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BOOK II
PHARMACY GRADUATE PROGRAM CRITERIA AND ACCREDITATION PROCEDURE

FACULTY OF MATHEMATICS AND NATURAL SCIENCES
BACHELOR OF PHARMACY

Appendix 005 Regulation of the National Accreditation Agency Number 15 of 2019 concerning Accreditation Instruments for 129 (One Hundred and Twenty Nine) Study Programs in the Health Sector

LAM-PTKes

PHARMACY GRADUATE
PROGRAM ACCREDITATION

HEALTH HIGHER EDUCATION MANDIRI
ACCREDITATION INSTITUTION
JAKARTA
2019

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CHAPTER I INTRODUCTION

Accreditation is a form of evaluation (evaluation) of the quality and feasibility of higher education institutions or study programs carried out by independent organizations or bodies outside universities. Another form of external quality assessment is an assessment related to accountability, granting of permits, granting of licenses by certain bodies. There is also data collection by government agencies for specific purposes, and surveys to rank universities.

With the enactment of the Pharmacist Competency Standards, external quality assurance of the Bachelor of Pharmacy education study program through accreditation uses this criterion. As a consequence, the accreditation instrument used also conforms to these two criteria.

Different from other forms of quality assessment, accreditation is carried out by peer experts and those who understand the nature of managing a study program as a Team or Group of Assessors. Decisions regarding quality are based on an assessment of various evidence related to the established criteria and based on the reasoning and considerations of peer experts (judgments of informed experts). The evidence required includes a written report prepared by the study program management unit which will be accredited and verified through visits by peer experts to the study program domicile.

Accreditation Assessment is an assessment of the process and results. As a process, accreditation is an LAM-PTKes effort to assess and determine the quality status of study programs in tertiary institutions based on predetermined quality standards. As a result, accreditation is the quality status of study programs in tertiary institutions that are announced to the public.

Quality assessment in the context of accreditation of undergraduate study programs must be based on complete and clear standards as benchmarks for the assessment, and also require an operational explanation of the procedures and steps taken, so that the assessment can be carried out systemically and systematically.

As a comprehensive direction, LAM-PTKes has developed a set of accreditation instruments for the Bachelor of Pharmacy Study Program which are outlined in six books, namely:

a. Book I: Accredited Academic Manuscripts for Pharmacy Undergraduate Study
   Programs
b. Book II: Criteria and Pharmacy Undergraduate Study Program Accreditation
   Procedure
c. Book IIIA: Guide Completion of Pharmacy Undergraduate Study Program Accreditatio
   Performance Documents
d. Book IIIB: Guide Preparation of Pharmacy Undergraduate Study Program Accreditation Self-
   Evaluation Report
e. Book IV: Guidelines and Matrix of Assessment of Performance Documents and Self-Evaluation
   Reports for Pharmacy Undergraduate Study Program Accreditation
f. Book V: Assessment Guidelines Field Accreditation Program Bachelor of Pharmacy Studies

It is hoped that this Book II can provide clear guidelines regarding the criteria and procedures for accreditation of the Pharmacy Undergraduate Study Program, fill out performance documents and prepare a self-evaluation report for the Pharmacy Undergraduate Study Program.

CHAPTER II. PHARMACY GRADUATE PROGRAM ACCREDITATION CRITERIA

Accreditation criteria are benchmarks that must be met by study programs or tertiary institutions in carrying out the accreditation process. An accreditation criterion consists of several parameters (assessment elements) that can be used as a basis for measuring and determining the quality and feasibility of study programs or tertiary institutions in organizing and managing their study programs.

Eligibility

Assessment of the performance of undergraduate study programs is based on fulfilling accreditation criteria demands. Undergraduate study program accreditation documents that can be processed must meet the initial requirements (eligibility) as indicated by the existence of an operating permit from the competent authority, the adequacy of infrastructure, adequacy of human resources (permanent lecturers), and curriculum and learning processes in undergraduate study programs.

The accreditation criteria include a commitment to provide excellent service and educational effectiveness which consists of the following nine criteria.

Criteria1. Vision, Mission, Goals, and Strategy
Criteria2.Tata Pamong, Governance, and Cooperation
Criteria3. Student
Criteria4. Source human power
Criteria5. Finance, facilities and infrastructure
Criteria6. Education
Criteria7. Research
Criteria8. Devotion   to the Community
Criteria9. Outputs and achievements: education, research, and community service

A description of each of the criteria assessed is as follows.

CRITERIA 1. VISION, MISSION, OBJECTIVES AND STRATEGIES

Clarity, realism, and linkages between the scientific vision, mission, goals, objectives and strategies for achieving the goals of the study program management unit, their linkages with the vision, mission, goals and objectives of the institution, and their linkages with the learning outcomes of graduates set. Understanding, commitment and consistency in the development of study programs to achieve the vision and learning outcomes of graduates and targeted quality with planned, effective and directed program steps.

This criterion is a reference for excellence in the quality of implementation and the Study Program Management Unit's strategy for achieving the future. The strategy and efforts to realize it are understood and supported with full commitment and good participation by all stakeholders. All existing formulations are easy to understand, explained logically, the sequence and arrangement of steps follow an academically reasonable line of thought (logic). The strategy formulated is based on a comprehensive condition analysis, using valid and reliable methods and instruments, so as to produce a basis for implementation and performance steps that are systematic, mutually contributing and sustainable. Success in one of the sub-systems contributes to and is followed up by the next relevant sub-system. The strategy and the success of its implementation are measured by criteria that are easily understood by all stakeholders, so that the vision created is truly an achievable vision, not a dream and a decoration ("platitude"). The successful implementation of the mission is a reflection of the realization of the vision. The success of achieving goals with targets that meet the requirements of a good formulation is a reflection of the good implementation of the mission and strategy. With

Thus, the formulation of the vision, mission, objectives and strategy is a unified form of reflection of the integrated integrity of the study program and the college concerned.

Description

The study program has a scientific vision that is clearly stated in line with the vision of the Study Program Management Unit of the managing university. The vision provides an overview of the desired future to be realized within a firm and clear period of time. To realize this vision, the mission of the study program is stated specifically regarding what is being carried out. The study program has goals and objectives with clear, specific formulations, measurable achievements within a specified timeframe, relevant to its vision and mission. The goals and objectives mentioned above are reflected in the excellence of the study program. These statements are known, understood and jointly owned by all management components of study program implementers and higher education institution managers, and realized through strategies and scheduled activities in the study program. This criterion becomes a reference for all study program implementation activities.

