAAHEH accredited 3809 Study Programs in Health covering different higher education types (vocational, academic, and professional) and programs (diploma, bachelor, master, doctoral, profession, specialist, and sub-specialist). These programs must re-accredit every 5 years before the accreditation status expires or one year after the accreditation decision if they intend to improve their accreditation status.

IAAHEH's vision is to become a globally acknowledged accreditation school to facilitate quality higher education study programs in health. IAAHEH's missions are: (a) to develop IAAHEH in a professional and accountable manner; (b) to improve the quality of accreditation services for higher education study programs in health; (c) to increase the network and recognition of IAAHEH at national and global levels. The core values of IAAHEH are "amanah" (trustworthy, accountable and reliable) and "mandiri" (independent).

1.2.1 Operational Values

In delivering its services, IAAHEH is driven by its operational values as follows:

a) The Culture of Continuous Quality Improvement

The Culture of Continuous Quality Improvement is the commitment to improve the performance of study programs so that quality becomes a culture in all study programs. Continuous Quality Improvement is achieved when there is a closed connection between the internal quality assurance system and the external quality assurance system. IAAHEH believes that the internal quality assurance system is the starting point for external quality

assessment. This belief is applied in the accreditation process, which begins with the study program's Self-Evaluation Report based on the results of their internal quality assurance system. This report will be used as the basis for the desk evaluation. Upon the completion of site visits and the validation process by the Accreditation Board, IAAHEH announces the accreditation decision and the recommendations for the improvement of the study program. This relationship is depicted in the following diagram:

