AQAS

AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

EXPERTS' REPORT

EARLY CHILDHOOD EDUCATION (MASTER OF EDUCATION/DOCTOR OF EDUCATION)

BASIC EDUCATION (MASTER OF EDUCATION/DOCTOR OF EDUCATION)

EDUCATIONAL TECHNOLOGY (MASTER OF EDUCATION/DOCTOR OF EDUCATION)

EDUCATIONAL RESEARCH AND EVALUATION (MASTER OF EDUCATION/DOCTOR OF EDUCATION)

Universitas Negeri Jakarta

December 2021

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HEI	**Universitas Negeri Jakarta**

Programme	**Early Childhood Education**
Degree	**Master of Education**
Extent	41 – 43 Semester Credit Unit (SKS)
Length of studies	4 semesters
Language	Indonesian / English

Programme	**Early Childhood Education**
Degree	**Doctor of Education**
Extent	44 – 50 Semester Credit Unit (SKS)
Length of studies	6 semesters
Language	Indonesian / English

Programme	**Basic Education**
Degree	**Master of Education**
Extent	41 – 43 Semester Credit Unit (SKS)
Length of studies	4 semesters
Language	Indonesian / English

Programme	**Basic Education**
Degree	**Doctor of Education**
Extent	44 – 50 Semester Credit Unit (SKS)
Length of studies	6 semesters
Language	Indonesian / English

Programme	**Educational Technology**
Degree	**Master of Education**
Extent	41 – 43 Semester Credit Unit (SKS)
Length of studies	4 semesters
Language	Indonesian / English

Programme	**Educational Technology**
Degree	**Doctor of Education**
Extent	44 – 50 Semester Credit Unit (SKS)
Length of studies	6 semesters
Language	Indonesian / English

Programme	**Educational Research and Technology**
Degree	**Master of Education**
Extent	41 – 43 Semester Credit Unit (SKS)
Length of studies	4 semesters
Language	Indonesian / English

Programme	**Educational Research and Evaluation**
Degree	**Doctor of Education**
Extent	44 – 50 Semester Credit Unit (SKS)
Length of studies	6 semesters
Language	Indonesian / English

Concept accreditation	☐
First-time international accreditation	☒
No. reaccreditation	

Responsible agency	AQAS e.V.
Responsible consultant(s)	Dr. Dorothee Groeger

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Content

DECISION OF THE STANDING COMMISSION OF AQAS

ON THE PROGRAMMES

- **"EARLY CHILDHOOD EDUCATION" (MASTER OF EDUCATION)**

- **"EARLY CHILDHOOD EDUCATION" (DOCTOR OF EDUCATION)**

- **"BASIC EDUCATION" (MASTER OF EDUCATION)**

- **"BASIC EDUCATION" (DOCTOR OF EDUCATION)**

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- **"EDUCATIONAL RESEARCH AND EVALUATION" (MASTER OF EDUCATION)**

- **"EDUCATIONAL RESEARCH AND EVALUATION" (DOCTOR OF EDUCATION)**

OFFERED BY **UNIVERSITAS NEGERI JAKARTA, INDONESIA**

Based on the report of the expert panel and the discussions of the Standing Commission in its 11th meeting on 6 December 2021, the Standing Commission decides:

1. The study programmes "**Early Childhood Education**" (Master of Education), "**Basic Education**" (Master of Education), "**Educational Technology**" (Master of Education) and "**Educational Research and Evaluation**" (Master of Education) offered by **Universitas Negeri Jakarta** are accredited according to the AQAS criteria for Programme Accreditation.

   The study programmes "**Early Childhood Education**" (Doctor of Education), "**Basic Education**" (Doctor of Education), "**Educational Technology**" (Doctor of Education) and "**Educational Research and Evaluation**" (Doctor of Education) offered by **Universitas Negeri Jakarta** are accredited according to the AQAS criteria for PhD programmes.

   The accreditation is conditional.

   The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 December 2022**.

3. The accreditation is given for the period of **six years** and is valid until **30 September 2027**.

Conditions:

1. The course descriptions for all programmes have to be revised and updated to fully reflect the content of courses as well as the teaching and the assessment forms used.
2. UNJ has to provide a matrix or any other form of documentation which illustrates by concrete examples how the results of QA instruments lead (or have led) to the further development of programmes.

The following **recommendations** are given for further improvement of the programmes:

1. The description of programme learning outcomes should be improved by outlining competences and skills more explicitly and by including the relevance of the "6 Cs".
2. UNJ should strengthen its effort to foster internationalization in the programmes.
3. With regard to the interdisciplinary programmes in "Educational Research & Evaluation", it is recommended that UNJ provides a conceptual definition of multidisciplinarity and interdisciplinarity which can then be reflected more clearly in the programme learning outcomes and course learning outcomes.
4. With regard to the doctoral programme in "Educational Research & Evaluation", it is recommended to differentiate the learning outcomes for the Psychometrics track and the Evaluation track.
5. It is recommended to monitor the workload of students closely in case obstacles arise which may lead to a prolongation of studies.
6. The workload of lecturers with respect to the teaching load and time for research should be reconsidered.
7. The experts recommend improving the website by providing a clear structure of information on the programmes and by offering more detailed and transparent information in English.