The Study Program Management Unit has an institutional vision that is clearly stated in line with the vision of the higher education institution that manages it. The vision provides an overview of the desired future to be realized within a firm and clear period of time. To realize this vision, the mission of the study program management unit is stated specifically regarding what is being carried out. The Study Program Management Unit has goals and objectives with clear, specific formulations, measurable achievements within a specified timeframe, relevant to its vision and mission. The goals and objectives mentioned above are reflected in the form of outputs and outcomes of the study program management unit (graduates and jobs, research results and scientific work as well as community service and impact on society). These statements are known, understood and become the common property of all study program implementing components and higher education study program management units, and are realized through strategies and scheduled activities in the study program. This criterion is a reference for all activities in the implementation of the study program management unit.

Rating Elements:
1.1   Suitability of UPPS VMTS to VMTS PT and the scientific vision of PS that it manages.
1.2   The mechanism for preparing the UPPS VMTS involves stakeholders.
        1) Internal stakeholders: students, lecturers, staff, administrators.
        2) External stakeholders: graduates, graduate users, partners, experts, professional organizations and the government.
1.3   Strategies for achieving goals are prepared based on a systematic analysis,
                                                                    onthe implementation is monitored
        and evaluated which is followed up by UPPS.
1.4   Internal audit of target achievement in accordance with the operational plan every year in the Study Program Management Unit.

CRITERIA 2. GOVERNANCE, GOVERNANCE, AND COOPERATION

The performance and effectiveness of leadership, governance, and the resource management system of the study program management unit, as well as the fulfillment of aspects of (1) being credible, (2) transparent, (3) accountable,
(4) responsible, and (5) fair in the management of the study program. Consistency and effectiveness of quality assurance system implementation at the study program level; communication system and information technology; programs and activities aimed at realizing the vision and completing the mission of a quality study program management unit. Establishment and implementation of strategic cooperation and partnerships in the implementation of study programs, both academic and non-academic, on an ongoing basis at the national, regional and international levels to achieve learning outcomes and increase the competitiveness of graduates.

This criterion is a reference for excellence in the quality of governance, leadership, management systems, and quality assurance of study programs as an integrated unit as an important key to the success of the program in carrying out its main mission, namely: education, research, community service and cooperation. The governance of the Study Program Management Unit must reflect the implementation of "good university governance" and accommodate all values, norms, structures, roles, functions, and aspirations of study program stakeholders. Study program leadership must effectively provide direction, motivation and inspiration to realize the vision, carry out the mission, achieve goals and objectives through the strategies developed. The management system must effectively and efficiently carry out the functions of planning, organizing, staff development, direction, and supervision. The quality assurance system must reflect the implementation of continuous quality improvement in all series of quality management systems in the context of customer satisfaction. Cooperation covers the field of higher education tridarma, both domestic and foreign cooperation accompanied by complete documents.

Description
Tata pamong (governance) is a system to maintain the effectiveness of the role of constituents in developing policies, making decisions, and administering the Study Program Management Unit. Good governance is clearly visible from the five criteria, namely credibility, transparency, accountability, responsibility and fairness. The governance structure includes an active regulatory agency with sufficient autonomy to ensure institutional integrity and fulfill accountability for policy and resource development, consistent with its vision and mission. Tata pamong is supported by the establishment and enforcement of a system of values and norms, as well as the support of higher education institutions, lecturers, students, education staff and stakeholders. Implementation and enforcement of the values and norms of higher education institutions, lecturers,

To build good governance, the Study Program Management Unit must have strong leadership that can influence all individual and group behavior in achieving goals. Strong leadership is visionary leadership (one capable of formulating and articulating a realistic, credible and attractive vision of the future).

Tata pamong is able to empower a management system that is oriented towards the principles of tertiary management in accordance with the laws and regulations that apply in Indonesia. The existing pamong administration allows the formation of an administrative system that functions to maintain effectiveness, efficiency and productivity in the effort to realize the vision, carry out the mission, and achieve goals as well as maintain the integrity of the Study Program Management Unit. The implementation of good governance is reflected in the good functional management system of the study program, which includes planning, organizing, developing staff, directing, supervising, monitoring and evaluating, especially in the use of educational resources, in order to achieve the effectiveness and efficiency of implementing higher education tridarma within the scope of the Unit. Study Program Manager. The developed management system can guarantee the development of academic freedom and scientific autonomy in study programs, as well as encourage independence in managing academic, operational, personnel, financial and all resources needed to achieve the expected quality excellence. Therefore the Study Program Management Unit must have careful planning, an organizational structure with appropriate organs, main tasks and functions and personnel, an operational staff development program, equipped with various guidelines and manuals that can direct and regulate the Study Program Management Unit, and strong and transparent supervision, monitoring and evaluation system. operational, personnel, financial and all resources needed to achieve the expected quality excellence. Therefore the Study Program Management Unit must have careful planning, an organizational structure with appropriate organs, main tasks and functions and personnel, an operational staff development program, equipped with various guidelines and manuals that can direct and regulate the Study Program Management Unit, and strong and transparent supervision, monitoring and evaluation system. operational, personnel, financial and all resources needed to achieve the expected quality excellence. Therefore the Study Program Management Unit must have careful planning, an organizational structure with appropriate organs, main tasks and functions and personnel, an operational staff development program, equipped with various guidelines and manuals that can direct and regulate the Study Program Management Unit, and strong and transparent supervision, monitoring and evaluation system.

Quality assurance efforts are carried out through the establishment of an internal quality assurance system which includes the existence of internal quality assurance system policy guidelines, quality manuals, quality standards, and quality forms. If necessary, units or organizational elements can be formed

responsibilities, strategies, objectives, quality standards, procedures, mechanisms, resources (human and non-human), activities, information systems, and evaluations, which are well formulated, widely communicated, and implemented effectively, for all elements of the program studies. Quality assurance consists of internal and external quality assurance. Internal quality assurance concerns inputs, processes, outputs, and outcomes in the Study Program Management Unit system itself, including through internal audits and self-evaluations. Meanwhile, external quality assurance relates to the accountability of study programs to stakeholders, through external audits and assessments, for example certification mechanisms, accreditation, government and public audits and so on.

The Study Program Management Unit plays an active role in planning, implementing, developing programs of collaborative activities by institutions. Collaboration is carried out in the context of utilizing and increasing the expertise of lecturers, students and other resources owned by institutions in a mutually beneficial manner with stakeholders and the community in implementing the Tridarma of Higher Education.