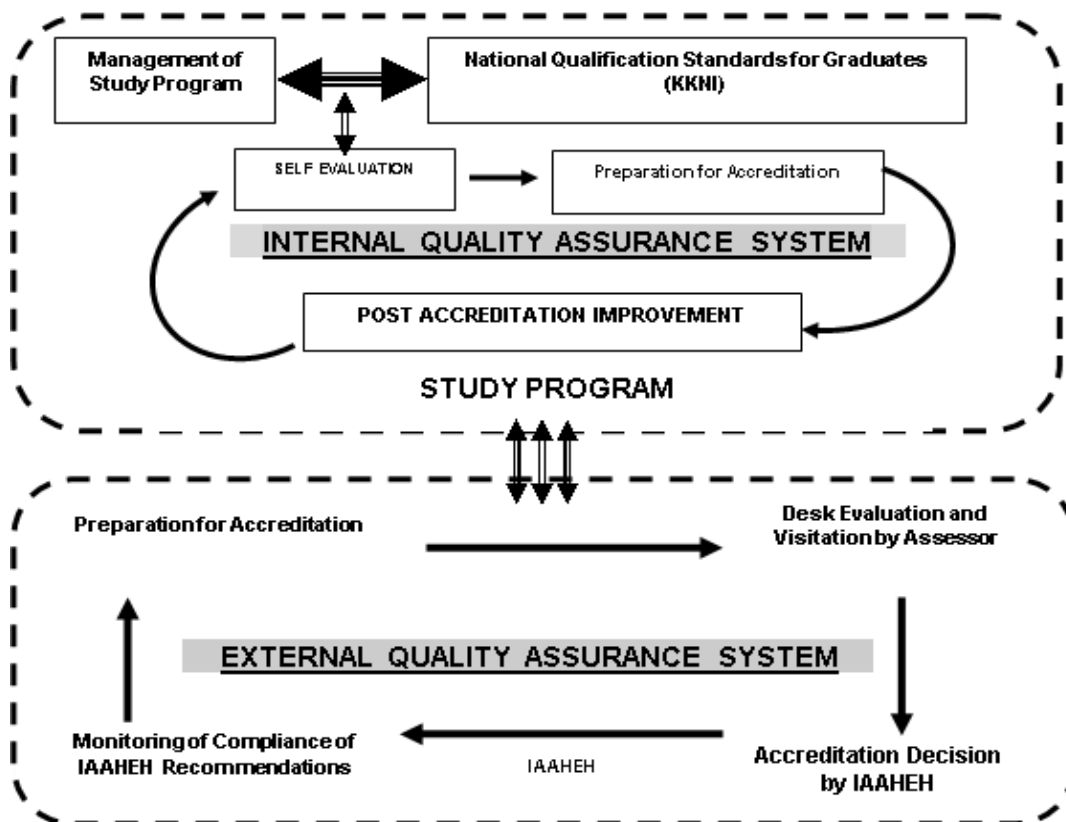


Figure 1. The Relationship between Internal Quality Assurance Systems and External Quality Assurance Systems

b) Quality Cascade

Quality that interrelated between the quality of higher education in health with the quality of medical and health practices and eventually the quality of community health (Quality Cascade). The accreditation system ensures the quality of schools will produce quality graduates who will deliver quality medical and health practices.

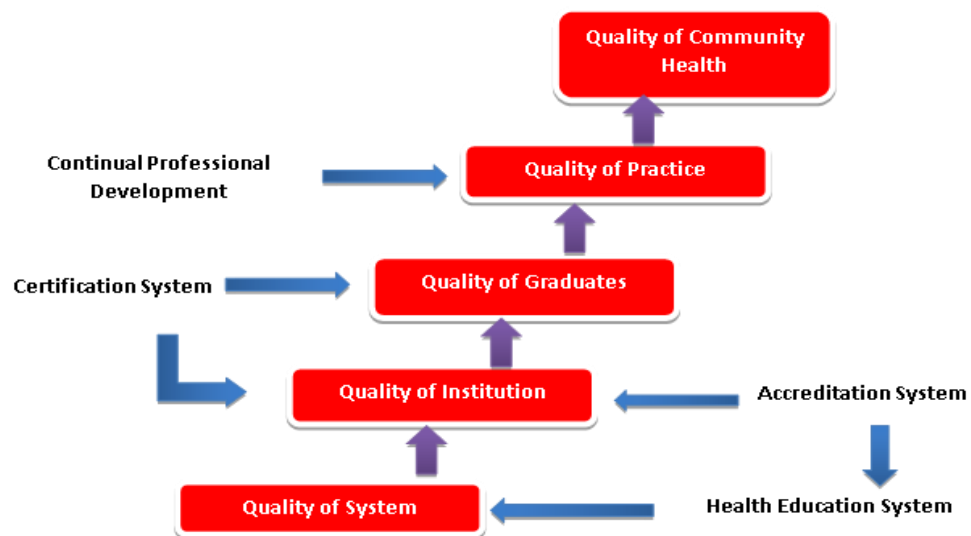


Figure 2. Quality Cascade

c) The Conceptualization - Production - Usability Concept

The concept of production and use of the health profession demands continuity between the career paths of health workers from education, graduation, and placement to professional development (Conceptualization - Production - Usability (CPU);