With regard to the reasons for this decision the Standing Commission refers to the attached assessment report.

EXPERTS' REPORT

ON THE PROGRAMMES

"EARLY CHILDHOOD EDUCATION" (MASTER OF EDUCATION)

"EARLY CHILDHOOD EDUCATION" (DOCTOR OF EDUCATION)

"BASIC EDUCATION" (MASTER OF EDUCATION)

"BASIC EDUCATION" (DOCTOR OF EDUCATION)

"EDUCATIONAL TECHNOLOGY" (MASTER OF EDUCATION)

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"EDUCATIONAL RESEARCH AND EVALUATION" (MASTER OF EDUCATION)

"EDUCATIONAL RESEARCH AND EVALUATION" (DOCTOR OF EDUCATION)

OFFERED BY UNIVERSITAS NEGERI JAKARTA

Visit to the university: 23. – 26. August 2021

Panel of Experts:

Prof. Dr. Ingrid Gogolin	Universität Hamburg, Faculty of Education
Prof. Maria Celeste T. Gonzalez	Ateneo de Manila University, Philippines, Education Department
Associate Prof. Dr. Pramono, S.Pd. M.Or	Universitas Negeri Malang, Indonesia, Department of Early Childhood and Primary Childhood Education
Prof. Dr. Volker Schubert	Universität Hildesheim, Faculty of Educational and Social Sciences, Department of Education
Sebastian Horndasch	Hochschulforum Digitalisierung, Berlin (labour market representative)
Laura Ritter	Student of Universität zu Köln (student representative)

Coordinator:

Dr. Dorothee Groeger	AQAS, Cologne, Germany

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation, supported by more than 90 member institutions, both higher education institutions (HEIs) and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC). It is therefore a notified body for accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in Higher Education Institutions. The activities of AQAS in accreditation are neither restrained to specific academic disciplines or degrees nor to a certain type of Higher Education Institution.

II. Accreditation procedure

This report results from the external review of the programmes "Early Childhood Education" (Master of Education & Doctor of Education), "Basic Education" (Master of Education & Doctor of Education), "Educational Technology" (Master of Education & Doctor of Education) and "Educational Research and Evaluation" (Master of Education & Doctor of Education) offered by Universitas Negeri Jakarta.

1. Criteria

The programme is assessed against a set of criteria for accreditation developed by AQAS. The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of the programme since not all indicators necessarily can be applied to a programme.

2. Approach and methodology

The initialisation

The university mandated AQAS to perform the accreditation procedure in October 2020.

The university produced a Self-Evaluation Report (SER). In February 2021, the institution handed in a draft of the SER together with the relevant documentation of the programmes and an appendix.

The appendix included e.g.:

- Overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student drop outs).
- CVs of the teaching staff/supervisors
- Information on student services
- Core information on the main library
- academic regulations

AQAS checked the SER regarding completeness, comprehensibility and transparency. The final version of the SER was handed in April 2021.

The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 31 May 2021.

The nomination of the panel of expert

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline/s, the labour market and students are involved. Furthermore, AQAS follows principles for the selection of experts of the European Consortium for Accreditation (ECA).

The Standing Commission nominated in July 2021 the before mentioned expert panel. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

The preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the University and to the panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

The site visit

After a review of the Self Evaluation Report, a virtual site visit to the University took place 23 – 26 August 2021. On site, the experts interviewed different stakeholders, e.g. the management of the HEI, the programme management, teaching and other staff, as well as students and graduates, in separate discussions and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

The report writing

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS criteria for the programme accreditation. The report included a recommendation to the Accreditation Commission. The report was sent to the university for comments.

The decision

The report, together with the comments of the department, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, on 6 December 2021 the Standing Commission took its decision on the accreditation. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In January 2022, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

III. General Information on the University

Universitas Negeri Jakarta (UNJ) developed from an Institute of Teacher Training and Education in 1963 into its current form as a full university offering educational and non-education programmes. The university has set itself objectives to strive for its vision of becoming a university with a high reputation in the Asian region.

The university follows the *tridharma* approach of higher education, which combines the three pillars of higher education, research and community service. UNJ offers 104 programmes on Diploma, Bachelor, Master and doctoral level; the programmes are organized into 8 faculties and a Postgraduate Programme. The three largest faculties in terms of student numbers are the Faculty of Engineering, the Faculty of Educational Sciences and the Faculty of Social Sciences. The total number of students is approximately 23.500.

UNJ established research centres with the aim of supporting 8 research themes of the university: (1) educational technology and environmental education, (2) neuro-pedagogic, (3) marine education, (4) child protection and women's empowerment education, (5) science, technology, sports, arts, (6) social science, (7) humanities and (8) creative economy and small and medium enterprises. These research themes are supposed to serve as a roadmap for research conducted by lecturers and students.

The university is governed by a rector and 4 vice-rectors. In conducting its duty, the rector is assisted, among others, by faculty deans, who are in charge of the management at the faculty level, and the Postgraduate Programme director.