Rating Elements:
2.1   The results of the implementation of internal quality assurance in the Study Program Management Unit, as well as the completeness of the documents.
2.2   The results of the implementation of external quality assurance in the Study Program Management Unit.
2.3   Collaborative activities with domestic and foreign agencies carried out by the Study Program Management Unit and Study Program in the last three years.
2.4   The completeness of the organizational structure and the effectiveness of organizing the organization at UPPS.
2.5   Fulfillment of the five pillars of the governance system at UPPS.
2.6   The implementation of the Internal Quality Assurance System (academic and non-academic) at UPPS is proven by the existence of 4 aspects
2.7   UPPS leadership commitment.
2.8   Measuring management service satisfaction for stakeholders: students, lecturers, education staff, graduates/alumni, users of graduates and partners at UPPS
2.9   Quality, benefits, satisfaction and sustainability of educational, research and PkM collaboration relevant to study programs at UPPS

CRITERIA 3. STUDENT

Consistency in the implementation and effectiveness of a fair and objective new student admissions system. The balance of the ratio of students to lecturers and educational staff that supports the implementation of effective and efficient learning. Program, student involvement and achievement in fostering interest, talent, and professionalism. The effectiveness of the service system for students in supporting an effective and efficient learning process.

This criterion is a reference for student quality excellence. The study program must provide quality assurance, policy feasibility and implementation of a system of recruitment and selection of prospective students. The study program must place students as the main stakeholder as well as actors in the added value process in organizing academic activities to realize the vision, carry out the mission, achieve goals through the strategies developed by the study program. Study programs must actively participate in the system of recruiting and selecting prospective students in order to be able to produce quality student input and graduates. Study programs must strive for access to student services and the development of interests and talents.

Description
Students are the main internal stakeholders and at the same time as actors in the process of added value in academic administration who must benefit from the process of education, research, and service/community service. The system of recruitment and selection of prospective students considers policies on input quality, equal access to both regional and economic capabilities, accountable recruitment mechanisms and

suitability with the quality characteristics and objectives of the study program. Active participation of study programs in the recruitment and selection of prospective students is by carrying out and or proposing input quality and capacity requirements to higher education institutions. Access to student services and the development of interests and talents that the study program seeks are in the form of access to student activity center facilities, dormitories, health services, scholarships, and extra-curricular activities.

Rating Elements:
3.1   The ratio of prospective students who take part in the selection to capacity in the last five years in the study program.
3.2   Percentage of new foreign students to total new students in the last five years in the study program.
3.3   Ratio of total new students to total students in the last five years in the study program.
3.4   The results of measuring student satisfaction with the educational process.
3.5   Efforts made by UPPS to increase the interest of prospective students and evidence of their success.
3.6   Access and quality of services in the fields of reasoning, talent interests, health, scholarships, guidance and counseling, and dormitories at UPPS.
3.7   Internal audit of the student selection system and student services at the Study Program Management Unit.
3.8   Measurement of student satisfaction with UPPS services.

CRITERIA 4. HUMAN RESOURCES

The effectiveness of the recruitment system, the availability of human resources (educators and educational staff) in terms of quantity, educational qualifications and competence for implementation. Implementation of development policies, monitoring, rewards, sanctions and termination of employment, both for lecturers and education staff to carry out quality education, research and community service activities according to the vision and mission of the tertiary institution. Existence of satisfaction survey mechanisms, satisfaction levels, and feedback from lecturers and education staff regarding HR management.

This criterion is a reference for excellence in the quality of human resources that are reliable and able to guarantee the quality of the implementation of study programs, through academic programs in accordance with the vision, mission, goals and objectives. The study program must utilize human resources which include lecturers and educational staff who are appropriate, competent, relevant and reliable. Lecturers are the main human resource in the process of creating quality added value for the students they supervise, for the field of knowledge they teach, and for the welfare of society. In order to guarantee the quality of lecturers and educational staff who are of good quality, study programs must have the authority and decision making in selection, placement, and good career development. Study programs must have an effective monitoring and evaluation system to ensure the quality of academic program management.

Description
The study program utilizes permanent lecturers who meet academic and professional qualifications, as well as quality of performance, in a number that are in line with the demands of program administration. If necessary, the study program utilizes non-permanent lecturers (course lecturers, guest lecturers, special lecturers and/or experts) to meet the needs of academic program quality assurance. The study program utilizes educational staff, such as librarians, laboratory assistants, analysts, technicians, operators and/or administrative staff with qualifications and quality of performance, as well as the number according to the needs of the study program. The study program has a system of selection, recruitment, placement, development, retention and dismissal of lecturers and education staff that is in line with the needs of academic program quality assurance.

Rating Elements:

4.1. Percentage permanent lecturer at UPPS with a minimum position of head lecturer.

4.2 Percentage of UPPS permanent lecturers with S-3/Sp-2 education.

4.3 Percentage of permanent lecturers who have the minimum position of Head Lector whose field of expertise is in accordance with the study program in PS.

4.4 Percentage of permanent lecturers with S-3/Sp-2 education in accordance with the field of study program in PS.

4.5 Percentage of permanent lecturers who have Educator/Lecturer Certificates in PS.

4.6 Percentage of permanent lecturers who have Competency Certificates/Registration Certificates in PS.

4.7 The ratio of students to lecturers whose areas of expertise are in accordance with the field of study programs in PS.

4.8 The average lecturer load per semester, or the average FTE (Fulltime Teaching Equivalent) in PS.

4.9 Activities of permanent lecturers in PS whose areas of expertise are in accordance with the study program in scientific seminars/workshops/instructions/exhibitions that do not only involve PT lecturers themselves.

4.10 The percentage of the number of lecturers is not fixed, to the total number of lecturers in PS.

4.11 Non-permanent lecturers who have a Competency Certificate or similar certificate in their field.

4.12 Lecturer development efforts by UPPS.
If the average score of the Lecturer Profile item is >= 3.5, then the score for this item = 4.

4.13 Qualifications and adequacy of education staff at UPPS based on the type of work (administration, librarian, technician, etc.)

4.14 Monitoring and evaluating the performance of lecturers on tridarma and education staff in services in study programs.