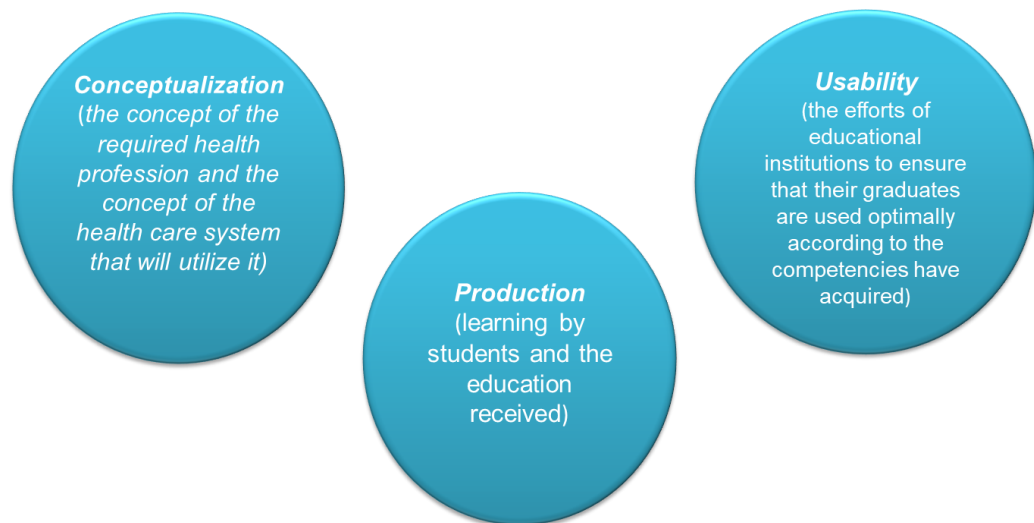


Figure 3. Conceptualization-Production-Usability

d) Trusted by all stakeholders (Trustworthy)

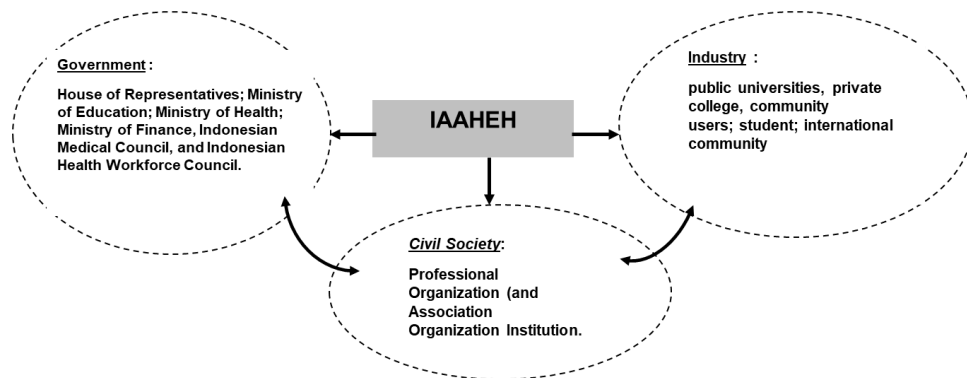


Figure 4. Relationship between IAAHEH and Stakeholders

IAAHEH strives to gain trust from the different stakeholders, namely the government, higher education schools, and academic communities nationally and internationally, as well as civil society which includes Professional Organizations, the Indonesian Nutrition Association (PERSAGI) and the Indonesian Association of Higher Education in Nutrition (AIPGI).

e) Interprofessional Education (IPE) as the Foundation for Interprofessional Collaboration (Inter-professionalism).

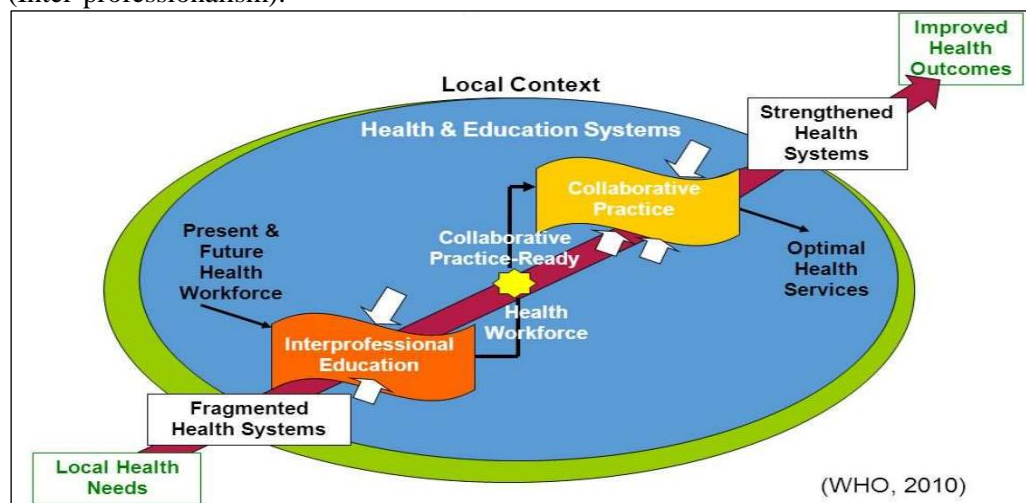


Figure 5. Relationship between Interprofessional education and interprofessional collaboration

IAAHEH encourages the implementation of IPE in higher education in health by including IPE as one of the scoring elements in the accreditation criteria. IAAHEH believes that implementing IPE will push the realization of Interprofessional Collaboration which will increase the quality of service, and therefore improve nutrition and health status of individuals, group and community.