The programmes to be accredited are affiliated with the Postgraduate Programme which includes 11 Master degree programmes and 9 doctoral degree programmes. As objectives of the Postgraduate Programme, UNJ presents the following: (1) to conduct research-based education in order to produce graduates who are smart, advanced and civilized in the scientific field of the study programme, (2) to produce high-quality research in the study programme's scientific field to support the reputation achievement of the university to contribute to Indonesian and global society, (3) to disseminate science in the field of the study programme through education and research-based public service activities and (4) to establish cooperation in education, re-search, and public service with various domestic and overseas agencies.

The role of the Director of the Postgraduate Programme is outlined as a functional and operational administrator who is assisted by 3 deputy directors: a Deputy Director for Academic Affairs, a Deputy Director for General Affairs and Finance and a Deputy Director for Student Affairs, Alumni, Cooperation and Public Information. Each study programme is assigned a programme coordinator.

IV. Assessment of the study programmes

1.   Quality of the Curriculum / Aims and structure of the doctoral programme

Bachelor/Master Degree	Doctoral Degree
The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market require-ments and are up-to-date with relation to the rele-vant field. The design of the programme supports achievement of the intended learning outcomes. The academic level of graduates corresponds to the requirements of the appropriate level of the Eu-ropean Qualifications Framework. *The curriculum's design is readily available and transparently formulated.* *[ESG 1.2]*	*The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market require-ments and are up-to-date with relation to the rele-vant field. The design of the programme supports the achievement of the intended learning outcomes. The academic level of graduates corresponds to with the requirements of the appropriate level of the national qualifications framework or the European Qualifications Framework.* *The curriculum's design is readily available and transparently formulated.*

Description

The curricula of the programmes are composed of different kinds of elements, namely matriculation courses, general courses, expertise courses, elective courses and the thesis/dissertation. As outlined by UNJ, matricu-lation courses are compulsory only for non-linear students, i.e. students with a different educational back-ground than the respective programme. General courses are mandatory for all students at UNJ whereas ex-pertise courses are compulsory for the individual programme.

General courses in all Master degree programmes include "Philosophy of Science", "Statistics", "Research Methodology" and "Indexed Scientific Article Writing". On doctoral level, general courses relate to "Advanced Philosophy of Science", "Advanced Statistics", "Advanced Research Methodology" and "Indexed Scientific Ar-ticle Writing". According to UNJ, these courses foster the ability to think philosophically, methodologically and technically.

All programmes contain a final thesis. In the doctoral programmes, students must already have a topic and dissertation research proposal formulated at the registration stage. The research starts in the first semester.

All programmes are said to address educational skills, namely so-called "6Cs" – Creative and Innovative, Collaboration, Communication, Compassion, Critical Thinking and Problem Solving and Computational Logic – which are said to be related to the Indonesian education system from early childhood education to tertiary education, both in terms of levels and types of education.

The doctoral programmes are generally structured so that courses are taken in the first three semesters while the remaining semesters do not prescribe coursework and can be used to focus on the research.

The research phase includes various supervision stages, starting from a topic verification to a comprehensive exam and a colloquium which lead to the dissertation proposal. At the end of studies, a dissertation eligibility exam is conducted. Before taking the dissertation eligibility exam, students must have published an article in a scopus-indexed journal and participated in an international conference. The different elements are defined in the Academic Guidebook.

According to UNJ, the Postgraduate Programme conducts academic events such as national and international seminars to give students experience and opportunity to improve their ability in dissemination and publication

of their research. Furthermore, research centres are said to be established to provide a forum for research, initiate collaboration in the field of research at both national and international levels and to organize research camp programmes to improve students' ability to conduct research and produce a scientific publication at the international level and also to support students' final project completion.

The workload in programmes at UNJ is calculated in Semester Credit Units, SKS. One SKS equals 36 hours of study per semester, which is equivalent to 1.7 ECTS, according to UNJ.

Experts' Evaluation

The experts assess the programmes to be well-established and academically sound. Most programmes have been offered for a long time and have been running well. With these programmes, UNJ meets the expectations of many of its stakeholders, such as students and labour market representatives, as the experts learned during the virtual site visit. The programmes follow a similar curricular structure, and they all have a clear research orientation.

Before providing an individual evaluation of each programme, the experts would like to express the following general remarks which apply to all programmes.

The programme learning outcomes are elaborately formulated and closely linked to the description of levels in the Indonesian Qualifications Framework. However, the experts believe that the description can be improved as competences and skills are currently stated rather generally. These could be described more explicitly for a better facilitation of the learning outcomes. Furthermore, the relevance of the "6 Cs" of education (creative and innovative, collaboration, communication, compassion, critical thinking and problem solving, computational logic) should be integrated into the programme learning outcomes more clearly (**Finding 1**). The experts agree with UNJ on the importance of the "6 Cs" for the programmes and the experts were shown how they are addressed in the curricula. Thus, an integration of them in the learning outcomes would be valuable and logical.