4.15 Measuring the satisfaction of lecturers and educational staff at UPPS.

CRITERIA 5. FINANCIAL, FACILITIES AND INFRASTRUCTURE

Adequacy, effectiveness, efficiency and accountability, as well as sustainability of financing to support the implementation of education, research and community service. Fulfillment of the availability of infrastructure facilities, access of the academic community to infrastructure facilities (accessibility), use or utilization of infrastructure facilities by the academic community, as well as security, safety, health and the environment in supporting the tridarma of higher education.

This criterion is a reference for excellence in the quality of financing, facilities and infrastructure, as well as an information system capable of guaranteeing the quality of academic program implementation. The financing management system, facilities and infrastructure, and information systems must guarantee the feasibility, continuity and sustainability of the academic program in the study program. So that the academic implementation process managed by the study program management unit can be carried out effectively and efficiently, both from the aspects of feasibility, quality and sustainability of funding, infrastructure and facilities, as well as information systems. Funding criteria, infrastructure and facilities as well as information systems are important elements in accreditation quality assurance that reflect the capacity of study programs in obtaining, planning, managing and improving the quality of obtaining funding sources, infrastructure and facilities as well as information systems needed to support the study program tridarma activities. The level of feasibility and adequacy of the availability of funds, infrastructure and facilities as well as information systems that can be accessed by the study program must at least meet the minimum eligibility criteria. Study Program Management Unit in the management, utilization and sustainability of the availability of resources which form the basis for determining financing criteria, infrastructure and facilities as well as information systems. Study Program Management Unit in preparing annual activity plans and budgets to achieve planned performance targets in resource management to support study programs in carrying out tridharma (education, research and community service).

Description

The Study Program Management Unit demonstrates a guarantee of the availability of adequate funds for the implementation of quality academic and non-academic programs, and is contained in work plans, performance targets, and budgets. Guarantees for funding the implementation of academic and non-academic programs are determined by the management unit in a transparent and accountable manner. Effective budgeting procedures include the allocation of uses and control of expenditure.

Facilities and infrastructure to support the implementation of academic and non-academic programs meet eligibility, both in terms of type, quantity, area, time, place, legality, use, and quality. The completeness and quality of these resources are also very important so that they require adequate operation and maintenance. In accordance with the vision and mission of the study program management unit. The management of infrastructure and facilities by the study program management unit fulfills adequacy, suitability, accessibility, maintenance and repair, replacement and updating, clarity of regulations and efficiency of use.

Study programs have guaranteed access to and utilization of management systems and information technology to support the management and implementation of academic programs, operational activities, and study program development. Information management systems can be utilized effectively to support the process of data collection, analysis, storage, download (retrieval), presentation of data and information, and communication with interested parties.

Rating Elements:

5.1   The percentage of obtaining funds from students is compared to the total receipt of funds at UPPS for the last three years.

5.2   Use of funds for operations (education, research, and community service) at UPPS.

5.3   Use of investment funds (infrastructure investment, facility investment, HR investment, etc.) at UPPS.

5.4   The amount of research funding per lecturer per year at UPPS for the last three years.

5.5   The amount of PkM funds per lecturer per year at UPPS for the last three years.

5.6   Library materials in the form of textbooks in the study program.

5.7   The number of accredited national journals owned (subscribed) by study programs in the last three years.

5.8   The number of reputable international journals owned (subscribed) by study programs in the last three years.

5.9   Number of proceedings owned by the study program in the last three years.

5.10   Availability, access and use of main infrastructure and facilities in the laboratory at PS

5.11   Feasibility of skills laboratory infrastructure and facilities in the Study Program.

5.12   Adequacy of funds to ensure the operational achievement of tridharma and investment in UPPS.

5.13   Adequacy, accessibility and quality of facilities and infrastructure to ensure the achievement of learning outcomes, research, PKM, and improve the academic atmosphere in study programs.

5.14   Internal audit of financial management in the Study Program Management Unit.

5.15   Internal audit of the management of facilities and infrastructure in the Study Program Management Unit

CRITERIA 6. EDUCATION

Compatibility and superiority of study program graduates' learning outcomes, suitability of the curriculum with the study program's field of study and graduate learning achievements along with the strengths and advantages of the curriculum, academic culture, learning process, assessment system, and quality assurance system to support the achievement of graduate learning outcomes in the context of

realization of the vision and mission of the study program management unit. Integration of research activities and community service in the educational process.

This criterion is a reference for excellence in the quality of curriculum, learning, and academic atmosphere to ensure the quality of academic program implementation at the study program level. The curriculum that is designed and implemented must be able to guarantee the achievement of goals, the implementation of the mission, and the realization of the vision of the study program. The curriculum must be able to provide competency offers and choices as well as development for students according to their interests and talents. The learning process that is organized must guarantee students to have the competencies contained in the curriculum. The academic atmosphere in the study program must support students in achieving the expected competencies. In developing program curricula, learning processes, and academic atmosphere, study programs must be critical and responsive to developments in policies, applicable laws and regulations, social,

Description
The curriculum is the design of all student learning activities as a reference for study programs in planning, implementing, monitoring and evaluating all activities to achieve the goals of the study program. The curriculum is prepared based on an in-depth study of the scientific nature of the field of study and the needs of stakeholders for the field of knowledge covered by a study program with due regard to quality standards, and the vision and mission of the college/study program. To increase social and scientific relevance, the curriculum is always updated by study programs with stakeholders periodically to match the required competencies and developments in science and technology. The curriculum is the basic reference for establishing and guaranteeing the achievement of graduate competencies in each program at the study program level. The curriculum is assessed based on its relevance to the objectives, the scope and depth of the material, the organization that encourages the formation of hard skills and soft skills (personality and behavioral skills) that can be applied in various situations. In terms of needs that are deemed necessary, tertiary institutions may determine the inclusion of certain curriculum components as part of the curriculum structure prepared by the study program.