1.2.2 National Recognition

IAAHEH has got a number of recognitions from national agencies. Recognition by the Ministry of Education, Culture, Research, and Technology.

The approval to establish IAAHEH from the Indonesian Government was obtained through Ministerial Decree No. 291/P/2014 about Operational IAAHEH.

Recognition by the Ministry of Human Rights and Laws

The approval to operate legally as an accreditation agency was obtained from the Ministry of Human Rights and Laws through Ministerial Decree No. AHU-30.AH.01.07

The decree of the Ministry of Education and Culture No 83/P/2020 on International Accreditation Agency implied that since IAAHEH has been recognised by WFME and APQR, it can operate as an international accreditation agency in Indonesia. WFME and APQR are included in list A of the Decree.

The recognition of IAAHEH by WFME could be found on the web <https://wfme.org/recognition/accrediting-agencies-status/> , and by APQR could be found on the web <https://www.apqr.co/register/view-as-a-list/iaaheh-lam-ptkes-jakarta> .

The decree of the Ministry of Education and Culture No 385/P/2021 on Criteria and Procedures for Recognition of International Accreditation Institutions.

1.2.3 Recognition by the International Agencies

Internationally, IAAHEH is recognized by Asia Pacific Quality Register (APQR) from 2018 through 2023. APQR is a non-governmental and non-profit network in Asia Pacific that has been striving to “Enhancing the Quality of Higher Education in the Asia-Pacific Region” and "Dissolving Boundaries for a Quality Region".

IAAHEH is also recognized by WFME under the WFME Recognition Program until 2028. WFME is the only global organization established by the WHO and WMA in 1972 that is mandated to safeguard the quality of medical education.

Currently, IAAHEH is in the process of seeking recognition by the AQAF. AQAF is ASEAN Quality Assurance Framework - an initiative under the EU Share Program. The purpose of AQAF is to provide a common core of QA principles that demonstrates good international practices and serves as a benchmark and neutral point of reference for national quality assurance agencies.

CHAPTER 2. PURPOSE AND BENEFIT

International accreditation is the accreditation that is conducted by an accreditation agency that operates outside its jurisdictions and has a legal mandate by authority from its country of origin and is recognized by the recipient country.

IAAHEH has been given a legal mandate by the Ministry of Education, Research and Technology through the Ministerial Decree of the Ministry of Education and Culture No 83/P/2020 on International Accreditation Agency and No. 385/P/2021 on Criteria and Procedures for Recognition of International Accreditation Institutions. IAAHEH may operate in Indonesia to conduct accreditation based on international standards and best practices of international accreditation procedures.

2.1 Purpose

IAAHEH has been granted WFME Recognition in 2018 which lasts up to 2028. IAAHEH commits to uplifting the quality of medical and health profession education. Nevertheless, currently, not all governments have provided accreditation services to medical and health profession schools for some reasons, such as the size of the country, different priorities, the limited number of schools, etc. Therefore, IAAHEH provides accreditation services to such countries or regions, so that it may support the WHO Global Strategy for Human Resources in Health goal in 2030.

The purpose of international accreditation is:

- To prepare the Nutrition and Dietetics Programs to obtain a higher international reputation
- To facilitate the graduates of Nutrition and Dietetics Programs for international recognition
- To ensure that the accredited study program has fulfilled IAAHEH Accreditation Standards for Nutrition and Dietetics Program
- To encourage study programs to have continuous improvement and to maintain their 'excellence accreditation status'.