The documentation of the curriculum currently does not sufficiently reflect what is taught in the programmes and how it is taught. This concerns on the one hand the course descriptions. The experts learned that there is a variety of teaching methods as well as assessment forms being used in courses and that courses with similar titles in the Master's and doctoral programmes differ with regard to the content. For example, the experts understood that the matriculation course "Foundation of Science Education" deals with similar topics in the Master's and doctoral programmes but on different levels of depths. On the other hand, the content of courses is at times only outlined superficially and it has been shown that teaching actually includes further aspects. As this is currently not outlined in the course descriptions, the course descriptions for all programmes have to be revised and updated to fully reflect the content of courses (**Finding 2**).

Along with the international accreditation, UNJ strives for further internationalization of its programmes. The experts support the university in this endeavour and recommend strengthening the efforts, e. g. by fostering student and teaching staff mobility – even if it is carried out online or in short-term programmes such as a summer school – and by offering more courses in English, especially in the programmes "Educational Technology", "Educational Research & Evaluation" and "Early Childhood Education". This would also help UNJ in attracting international students (**Finding 3**).

Publication requirements within the doctoral programmes refer to Scopus-indexed journals which the experts understand ensures good quality and high standard of those publications. However, in many cases, impact factors do not accurately reflect the quality and value to the scientific community of the work published (see San Francisco Declaration on Research Assessment). It should at least be considered to allow for publication in journals that are included in more than one data base of peer-reviewed literature.

Finally, the programmes could benefit from including recent approaches to cultural/linguistic diversity and gender issues. With respect to equality of educational opportunities, the topic of teaching and learning in linguistically and culturally diverse classrooms is particularly relevant. In an international perspective, knowledge about this issue is a basic component of teachers' professional competence, irrespective of the age group or subject matter they have to work with. It includes the capacity to diagnose learners' language experience and skills and to take results into account when providing individual support to learners. Moreover, teacher education should include knowledge and create awareness about factors that influence learners' opportunities, such as gender, socio-economic factors, cultural capital of the family or rural/urban living conditions.

"Early Childhood Education"

Description

The Master's programme in "Early Childhood Education" was established in 1996 by UNJ to meet the need for experts in preschools and early grade elementary schools in Indonesia. The objective of the programme is to qualify graduates who are experts in the field of early childhood education with the ability to work as lecturers at the undergraduate level of early childhood education or early childhood education teacher education programmes, as researchers or consultants for early childhood education institutions and as early childhood education managers. In particular, graduates are supposed to be able to analyse theories and practices regarding the suitable age for children's development and learning following professional ethics and to undertake lifelong learning through education, research and training in self-development efforts relevant to early childhood education. The programme focuses on the years 0 – 8 in children's development.

UNJ defines 7 learning outcomes for the programme, among them the ability to analyse early childhood development in various studies as a basis for developing innovative and tested early childhood education knowledge and practice, the ability to apply innovative learning by applying didactic-pedagogical concepts and principles in early childhood education, the ability to apply logical, critical, systematic and innovative thinking in the field of early childhood education based on scientific principles, procedures and ethics and the ability to solve early childhood education problems based on pedagogical theory, literacy and information technology through scientific methods with an interdisciplinary or multidisciplinary approach that internalizes academic values, norms and ethics. Additionally, graduates are trained to disseminate the results of early childhood education studies with inter- and multidisciplinary approaches.

Besides the general courses outlined above, the curriculum contains expertise courses covering the topics of "Early Childhood Development", "Early Childhood Education Curriculum Development", "Language Education and Early Childhood Social Studies", "Early Childhood Art Education", "Early Childhood Mathematics and Science Education" and "New Orientations in Education Psychology". In addition, a "Colloquium" is scheduled. From the electives in "Early Childhood Assessment", "Policy Analysis"," Law and Child Protection", "Inclusive Education Perspective", "Early Childhood Education Management" and "Information and Communication Technology in Education" students have to choose 3. The thesis covers 8 SKS and is scheduled for the fourth semester.

The doctoral degree programme aims to qualify human resources who have competences in developing early childhood education programme plans and policies in the national and regional contexts and who may work as lecturers and professional educators at Master's and doctoral level at higher education institutions, professional researchers, early childhood education developers or consultants.

Among the 8 learning outcomes of the programme are the ability to critically analyse the theory of research methodology to solve research problems in the field of early childhood education as a basis for carrying out creative, innovative, and tested multicultural research, the ability to formulate early childhood development in a multiperspective approach through various studies and research, the ability to compare approaches and

models of early childhood education curricula at the international level and the ability to find or develop new scientific theories, concepts and ideas to contribute to the development and practice of science and/or technology that takes into account and applies the values of humanities and multicultural education in the field of early childhood education, by producing scientific research based on scientific methodology and logical, critical, systematic, and creative thinking. Furthermore, graduates are supposed to be able to build scientific, technological or artistic arguments and solutions based on a critical view of facts, concepts, principles or theories and to communicate them through the mass media, journals/proceedings or directly to the public.