The learning system is built based on plans that are relevant to the objectives, learning domains and their hierarchies. Learning activities are learning experiences that students get from learning activities, such as lectures (face-to-face or remote), practicum or practice, internships, training, discussions, workshops, seminars, and other learning assignments. In implementing learning, various approaches, strategies, and techniques are used, which are challenging in order to condition students to think critically, explore, be creative, and experiment by utilizing various learning resources. The learning approach used is student oriented (learner oriented) with learning conditions that encourage students to study independently and in groups to develop personality and behavioral skills (soft skills). In addition, built learning encourages students to demonstrate their learning outcomes in various forms of activities, performance, abilities and open attitudes, and are willing to accept input to improve their performance. Learning strategies take into account student characteristics including varying initial abilities which require lecturers to apply different strategies. In applying the learning strategy the lecturer refers to the concept that everyone has the potential to develop academically and professionally. The learning system includes monitoring, assessment, and continuous improvement. The study and assessment of the learning strategies used are carried out through comparisons with the latest learning strategies. learning that is built encourages students to demonstrate their learning outcomes in various forms of activity, performance, ability and open attitude, and willing to accept input to improve their performance. Learning strategies take into account student characteristics including varying initial abilities which require lecturers to apply different strategies. In applying the learning strategy the lecturer refers to the concept that everyone has the potential to develop academically and professionally. The learning system includes monitoring, assessment, and continuous improvement. The study and assessment of the learning strategies used are carried out through comparisons with the latest learning strategies. learning that is built encourages students to demonstrate their learning outcomes in various forms of activity, performance, ability and open attitude, and willing to accept input to improve their performance. Learning strategies take into account student characteristics including varying initial abilities which require lecturers to apply different strategies. In applying the learning strategy the lecturer refers to the concept that everyone has the potential to develop

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Evaluation of learning outcomes covers all learning domains and is carried out in an objective, transparent and accountable manner using valid and reliable instruments, as well as using reference assessments. Evaluation of learning outcomes is used to measure student academic achievement and provide input regarding the effectiveness of the learning process.

The academic atmosphere is a condition that is built to foster enthusiasm and academic interaction between students-lecturers-educational staff, as well as with outsiders

to improve the quality of academic activities, inside and outside the classroom. A good academic atmosphere is demonstrated by behavior that prioritizes scientific truth, professionalism, academic freedom and freedom of academic expressions, and consistent application of academic ethics.

Rating Elements:

6.1   The excellence of the study program significantly supports learning outcomes and roadmaps for research and community service, both in theory, practicum and practice.

6.2   Stakeholder involvement in the process of evaluating and updating curricula in study programs.

6.3   Conformity of learning outcomes with graduate profiles and IQF/SKKNI levels that are appropriate to the study program.

6.4   The accuracy of the curriculum structure in the formation of learning outcomes in study programs.

6.5   The characteristics of the learning process consist of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics in the study program.

6.6   The quality of the semester learning plan (RPS) and its breadth correspond to the learning outcomes of graduates in the study program.

6.7   The quality of the implementation of learning assessment (student learning processes and outcomes) to measure the achievement of learning outcomes is based on assessment principles that include, educative, authentic, objective, accountable, and transparent which are carried out in an integrated manner in the study program.

6.8   Monitoring and evaluation of the implementation of learning includes characteristics, planning, implementation of the learning process, student learning load, carried out consistently, followed up to obtain learning outcomes for graduates of study programs.

6.9   Follow-up of the results of monitoring and evaluation of the implementation of the learning process in the study program.

6.10   Implementation and regularity of programs and activities outside of structured learning activities to improve the academic atmosphere in the study program.

6.11   Curriculum structure.

6.12   Activities of experts/experts in seminars/training, guest speakers, etc., from outside the university itself (not including non-permanent lecturers)

6.13   The average student per supervisor of the final assignment/thesis.

6.14   The average number of meetings/guidance during the completion of the final project/thesis.

6.15   The academic qualifications of the supervisor for the final assignment/thesis.

6.16   The average completion time of writing the final assignment/thesis.

CRITERIA 7. RESEARCH

Direction of research development and commitment to developing quality research, excellence and suitability of research programs with the scientific vision of the study program management unit. The intensity of research activities and student involvement in research activities.

This criterion is a reference for excellence in the quality of research conducted for and related to the quality development of study programs. The research management system must be integrated to support the realization of the vision, the implementation of the mission, the achievement of goals, and the success of the strategy of the tertiary institution concerned. In order for the quality of research managed by the study program to be continuously improved, carried out effectively and efficiently, the study program must have a research roadmap. This criterion is an important element in the management, utilization and continuity of research. The study program reflects the capacity and ability to acquire, plan (activities and budget), manage and improve the quality of research. Study programs have access to and utilize resources to support research activities.

Description

Research is one of the main tasks of tertiary institutions which contributes and benefits to the learning process, the development of science, technology and art, as well as improving the quality of people's lives. Study programs have access or roadmaps and research implementation that support the realization of the vision and implementation of the mission of study programs and institutions, as well as broad access to supporting research facilities. Study program lecturers and students are involved in conducting quality and planned research oriented to the needs of stakeholders. Research results are disseminated through scientific presentations in national and international scientific forums and/or published in accredited national and international journals to provide benefits for stakeholders.

Elements of Assessment

7.1   Research activities by permanent lecturers in the Study Program according to the roadmap in the last three years.
7.2   The relevance of research to the study program includes the following elements:
    1) has a research roadmap for lecturers and students,
    2) research implementation in accordance with the research roadmap.
    3) evaluation of research suitability with the roadmap, and
    4) follow-up on evaluation results to improve the relevance of scientific research and development.
    5) Research integration in courses.
7.3   Monitoring and evaluating the implementation of research by lecturers and students in study programs.

CRITERIA 8. SERVICE TO THE COMMUNITY

The direction of developing community service and commitment to developing and implementing quality community service. The intensity of community service activities (number and types of activities), the advantages and suitability of community service programs, and the coverage of service areas.

This criterion is a reference for the excellence of the quality of the PkM held for and related to the development of the quality of the study program. The PkM management system must be integrated to support the realization of the vision, the implementation of the mission, the achievement of goals, and the success of the university's strategy. In order for the quality of PkM managed by the study program to be continuously improved, carried out effectively and efficiently, the study program must have a PkM road map. This criterion is an important element in the management, utilization and sustainability of PkM. The study program reflects the capacity and ability to acquire, plan (activities and budget), manage and improve the quality of PKM. Study programs have access to and utilize resources to support PkM activities.

Description

The study program actively participates in the planning and implementation of service/community service activity programs and proves the effectiveness of their use in society. Service/service to the community is carried out as a manifestation of expert contributions, activities for utilizing educational results, and/or research in the fields of science, technology, and/or art, in an effort to meet demand or initiate an increase in the quality of life of the community.