2.2 Benefit

Prior to applying for International Accreditation, Study programs are required to obtain National Accreditation Status. There are some benefits of international accreditation by IAAHEH, namely:

- To ensure that the accredited study program has fulfilled the IAAHEH International Accreditation Standards for Nutrition and Dietetics Program.
- To demonstrate that the study program has successfully applied the principles as laid out in the IAAHEH International Accreditation Standards which gives more flexibility for the institutions to develop innovative programs in line with their vision and missions.
- To encourage study programs to have continuous improvement and to maintain their 'accreditation status'.
- The study program that has been accredited internationally has more opportunities to develop international collaboration with overseas schools or international organizations.
- The number of study programs that have been accredited internationally is the University Performance Indicator No.8. By having a study program with international accreditation, the university may achieve this indicator (Applicable for Indonesian Study Program only).
- Study programs that have been accredited by IAAHEH are recognized by the Indonesian Nutrition Association and the Indonesian Association of Higher Education in Nutrition (AIPGI).
- Study programs that have international accreditation have more opportunities to get research grants or development grants from the Ministry of Education, Culture, Research, and Technology indicator (Applicable for Indonesian Study Program only)

- The graduates may have more chances to get scholarships from the Indonesian Government or from other countries indicator (Applicable for Indonesian Study Program only).
- The study programs with international accreditation are eligible to become mentors for other study programs.
- Faculty members of accredited study programs are eligible to become IAAHEH's assessors.

CHAPTER 3. CONCEPT OF IAAHEH QUALITY ASSURANCE

Now being recognized by several international agencies as having met the standards of international accreditation practices, in line with its vision to play a role globally in facilitating the enhancement of quality in medical and health profession education, IAAHEH intends to expand its accreditation services to accreditation agencies outside Indonesia's jurisdiction. IAAHEH aims to capitalize on its experiences to promote quality and assist accreditation agencies from other countries to identify their strengths and potential so that quality education can be uplifted. IAAHEH also supports Sustainable Development Goals No 4, i.e., quality education. Quality education for the medical and health profession is very important in ensuring that the health development of a nation can be realized to achieve 'health for all' and to fulfill the call from Alma Ata Declaration in 1978 that 'health is a fundamental human right'.

IAAHEH realizes that there are countries that do not yet have a national accreditation system. Some factors may include the size of the country and the number of schools in medical education and health professions, which cause the cost of setting up a national system to be too expensive and inefficient. These countries should be assisted in being able to take part in external systems of quality assurance as one of the terms of obtaining recognition from its stakeholders as a credible educational school.

3.1. Concepts of Quality

There are four groups of stakeholders that must be considered when defining quality: providers (e.g., funding bodies and the community, taxpayers); users of products (e.g., students); users of outputs (e.g., employers); and employees of the sector (e.g., academics and administrators; Srikanthan & Dalrymple, 2003). Each group has a different perspective on quality.

Quality is not static but rather a dynamic, ever-changing pursuit of excellence that must be considered in the context of the larger educational, economic, political, and social landscape (Bobby, 2014; Ewell, 2010)

As shown in Table 1, there are four broad conceptualizations of quality: quality as purposeful, exceptional, transformative, and accountable.

Table 1. Definition of Quality

| Classifications | Definitions |
|------------------------|---|
| Purposeful | Schools' products and services conform to a stated mission/vision or a set of specifications, requirements, or standards, including those defined by accrediting and/or regulatory bodies |
| Exceptional | Schools' products and services achieve distinction and exclusivity through the fulfillment of high standards |
| Transformative | Schools' products and services affect positive change in student learning (affective, cognitive, and psychomotor domains) and personal and professional potential |
| Accountable | Schools are accountable to stakeholders for the optimal use of resources and the delivery of accurate educational products and services with zero defects. |

Defining quality is an important prerequisite for defining quality assurance. After all, one must know what quality is before determining how to assure it. An accreditation agency needs to have a clear definition of quality.