The programme focuses on education, health, nutrition, care, protection, welfare, and early childhood education policies. The curriculum contains courses as well as research phases. The expertise courses cover "Child Development in Multiperspectives", "Early Childhood Education Curriculum Comparisons and Innovations", "Early Childhood Education Research Area", "Early Childhood Education Educator Development, "A New Orientation in Pedagogy" as well as "Early Childhood Education Colloquium". Two electives have to be chosen by students from among the range of "Early Childhood Education Policy System", "Qualitative Data Analysis" and "Development of Early Childhood Play Theory and Concept". The dissertation covers 15 SKS and stretches over 6 semesters.

Experts' Evaluation

The programme learning outcomes of the <u>Master's programme</u> in "Early Childhood Education" are transparently described and they aim at educating graduates to be able to develop and produce solutions through a multi- or interdisciplinary approach. It is one of the strengths of the programme that these solutions are implemented through collaborative research between lecturers and students. The programme adequately qualifies professionals in the field of early childhood education by developing their knowledge and skills on a Master level. Graduates receive experience according to the demands of the world of work and thus have the relevant competence to further their career in early childhood education at schools or other educational or governmental institutions.

The curriculum development takes into account global demands and challenges, community needs, stakeholders in the business and industrial community as well as the principle of comprehensive self-evaluation. In the programme, innovative learning methods are applied along with technology skills that are oriented towards life skills and that contribute to improving the quality of graduates.

The curriculum implementation adapted well to online learning or blended learning that was being carried out during the Covid-19 pandemic.

The <u>doctoral programme</u> is the first of its kind in Indonesia and the experts welcome its implementation to foster further academic qualifications in this field. The programme is well designed to develop and produce solutions to improve the quality of graduate through multi-, inter- and transdisciplinary approaches. The learning outcomes are adequate.

The programme follows the rules and regulations for doctoral programmes at UNJ and thus includes an adequate amount of individual and independent research by students which is then published, e.g. in journals.

The curriculum development takes into account global demands and challenges, community needs, stakeholders in the business and industrial community as well as the principle of comprehensive self-evaluation.

The curriculum supports the competence of graduates and is adapted to the internalization and accumulation of knowledge, practical knowledge, skills, and competences achieved through a structured process and it includes specific skills for work experience. Furthermore, the curriculum is designed to develop each student's potential such as personal, social, and academic competences via student-centred, problem-based and contextual learning, and by optimizing various learning resources.

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Learning and teaching is carried out in a systematic, measurable manner and it integrates programme objectives, course objectives and the need of the labour market.

Both programmes would highly benefit from setting up a better learning environment for international students, such as courses taught in English or a larger number of international guest lecturers (see above, **Finding 3**). In the doctoral programme, cooperation projects with Asian partners have been started, which the experts appreciate.

"Basic Education"

Description

With the Master's programme in "Basic Education" UNJ aims at qualifying experts in basic education, especially in elementary school education. In particular, graduates of the programme are supposed to work as formal, informal and non-formal school educators in the field of basic education who can develop science, technology and arts in primary and junior high schools, as professional researchers who can solve problems of science, technology and arts in the field of basic education through an interdisciplinary or multidisciplinary approach or as basic education consultants or experts who provide services and become education experts, especially in elementary education.

The programme is characterized by UNJ as multi- and interdisciplinary. It is designed to convey, amongst others, the abilities to solve basic education problems based on pedagogical theory, literacy and information technology through scientific methods, to develop pedagogical theory, literacy and the benefits of information technology in basic education, to apply innovative learning by applying didactic-pedagogical concepts and principles in basic education by utilizing science and technology oriented to life skills and to disseminate the results of contemporary basic education studies with inter- and multidisciplinary approaches.

Expertise courses of the programme are "Educational Psychology for Learning", "Elementary School Curriculum Development Based on a Holistic and Integrated Approach", "Elementary School Practice Research and Teacher Education", "Authentic Assessment", "Education of Creative Arts Based on Cultural Background", "A New Orientation in Education Psychology" and "Elementary Education Colloquium". Furthermore, two electives have to be chosen by students amongst the choices "Mathematics Learning", "Advanced Mathematics Learning", "Science Learning", "Advanced Science Learning", "Social Studies Learning", "Advanced Social Studies Learning", "Indonesian Language Learning" and "Advanced Indonesian Language Learning". The thesis covers 8 SKS.

The doctoral programme in "Basic Education" is said to prepare lecturers who can teach students of Master's degree in elementary education and elementary and junior high school teachers and experts in the management of basic education in various education offices. The programme also aims at preparing graduates to become consultants, leaders and managers in basic education. Skills to be conveyed are the abilities to develop science, technology and arts in the field of basic education (elementary school and junior high school) through research, creative work and original and tested knowledge in various perspectives, to offer solutions to science, technology and art problems in basic education through an interdisciplinary, multidisciplinary or transdisciplinary approach, and to manage, lead and develop research and development beneficial to science and humanity's welfare and gain both national and international recognition.

According to UNJ, the distinction of the doctoral programme from the Master's programme lies in the learning outcome that graduates are expected to develop knowledge about basic education based on research results with multidisciplinary, interdisciplinary and transdisciplinary approaches.