Rating Elements:

8.1   Community service activities (PkM) according to the roadmap by permanent lecturers in the Study Program in the last three years.
8.2   The relevance of PkM to the study program includes the following elements:

1) has a PkM roadmap for lecturers and students,
2) the implementation of PkM is in accordance with the PkM roadmap.
3) evaluation of the suitability of PkM lecturers and students with the roadmap, and
4) follow-up on evaluation results to improve the relevance of PkM and scientific development.
5) Utilization of Community Service results for learning enrichment.
8.3 Monitoring and evaluation of the implementation of community service (PkM) for lecturers and students in study programs

CRITERIA 9. OUTCOMES AND ACHIEVEMENTS: EDUCATION, RESEARCH, AND COMMUNITY SERVICE

The productivity of educational programs is assessed from the efficiency of education and the student's study period. Achievement of qualifications and learning outcomes of graduates (in the form of a clear description of the profiles and learning achievements of graduates from study programs) Tracing of graduates, feedback from graduate users, and public perceptions of graduates in accordance with graduate learning achievements/competencies set by study programs and tertiary institutions with reference to the IQF. The number and advantages of scientific publications, the number of citations, the number of intellectual property rights, and the benefits/impact of research results on the realization of the vision and implementation of the mission, as well as the contribution of community service to social, economic development and empowerment and community welfare.

This criterion is a reference for excellence in the quality of graduates, research and publications, as well as PkM activities. The study program must provide quality assurance and graduate management as an integrated quality unit. The study program must manage graduates as products and partners for the continuous improvement of the study program. Study programs must actively participate in empowering and empowering alumni. The quality of research activities, publications, and PkM held is for and related to the quality development of study programs. The study program reflects the capacity and ability to acquire, plan (research, publication and PkM activities), manage and improve the quality of research, publication and PkM. Study programs have access to and utilize resources to support research, publication and PkM activities.

Description
In managing graduates as products, the study program prepares training for entrepreneurship development, career development, internships and job recruitment. Study program partnerships with graduates are in the form of tracer studies as well as raising support and sponsorship for graduates.

Research and PkM are one of the main tasks of tertiary institutions which provide contributions and benefits to the learning process, science and technology development, and improving the quality of people's lives. PkM research results and activities are disseminated through scientific presentations in national and international scientific forums and/or published in accredited national and internationally indexed journals to provide benefits for stakeholders. PkM is carried out as a manifestation of expert contributions, activities for utilizing educational results, and/or research in the field of science and technology in an effort to meet demand or initiate improvements in the quality of life of the community. PkM activities in accordance with the scientific field of the study program.

Rating Elements:
9.1 Study Success in PS
9.2 Percentage of Grade Point Average (GPA) for the last five years.
9.3 Percentage of timely graduation (KTW).
9.4 The waiting period for graduates to get a job
9.5 Opinions of graduate users (employers) on the quality of alumni.
9.6 Number of scientific articles/scientific papers/books produced in the last three years by permanent lecturers of PS.

9.7   Research/work of lecturers and/or study program students who have obtained Intellectual Property Rights (Patents, Simple Patents, Copyrights, Trademarks, Trade secrets, Product designs), Appropriate Technology, and Models/designs/engineering or works that receive recognition/ awards from national/international institutions for the last three years in the study program.

9.8   Community service carried out by lecturers and/or study program students who have obtained Intellectual Property Rights (Patents, Simple Patents, Copyrights, Trademarks, Trade secrets, Product designs), Appropriate Technology, and Models/designs/engineering or works received recognition/award from national/international institutions during the last three years in the study program.

9.9   Award/Recognition for Study Program Permanent Lecturers

9.10   Student achievement/reputation in the last three years in academic and non-academic fields

9.11   Implementation of learning is followed by monev, feedback, and follow-up to improve graduate learning outcomes in order to support output competencies and learning outcomes in study programs.

9.12   The research implementation was followed by monev, feedback, and follow-up to increase the number of scientific works, citations, Intellectual Property Rights stipulated by the Ministry of Law and Human Rights (Patents, Copyrights), Appropriate Technology, and Books with ISBNs in study programs.

9.13   The PkM implementation was followed by monev, feedback, and follow-up to increase the number of scientific works, Intellectual Property Rights assigned by the Ministry of Law and Human Rights (Patents, Copyrights), Products, Appropriate Technology, and Books with ISBNs in study programs.

9.14   Measurement of cooperation partner satisfaction at UPPS.

10.1   SWOT analysis of Study Program Management Unit and Study Program.
10.2   Problem solving strategies and overcoming weaknesses encountered.
10.3   Development Program carried out by the Study Program Management Unit and Study Program.

CHAPTER III. PHARMACY GRADUATE PROGRAM ACCREDITATION PROCEDURE

Evaluation and assessment in the context of accreditation of undergraduate study programs is carried out through peer review by a team of assessors who understand the nature of the implementation of undergraduate study programs. The team of assessors in question consists of experienced experts from various fields of expertise, and practitioners who master the management of the study program. All undergraduate study programs will be accredited periodically. Accreditation is carried out by LAM-PTKes for undergraduate study programs at public and private tertiary institutions which can take the form of universities, institutes, high schools, polytechnics, and academies.

Proposals for accreditation are carried out by tertiary institutions or study program management units for the study programs they manage, through the following procedure.

1. The LAM-PTKes Secretariat identifies Study Programs whose accreditation period will expire in the next 12 (twelve) months based on Accreditation Data in the LAM-PTKes Accreditation Management Information System (SIMAk).
2. Twelve (12) months before the end of the accreditation period, there will be an automatic notification via SIMA in the form of an electronic mail to the Study Program Management Unit.
3. After receiving the notification letter, the Study Program Management Unit confirms by replying to the electronic mail.
4. **Study Program Management Unit** form an Accreditation Preparation Team with a minimum of 4 members including the team leader.
5. **Head of the Accreditation Preparation Team** as the person in charge in preparing the preparation of complete accreditation documents.
6. **At the latest 6 months before the accreditation validity period ends, the Study Program Management Unit** register by uploading administrative documents to SIMAK Online. The administrative documents referred to are as follows:
    a. Letter of permission to administer the study program,
    b. Statement of data correctness signed by the Head of the Institution
    c. Letter of assignment for the accreditation team signed by the Head of the Institution
    d. Proof of payment and proof of withholding taxes
    e. Letter of recommendation for accreditation from the special collegium of the Specialist Study Program
7. **Head of the Accreditation Preparation Team** prepare Performance Documents and Final Study Program Accreditation Self-Evaluation Reports to be uploaded to SIMAK Online a maximum of 2 months after the initial administrative documents are approved.
8. **head of division** check the completeness of the accreditation documents submitted by the Study Program Management Unit including performance documents, self-evaluation reports, and attachments, then the results of the checks are documented by the Accreditation Staff.
9. **head of division** determines the assessor team, the Accreditation Staff contacts the Assessor Team who will be on duty.
10. **Advisor Team** declared its readiness to the Accreditation Staff and then proceeded with the preparation of an assignment letter signed by the Chairperson of the LAM-PTKes.
11. **Advisor Team** login to SIMAK with the code/password that each assessor has and download the final document that has been sent then carry out an adequacy assessment within 1 week. The assessor starts the Format 1 assessment: Performance Document Assessment and Study Program Self-Evaluation Report at the location where the assessor is. Then upload/upload the results of the Adequacy Assessment.
12. The Assessor Team carried out an equalization of perceptions from the results of each assessment, if there were any changes, the Assessor Team could upload/re-upload them to SIMAk.
13. **head of division** determine the validator team, the Accreditation Staff will contact the Validator Team who will be on duty.
14. **Adequacy assessment validator** validate the F1 of each assessor for 1 week to provide input in equalizing the perception of the assessment.
15. **head of division** monitor the results of the adequacy assessment validation.