IAAHEH upholds the definition of quality as “fitness for purposes”, which belongs to the category of purposeful. IAAHEH believes that every action, every activity, and every program that is carried out by the school must be geared towards the achievement of the purposes of the school and the purposes of the study program. In addition to this, IAAHEH also perceives quality as being accountable to the internal and external stakeholders. Schools should ensure that resources are adequate and optimally used to deliver educational products and services. Lastly, quality means transformative, meaning that education programmers should provide meaningful and positive experiences for the students to grow, unlock their potential, and find employment opportunities.

3.2. Quality Assurance System for Nutrition and Dietetics Program

Quality assurance (QA) in higher education is not a simple one-dimensional notion about academic quality. Given the varied needs and expectations of a wide range of stakeholders, quality in higher education can be said to be multi-dimensional.

The World Declaration on Higher Education for the Twenty-First Century: Vision and Action (October 1998), Article 11, Qualitative Evaluation considers quality in higher education to be:

“A multi-dimensional concept, which should embrace all its functions and activities, teaching and academic program, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community, and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists, if possible, with international expertise, are vital for enhancing quality.”

To develop, implement, sustain, and improve the level of quality in higher education, schools need to install a rigorous quality assurance system. The Regional Report of Asia and the Pacific (UNESCO, 2003) defines quality assurance in higher education as “the systematic management and assessment procedures to monitor the performance of higher educational schools.”

3.2.1 Internal Quality Assurance System

Each Nutrition and Dietetics school is obliged to have an internal quality assurance system in place. An internal quality assurance system as defined above is an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of medical and health profession education. This implies there should be some structures to be assigned tasks and responsibilities to carry out QA functions. There should be some agreed procedures to ensure that educational programs are implemented as planned, and if there is force majeure, certain risks, and mitigation plans are already in place.

3.2.2 External Quality Assurance System

Quality Assurance Systems in higher education are usually referred to as accreditation. In assessing the quality of medical and health profession education, IAAHEH will consider the internal quality assurance system of the Nutrition and Dietetics study programs during the accreditation process.

CHAPTER 4. IAAHEH INTERNATIONAL ACCREDITATION

4.1 The Principles

The basic requirement is that the accreditation system must be trusted and recognized by all: the medical and health profession schools, students, the profession, the health care system, and the public. Trust must be based on the academic competence, efficiency, and fairness of the system. These characteristics of the system must be known by the users and consequently, the system must possess a high degree of transparency.

4.2 The Governance

The accreditation system must operate within a legal framework. The system must be under either a governmental law or decree; the statutory instrument will most probably be rules and regulations approved by the government and permission from WFME, APQR and AQAF to operate in other countries that have official collaboration with IAAHEH. The legal framework must secure the autonomy of the accreditation system and ensure the independence of its quality assessment from the government, the Nutrition and Dietetics schools, and the profession. The legal framework must authorize the accrediting body to set standards, conduct periodic evaluations and confer, deny, and withdraw accreditation of Nutrition and Dietetics and health professional schools and their program in nutrition and dietetics and health professional education. The framework must lay down the size and composition of the accreditation committee or council and must allow the committee or council to decide on the by-laws specifying the procedure for accreditation, including the appointment of a review or site-visit teams. Furthermore, the legal framework should include rules regarding the declaration of conflict of interest and the handling of complaints.

The accreditation body or agency must have an accreditation board, committee or council, and administrative staff or unit. For specified tasks, such as external evaluations, a review or site-visit team must be appointed by the accreditation committee or council.

The accreditation council consists of 3 (three) members. The members must be highly esteemed and respected within the profession, and preferably of international standing. All members must have an educational background in nutrition and dietetics.

4.3 International Accreditation Standards

The standards or criteria of accreditation must be predetermined, agreed upon, and made public. The criteria used as the basis for the accreditation process - the self-evaluation, external evaluation, recommendations, and final decision on accreditation - must be the IAAHEH International Accreditation Standards for quality improvement in nutrition and dietetics education, with the necessary national and/or regional specifications or a comparable set of standards.