In addition to the above-mentioned general courses, the curriculum contains expertise courses in "Policy Analysis and Basic Education Management", "Insights and Problems in Elementary School Learning", "Neuro

Psycholinguistics", "Creativity and Critical Thinking", "Pluralism and Multiculturalism", "New Orientation and Pedagogy" and "Basic Education Colloquium". The electives include "Learning Theory and Psychology", "Character Learning: Concepts, Design and Applications in Elementary School", "Neuro Psychology Impact on Learning", "Introduction to Inclusive Education and Children with Special Needs" and "Performance Technology".

Experts' Evaluation

Despite the somewhat incomplete documentation of course content described above, the discussions of the experts with lecturers and students provided the impression that the high standards set out in both programmes are met successfully. Both programmes are - as is only fully understandable in the context of the Indonesian system of higher education - rather designed as further education courses – most students have either worked before entering the programmes or are working while studying. The programmes are used by students to foster their professional or academic career as the undergraduate programme already fully qualifies to become a teacher in Indonesia. As a rule, the students therefore already have, in some cases, very extensive experience, especially as teachers in schools. The programmes can build on this. This explains the relatively high level of practical relevance, but also the topics of the research with a stronger focus on the implementation of theoretical approaches.

In this context, projects and research work are carried out jointly by teachers and students – to a larger extent in the doctoral programme; even textbooks are created in the process. Community services also play an important role in this context as the research output is often in or for community projects.

The distinction between the two programmes of study remains somewhat vague in the documentation, however; the content of the courses, some of which have the same title, have to be specified more precisely in the programmes (see above, **Finding 2**). The relevance and amount of research in the doctoral programme is adequate and comparable to European standards. Students are closely monitored in their research.

The curricula of both programmes are appropriate and comply with the professional standards and criteria. Their development and design are largely tied to governmental guidelines. However, a certain scope for interpretation can be used by UNJ to make the programmes unique.

The development of the number of students also depends on external factors, such as the shortage of state scholarships. The programmatically emphasized interdisciplinarity and transdisciplinary results from the understanding of the discipline as an applied science. The cooperation with the relevant subjects, such as mathematics, natural sciences, or languages results from this automatically.

The desired multicultural and pluralistic orientation of the programmes is already obvious from the composition of the students, who come from different regions of the multicultural Indonesian archipelago. It is also expressly considered in teaching and research, as has been made clear by examples.

As far as the design of the teaching is concerned, the discussions with lecturers and students have made it clear that the general statement that every subject has its own characteristics, which must adhere to the design of the courses and teaching, is fully complied with. This also ensures that very different teaching methods are used, even if this is not shown in detail in the documentation (see above, **Finding 2**). The problems of implementing the "6 Cs" are known and will be considered.

"Educational Technology"

Description

As outlined in the SER, the scope of the Master's programme in "Educational Technology" is limited to secondary and tertiary education and informal education. Its graduates are supposed to become professionals such as learning designers, learning media developers, performance technologists, educators and researchers

who have specific educational technology skills. In particular, the skills relate to the abilities to design, develop, manage and evaluate innovative and creative learning by utilizing technological advances, to develop knowledge and technology in the field of educational technology related to the practice as a media developer, learning designer and performance technologist, to produce innovative and tested works, to solve learning problems in the field of educational technology through interdisciplinary and multidisciplinary approaches and to manage research and development in the field of educational technology. Additionally, graduates are supposed to be able to disseminate the results of research and development in the field of current educational technology with interdisciplinary and multidisciplinary approaches recognized by the educational technology community at the national and international levels.

In developing learning that utilizes the latest technology (such as used for distance education, e-learning and blended learning) in the learning process, graduates are expected to develop innovative learning media to address the challenges of current learning needs.

The expertise courses in the first two semesters include "Education Technology Foundation", "Learning Design", "Performance Technology", "Media Development and Learning Resources", "Educational Technology Research Areas", "Online Learning Design", "A New Orientation in Education Psychology" and "Educational Technology Colloquium". In the third semester, students must choose one elective ("Evaluation of Process and Learning Outcomes", "Communication Theory and Visualization of Learning Ideas", "Coaching Management", "New Orientation in Learning"). The thesis covers 8 SKS.

The doctoral programme's objectives are defined by UNJ as qualifying academic staff who can develop and manage new approaches in learning, who develop professional abilities in the area of educational technology to meet evolving needs and challenges, who improve professional services in the field of education technology through research and development, who scientifically formulate solutions to various learning problems through an educational technology approach and who will contribute to the progress and application of science and technology in order to create a learning society. Graduates are expected to become educational technology researchers, developers as well as learning innovators.

There are 5 learning outcomes defined by UNJ which include the abilities to develop knowledge of pedagogical theory, literacy, the benefits of technology and arts about information in the field of educational technology to offer solutions through an interdisciplinary or multidisciplinary and transdisciplinary approach, to develop educational technology science or professional practice through research to produce creative, innovative, original and tested works, to solve science, technology, and/or related art problems in the field of educational technology based on values, theoretical principles and concepts of pedagogy, literacy and information technology using scientific methods with an interdisciplinary, multidisciplinary or transdisciplinary approach, to develop new theories related to science and technology to produce innovative discoveries by applying didactic-pedagogical concepts and principles and to manage, lead, and develop research in scientific fields which are beneficial for the development of educational technology and humanity as well as being able to gain national and international recognition.