1. **Advisor Team** agree on the field assessment schedule and then upload/upload it to SIMAK.
2. **Secretariat** prepare a letter of assignment for the field assessment of the assessor team signed by the Chairperson of the LAM-PTKes.
3. **Secretariat** LAM-PTKes sends a Field Assessment assignment letter to the Assessor Team and Study Program Management Unit.
4. **Study Program Management Unit** who have received official assignment letters from LAM-PTKes prepare facilities which include supporting documents and a special room equipped with office equipment (printer, paper, LCD projector, and wifi) on campus to be used as work space for the Assessor Team including a room for meetings with lecturers , students, alumni, and stakeholders.
5. **Accreditation Staff** coordinating the preparation of the Field Assessment with the assessor team. The assessor team provides transportation, accommodation, etc.
6. **Advisor Team** depart from their respective places to the location of the Field Assessment.
7. **Advisor Team** held a meeting to equalize perceptions and discuss the distribution of team tasks before meeting the head of the study program management unit and the head of the study program on the first day.
8. **Advisor Team** meet the head of the study program management unit, who is accompanied by the head of the study program and the accreditation performance document drafting team, to introduce themselves, explain the purpose, objectives and work series of the Field Assessment and read out the Assessor's Code of Ethics.
9. Presentations and explanations from the head of the Study Program Management Unit and the head of the study program, which is attended by the head of the study program support unit (eg head of lab, head of library, head of academic section, head of student affairs, and head of department).
10. **Advisor Team** examine data, information, and evidence that has been prepared by the study program and other field conditions, at the relevant location (the assessor team can divide tasks to visit different places).
11. **Advisor Team** observing/reviewing learning activities and supporting facilities/installations, such as: leadership rooms, lecturer rooms, administrative rooms, libraries and access, appropriate laboratories, lecture halls, student facilities, alumni facilities, and practice facilities (hospitals, health centers, clinics, or field laboratory).
12. **Advisor Team** interviewing permanent lecturers, students, education staff, alumni, graduate users and work partners as deemed necessary.
13. **Advisor Team** conduct daily meetings to discuss the results of the Field Assessment and prepare Minutes of Performance Documents and Study Program Evaluation Reports (F2).
14. **Advisor Team** held a meeting with the Head of the Study Program, Head of the Study Program Management Unit and lecturers to discuss the Minutes of Field Assessment results.
15. **Advisor Team** sign the Minutes of Field Assessment with the Head of the Study Program and with the Head of the Study Program Management Unit.
16. **Advisor Team** prepare recommendations and urgent matters to be followed up by the Study Program Management Unit and the Study Program submitted at the closing ceremony of the field assessment to the study program.
17. **Advisor Team** fill out the assessment format document and recommendations for the results of the Field Assessment, Final Assessment Report on Performance Documents and Final Assessment Report of Study Program Self-Evaluation (F3), and Study Program Development Recommendations (F4). The assessor team gave F2 and F4 to the Study Program Management Unit and Study Program.
18. **Advisor Team** send all assessment results electronically on the last day of the field assessment.
19. **Advisor Team** send travel documents (tickets, boarding passes, local transportation receipts and lodging receipts) via electronic/delivery services to the LAM-PTKes Secretariat, no later than one week after the Field Assessment in the study program.
20. **Study Program Management Unit or Study Program** fill out the Assessor performance evaluation form at SIMAk after the last day of the field assessment.
21. **head of division** check the completeness of the results of the field assessment including the performance evaluation of the assessors, after confirming that the files are complete.

22. **Accreditation Staff** inputting the validator team to SIMAk based on the determination of the Head of Division.
23. **Validators Team** LAM-PTKes validates the results of the field assessment, then *uploaded* on SIMAK online. (F5)
24. **Accreditation Staff** prepare meeting materials for the LAM-PTKes Accreditation Council.
25. The Plenary Meeting of the Accreditation Council decides on the accreditation status and rating of study programs based on the results of the adequacy assessment and field assessment that have been validated.
26. If the Plenary Meeting of the LAM-PTKes Accreditation Council results in a decision on a different accreditation status and rating (up or down) from the accreditation status and rating of the assessor team's field assessment results, then the Assembly Plenary Meeting will be discussed in the Accreditation Council Plenary Meeting in depth.
27. **Secretariat** LAM-PTKes makes and sends decrees for accredited and non-accredited study programs to the Study Program Management Unit.
28. **Secretariat** prepare the Study Program accreditation certificate three months after the SK is issued, except for study programs that do not appeal the accreditation certificate, it can be accelerated through an official letter to LAM-PTKes.
29. The certificate is sent to the Study Program Management Unit along with its attachments (certificate receipt) via a delivery service. The Study Program Management Unit must send a certificate of receipt to LAM-PTKes via email/electronic mail tosecretariat@lamptkes.org
30. **Study Program Management Unit or Study Program** fill out the LAM-PTKes performance evaluation form with SIMAk after the Accreditation Certificate is received.
31. If the Study Program Management Unit and Study Program object to the decision regarding accreditation status/rating, then submit an objection letter to the accreditation decision with supporting documents for the objection no later than 3 months after the decree is issued and sent electronically via SIMAk online.
32. **head of division** review objection documents from the Study Program.
33. If the decision of the Plenary Meeting of the Accreditation Council is that the objection is WORTHY, a field review will be carried out with a different team of assessors.
34. If the decision of the Plenary Meeting of the Accreditation Council is that the objection is INAPPROPRIATE then the LAM-PTKes secretariat issues a notification letter rejecting the objection of the study program.
35. **Secretariat** make a letter of notification to the Study Program Management Unit and Study Program that a field assessment will be carried out again with a different Assessor Team.
36. **Secretariat** LAM-PTKes sends a decree for the study program after the results of the field assessment are decided again in the Plenary Meeting of the Accreditation Council.
37. **Study Program Management Unit** apply for re-accreditation no later than 1 (one) year after the establishment of accredited status to improve its accreditation rating.
38. **Advisor Team** agree on the field assessment schedule and then upload/upload it to SIMAK.
39. **Secretariat** prepare a letter of assignment for the field assessment of the assessor team signed by the Chairperson of the LAM-PTKes.
40. **Secretariat** LAM-PTKes sends a Field Assessment assignment letter to the Assessor Team and Study Program Management Unit.
41. **Study Program Management Unit** who have received official assignment letters from LAM-PTKes prepare facilities which include supporting documents and a special room equipped with office equipment (printer, paper, LCD projector, and wifi) on campus to be used as work space for the Assessor Team including a room for meetings with lecturers , students, alumni, and stakeholders.
42. **Accreditation Staff** coordinating the preparation of the Field Assessment with the assessor team. The assessor team provides transportation, accommodation, etc.
43. **Advisor Team** depart from their respective places to the location of the Field Assessment.
44. **Advisor Team** held a meeting to equalize perceptions and discuss the distribution of team tasks before meeting the head of the study program management unit and the head of the study program on the first day.
45. **Advisor Team** meet the head of the study program management unit, who is accompanied by the head of the study program and the accreditation performance document drafting team, to introduce themselves, explain the purpose, objectives and work series of the Field Assessment and read out the Assessor's Code of Ethics.