4.3.1 Principles-based Standards

A principles-based approach seeks to set principles that specify the intention of regulation, rather than set rules detailing requirements of Nutrition and Dietetics and health professional education programs. Principles-based standards are not prescriptive and detailed but are stated at a broad level of generality. They address the components of the educational program, such as student support, a curriculum model, or an assessment system. However, they do not detail how support should be offered, what curriculum model should be adopted, nor what assessment methods should be used. They ask that the Nutrition and Dietetics school states its mission and values, but they do not define what those missions or values should be. Those are contextual decisions for local agencies and schools. This way, principles-based

standards can meet the different needs of regulatory agencies and Nutrition and Dietetics and health professional schools around the world, whatever their resources, contexts, purposes, and stages of development. This principles-based approach is designed to guide agencies and schools in any and every context. They might be used for new Nutrition and Dietetics and health professional schools, established Nutrition and Dietetics and health professional schools, and new or established regulatory systems. The new standards invite schools or organizations that wish to use them to interpret them for their own culture, resources, aspirations, and values, while still addressing the specified areas of performance.

4.3.2 IAAHEH International Accreditation Standards for Nutrition and Dietetics Program

IAAHEH will use the IAAHEH International Accreditation Standards for Nutrition and Dietetics Program. The standards were developed based on extensive benchmarking from WFME standards plus 8 different countries (including:) and a feedback session from invited speakers during the Bali Meeting (8-9 December 2022). The standards were then further refined into 8 criteria and 87 parameters as follows:

- Criteria 1) Mission and Value
- Criteria 2) Curriculum
- Criteria 3) Assessment
- Criteria 4) Students
- Criteria 5) Faculty Members, Preceptors and Supporting Staff
- Criteria 6) Educational Resources
- Criteria 7) Quality Assurance
- Criteria 8) Governance and Administration.

A description of each of these international accreditation criteria above can be seen in Book Accreditation Handbook for Study Program and Book Accreditation Handbook for Assessor.

4.3.3 Outline of IAAHEH International Accreditation Procedure

The accreditation procedure for dietetics study programs consists of 8 (eight) stages, namely:

- Stage 1. Accreditation Registration
- Stage 2. Training and Preliminary Self-Evaluation Report
- Stage 3. Submission of Completed Self-Evaluation Report (SER)
- Stage 4. Desk Evaluation (DE)
- Stage 5. Survey Visit
- Stage 6. Preparation of Draft and Final Survey Reports
- Stage 7. Decision of Accreditation Results (Online)
- Stage 8. Submission and Process of Appeal

The total accreditation process requires 36 weeks.

REFERENCES

ABET (*Accreditation Board for Engineering and Technology*) Accreditation Policy and Procedure Manual.2022. Effective for Reviews during the 2023-2024 Accreditation Cycle Incorporates all changes approved by the ABET Board of Delegates as of October 29, 2022. Baltimore, MD: Accreditation Board for Engineering and Technology, Inc, https://www.abet.org/wp-content/uploads/2023/01/23-24-APPM_FINAL.pdf

Accreditation Commission for Senior Colleges and Universities. 2021. *THE 2013 HANDBOOK AND WSCUC ACCREDITATION*. Alameda, CA: Western Association of Schools and Colleges, <https://www.wscuc.org/handbook/>.

Bobby, CL (2014). The abcs of building quality cultures for education in a global world. Paper presented at the International Conference on Quality Assurance, Bangkok, Thailand

Ewell, P (2010), Twenty years of quality assurance in higher education: What's happened and what's different?, *Quality in Higher Education*, 16:173-175

Srikanthan, G and Dalrymple, JF (2003), Developing alternative perspectives for quality in higher education, *International Journal of Education Management*, 17:126-136

Unesco (1998), World declaration on higher education for the twenty-first century: Vision and action and framework for priority action for change and development in higher education.