The expertise courses are "IT-Based Learning Models", "Model Theory and Diffusion of Innovation in Education", "Evaluation of Educational Models and Programmes", "Learning System Development", "New Orientation in Pedagogy" and "Education Technology Colloquium". 3 elective courses are offered, namely "Leadership in Learning Organizations", "Test, Measurement, and Evaluation Model" and "Educational Technology Literacy". The dissertation covers 15 SKS.

Experts' Evaluation

The group of experts was impressed by the programmes in the field of "Educational Technology" and recommend that these should be a model to others. In particular, the competence-oriented teaching and assessment

formats of the programmes are compelling. Furthermore, from an international point of view the programmes meet high standards.

In the Master's programme of "Educational Technology", the qualifications to be achieved are presented as intended learning outcomes in a subject-specific as well as interdisciplinary manner. From an international point of view, the intended learning outcomes are appropriate. The learning outcomes correspond to current developments in the field of educational technology as well as with requirements of the labour market. The achievement of the intended level of qualification can be demonstrated by students in an appropriate manner by a final thesis and exam.

The curricular elements and their functions are transparently documented, as well as the curricular structure of the study programme. The order of curricular elements is suitable to support the learners' progression. Compulsory and elective elements are clearly indicated. An idealized course plan is available. The curriculum covers subject-specific as well as cross-subject knowledge. Subject-related, methodological and general skills can be acquired as documented on the level of the intended learning outcomes.

It is transparently described which elements and courses are offered exclusively for the programme and which parts are used in other programmes. Curricular modifications are documented in a transparent manner and contribute to an improvement in programme quality.

Likewise, in the doctoral programme the desired qualifications are presented as intended learning outcomes with respect to subject-specific and interdisciplinary elements. Intended learning outcomes are shown to be appropriate as shown by the feedback by labour market representatives. The intended learning outcomes are updated according to current developments in the scientific field and the labour market. A corresponding process is defined (see Chapter 2). The programme covers the acquisition of subject-specific and cross-subject knowledge, as well as of subject-related, methodological, and general skills.

Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated by a dissertation. Furthermore, publications in internationally recognised journals are required.

Programme elements and their functions are transparently documented. The structure of the doctoral programme supports the achievement of the learning outcomes. The order of curricular elements supports the learner's progression. Compulsory and elective elements of the programme are transparently presented. A schedule indicating key milestones of doctoral research is presented and can be used for orientation and guidance throughout the study programme.

Elements that are offered exclusively for the programme are explicitly described. Parts of the programme seem to be used together with other programmes. The majority of courses is on the doctorate level; the inclusion of courses from Master's programmes is an exception which is well founded. Specific elements of the programme, as e.g. internships, are reflected in its design.

Structures to foster mobility of students (international exposure) are visible, yet they do not seem to be given a particularly high importance.

The programme enables students to transfer their knowledge to situations outside the university context. Methods of teaching, learning, and assessment support an interlacing of theoretical and practical aspects.

The number of credits is directly related to the expected workload, and the total programme workload is allocated to the elements of the programme.

"Educational Research and Evaluation"

Description

The Master's programme in "Educational Research and Evaluation" is concerned with research methodology, assessment, programme evaluation and measurement in education. According to UNJ, it is a broad, multidisciplinary programme which examines research and evaluation at all levels and in all education sectors. The programme is designed to develop students' knowledge, skills and expertise in research, evaluation and measurement studies, including secondary analysis of existing data sets, synthesis reviews of evidence, evaluation of evidence-based education in practice, and theoretical, conceptual, methodological and substantive issues in research and evaluation.

Among the skills to be acquired UNJ lists the ability to choose appropriate evaluation models to provide solutions to problems following tested and novel research that can be recognized at the national and international levels, to apply educational research and evaluation science professionally and sustainably through research and development of literacy and numeracy and to disseminate the results of research and development in the field of educational research and evaluation that are contemporary with an interdisciplinary approach recognized nationally and globally. Graduates are supposed to work as educators in research and programme evaluation carrying out learning related to research methodology, classroom-based assessments, evaluation of learning outcomes and developing assessment/research instruments, as appraisal/research tool developers skilled in developing valid and reliable assessment tools and research instruments, as skilled education and training researchers who can apply appropriate research methodology to assess, measure, and evaluate education and training programs or as evaluators and assessors who are skilled in assessing and evaluating various education and training programmes.

The curriculum contains the expertise courses in "Classical Test Theory", "Experimental Design", "Construction of Measurement Instruments", "Programme Evaluation", "Classroom-Based Assessment", "Qualitative Research Methodology", "New Orientation in Psychology Education" and "Colloquium". Additionally, one elective has to be chosen from the following courses: "Testing Management", "Non-Parametric Statistics", "Regression Analysis", "Introduction to Item Response Theory" and "Structural Equation Modelling". The thesis covers 8 SKS.