46. Presentations and explanations from the head of the Study Program Management Unit and the head of the study program, which is attended by the head of the study program support unit (eg head of lab, head of library, head of academic section, head of student affairs, and head of department).
47. **Advisor Team** examine data, information, and evidence that has been prepared by the study program and other field conditions, at the relevant location (the assessor team can divide tasks to visit different places).
48. **Advisor Team** observing/reviewing learning activities and supporting facilities/installations, such as: leadership rooms, lecturer rooms, administrative rooms, libraries and access, appropriate laboratories, lecture halls, student facilities, alumni facilities, and practice facilities (hospitals, health centers, clinics, or field laboratory).
49. **Advisor Team** interviewing permanent lecturers, students, education staff, alumni, graduate users and work partners as deemed necessary.
50. **Advisor Team** conduct daily meetings to discuss the results of the Field Assessment and prepare Minutes of Performance Documents and Study Program Evaluation Reports (F2).
51. **Advisor Team** held a meeting with the Head of the Study Program, Head of the Study Program Management Unit and lecturers to discuss the Minutes of Field Assessment results.
52. **Advisor Team** sign the Minutes of Field Assessment with the Head of the Study Program and with the Head of the Study Program Management Unit.
53. **Advisor Team** prepare recommendations and urgent matters to be followed up by the Study Program Management Unit and the Study Program submitted at the closing ceremony of the field assessment to the study program.
54. **Advisor Team** fill out the assessment format document and recommendations for the results of the Field Assessment, Final Assessment Report on Performance Documents and Final Assessment Report of Study Program Self-Evaluation (F3), and Study Program Development Recommendations (F4). The assessor team gave F2 and F4 to the Study Program Management Unit and Study Program.
55. **Advisor Team** send all assessment results electronically on the last day of the field assessment.
56. **Advisor Team** send travel documents (tickets, boarding passes, local transportation receipts and lodging receipts) via electronic/delivery services to the LAM-PTKes Secretariat, no later than one week after the Field Assessment in the study program.
57. **Study Program Management Unit or Study Program** fill out the Assessor performance evaluation form at SIMAk after the last day of the field assessment.
58. **head of division** check the completeness of the results of the field assessment including the performance evaluation of the assessors, after confirming that the files are complete.

59. **Accreditation Staff** inputting the validator team to SIMAk based on the determination of the Head of Division.
60. **Validators Team** LAM-PTKes validates the results of the field assessment, then *uploaded*on SIMAK online. (F5)
61. **Accreditation Staff** prepare meeting materials for the LAM-PTKes Accreditation Council.
62. The Plenary Meeting of the Accreditation Council decides on the accreditation status and rating of study programs based on the results of the adequacy assessment and field assessment that have been validated.
63. If the Plenary Meeting of the LAM-PTKes Accreditation Council results in a decision on a different accreditation status and rating (up or down) from the accreditation status and rating of the assessor team's field assessment results, then the Assembly Plenary Meeting will be discussed in the Accreditation Council Plenary Meeting in depth.
64. **Secretariat** LAM-PTKes makes and sends decrees for accredited and non-accredited study programs to the Study Program Management Unit.
65. **Secretariat** prepare the Study Program accreditation certificate three months after the SK is issued, except for study programs that do not appeal the accreditation certificate, it can be accelerated through an official letter to LAM-PTKes.
66. The certificate is sent to the Study Program Management Unit along with its attachments (certificate receipt) via a delivery service. The Study Program Management Unit must send a certificate of receipt to LAM-PTKes via email/electronic mail tosecretariat@lamptkes.org
67. **Study Program Management Unit or Study Program** fill out the LAM-PTKes performance

evaluation form with SIMAk after the Accreditation Certificate is received.

68. If the Study Program Management Unit and Study Program object to the decision regarding accreditation status/rating, then submit an objection letter to the accreditation decision with supporting documents for the objection no later than 3 months after the decree is issued and sent electronically via SIMAk online.

69. **head of division** review objection documents from the Study Program.

70. If the decision of the Plenary Meeting of the Accreditation Council is that the objection is WORTHY, a field review will be carried out with a different team of assessors.

71. If the decision of the Plenary Meeting of the Accreditation Council is that the objection is INAPPROPRIATE then the LAM-PTKes secretariat issues a notification letter rejecting the objection of the study program.

72. **Secretariat** make a letter of notification to the Study Program Management Unit and Study Program that a field assessment will be carried out again with a different Assessor Team.

73. **Secretariat** LAM-PT Kes sends a decree for the study program after the results of the field assessment are decided again in the Plenary Meeting of the Accreditation Council.

74. **Study Program Management Unit** apply for re-accreditation no later than 1 (one) year after the establishment of accredited status to improve its accreditation rating.