Unesco (2003), Higher education in Asia and the Pacific, 1998-2003: regional report on progress in implementing recommendations of the 1998 World conference on higher education, adopted at the second session of the regional follow-up committee, Bangkok, Thailand, 25-26 February 2003

International Programme Accreditation: Method Handbook for Higher Education Institutions Outside the UK. 2022. *the Quality Assurance Agency for Higher Education (QAA)*: QAA, https://www.qaa.ac.uk/docs/qaa/international/ipa-handbook.pdf?sfvrsn=c9d9a281_10

2021-2022 Baldrige Excellence Framework: Education Criteria for Performance Excellence. Gaithersburg, MD: Baldrige National Quality Program, <https://www.nist.gov/baldrige>.

CHEA (Council for Higher Education Accreditation). 2019. *Recognition of Accrediting Organizations Policy and Procedures*. Washington, D.C.: CHEA, https://www.chea.org/sites/default/files/other-content/Recognition-Polic-FINAL-Dec-2018_2.pdf

NWCCU (Northwest Commission On Colleges And Universities). 2020. *Handbook of Accreditation*. Redmond, WA: NWCCU, <https://nwccu.app.box.com/s/nimzpotmpq9f6ezg95refbkwlco9ofzy>

Accreditation Council for Education in Nutrition and Dietetics (ACEND). 2021. *ACEND Accreditation Standards For Nutrition and Dietetics Internship Programs (DI)*. Chicago, IL: Academy of Nutrition and Dietetics: <https://www.eatrightpro.org/-/media/files/eatrightpro/acend/accreditation-standards-fees-and-policies/2022-standards-and-templates/2022-accreditation-standards-for-nutrition-and-dietetics-internship-programs.pdf?rev=b418758fc9ec4212bd4baa3b0598aae0&hash=3C214F62A2CABC28884F527FF8FBDE1D>

Ashcraft, K. and L.F. Peek. 1995. *The Lecture's Guide to Quality and Standards in Colleges and Universities*. London: The Falmer Press.

BAN-PT. 2000. *Guidelines for External Accreditation of Higher Education*. Jakarta: BAN- PT.

BAN-PT. 2000. *Guidelines for Internal Quality Assessment of Higher Education*. Jakarta: BAN-PT.

Dochy, F.J.C. *et al.* 1996. *Management Information and Performance Indicators in Higher Education*. Assen Maastricht, Nederland: Van Gorcum.

National Accreditation Agency for Higher Education (BAN-PT). 2000. *Guidelines for External Quality Assessment of Higher Education*. Jakarta: Ministry of National Education (Depdiknas).

National Council for Accreditation of Teacher Education, 1997. *Standards, Procedures, and Policies for the Accreditation of Professional Education Units*. Washington, DC: NCATE.

Tadjudin. M.K. 2000. *Asesmen Institusi untuk Penentuan Kelayakan Perolehan Status Lembaga yang Mengakreditasi Diri bagi Perguruan Tinggi: Dari Akreditasi program Studi ke Akreditasi Lembaga Perguruan Tinggi*. Jakarta: BAN-PT.

Standar Profesi Nutrisionis didasarkan atas keputusan Menteri Kesehatan RI Nomor HK.01.07/MENKES/342/2020 Tahun 2020 tentang Standar Profesi Nutrisionis.

Standar Profesi Dietisien didasarkan atas keputusan Menteri Kesehatan RI Nomor HK.01.07/MENKES/1910/2022 Tahun 2022 tentang Standar Profesi Dietisien.

Contributors:

- Soetrisno IAAHEH
- Arum Atmawikarta IAAHEH / Indonesian Nutrition Assosiation
- Nils Aria Zulfianto IAAHEH
- Budi Setiawan Indonesian Nutrition Colegium/Indonesian Association of Higher Education in Nutrition
- Evy Damayanthi IPB University
- Nurul Muslihah Universitas Brawijaya
- Martalena Br Purba Indonesian Dietetic Association
- Tony Arjuna Universitas Gadjah Mada

Supporting Team:

- Ika Mustika Sari