The doctoral programme addresses the need for evaluators and leaders who have a comprehensive understanding and ability to integrate and utilize inquiry methods from various ontologies, epistemologies and paradigms to address research and evaluative questions directed at understanding and solving urgent problems and contributing to practice-based knowledge. The objective of the programme is thus to qualify graduates who excel in the fields of research methodology, evaluation, measurement and educational assessment, who have the academic ability to implement their knowledge to create a conducive, accountable and transparent atmosphere, who can develop research, evaluation, and measurement models in micro and macro contexts, who can produce scientific work in research methodology, evaluation, measurement and assessment of education to own intellectual property rights through research and community service activities and who can advance theories and concepts in the field of research methodology, evaluation, measurement and assessment of education to improve the quality of education. In addition, graduates are supposed to possess communication and cooperation skills to forge collaborations among scientific disciplines, educational institutions, research and training institutions, local governments and professional organizations that mutually support the development and progress of education in evaluation, measurement, educational assessment and research methodology.

The programme offers two specializations, namely Psychometrics and Evaluation. Graduates are supposed to become institutional leaders who can lead research, measurement and evaluation of programmes and policies professionally and independently or expert researchers and developers who are capable of developing

science, research, measurement and evaluation of policies and programmes through creative and innovative research in order to improve knowledge, research, measure and evaluate current and future programmes and/or policies as well as being able to gain recognition both nationally and internationally. Among the skills to be conveyed are the abilities to develop new knowledge about educational research and evaluation as part of the application and development of pedagogical theory, literacy, the benefits of technology and/or arts about information in the field of research methods, models of programme evaluation and policy evaluation, to develop educational science or professional practice through research, to offer solutions to science, technology and/or arts-related problems in the field of educational research and evaluation based on pedagogical theory, literacy, information technology through scientific methods with interdisciplinary or multidisciplinary and transdisciplinary approaches, to develop new theories in research development, evaluation and assessment systems in innovative learning by applying didactic-pedagogical concepts and principles in education by utilizing human benefit-oriented science and technology and to manage and lead research and development.

The curriculum of the specialization of Psychometrics contains the expertise courses "Categorical Data Analysis", "Psychometric", "Sampling Technique", "Generalizability Theory" and "Multidimensional IRT". Both specializations require the mandatory courses "New Orientation in Pedagogy" and "Educational Research and Evaluation Colloquium". When studying the specialization in Evaluation, the courses "Policy Evaluation", "Evaluation Research", "Project Monitoring and Evaluation", "Impact Evaluation" and "Institutional Evaluation" have to be taken. The two specializations share the same electives: "Software Development", "Measurement Computing", "Statistical Data Analysis Structure", "Survey Methods" and "Structural Equation Modeling". The dissertation covers 15 SKS.

Experts' Evaluation

The two programmes are grounded on the vision and mission statements and objectives of both the university and the Postgraduate Programme. The vision-mission statements and objectives of the university and the Postgraduate Programme are also articulated in their self-evaluation report, on the website, and other pertinent university documents. There is a general alignment among all the statements at the level of the university and the Postgraduate Programme.

The learning outcomes of the programmes are reasonable, and they qualify graduates adequately for the field of educational research and evaluation. However, as stated previously, the experts observed that the programme learning outcomes are described elaborately, yet rather general at times. The programme learning outcomes should be reviewed and re-written to provide more detailed competences and skills, e.g. following the SMART principle *s*pecific, *m*easurable, *a*chievable, *r*ealistic, and *t*ime bound (see above, **Finding 1**).

The vision statement of the Master's programme states that it desires "to become a centre of reference for innovation in measurement, assessment, and programme evaluation in the *multidisciplinary/interdisciplinary* research-based education field in educational research and evaluation at the national, regional, and global levels." However, the multidisciplinary/interdisciplinary perspective does currently not seem to be expressed clearly in the programme objectives, programme learning outcomes and course learning outcomes. The experts suggest that the management team of the Postgraduate Programme and the respective academic staff discuss how they understand *inter*disciplinarity and *multi*disciplinarity in the context of curriculum design and instruction (**Finding 4**). They could probably give a conceptual definition(s) and operational definition(s) to these terms as the experts understood that the terms are currently used interchangeably. UNJ will be able to express the indicators for multidisciplinary/interdisciplinary more precisely in the programme learning outcomes, course learning outcomes, learning activities, and assessment. This will ensure alignment from these two perspectives.

The experts would also like to point out that the vision statement of the doctoral programme makes no mention of the interdisciplinarity, multidisciplinarity, and transdisciplinarity perspective. Level 9 of the Qualifications

Framework mentions that doctoral programs will focus on "solving problems within a student's scientific expertise through the inter-, multi- or transdisciplinary approach." Thus, the experts would like to reiterate the recommendation in the previous paragraph that the management team of the Postgraduate Programme and the respective academic staff discuss how they understand interdisciplinarity, multidisciplinarity, and transdisciplinarity in the context of curriculum design and instruction (**Finding 4**).

The doctoral programme in "Educational Research and Evaluation" has five mission statements. This is good because it gives the stakeholders an opportunity to understand what the study programme wants to accomplish. However, the experts think that there is an overlap of the five mission statements with the objectives of the programme. When revising the learning outcomes, UNJ should take into consideration these five specific mission statements more prominently.

Furthermore, the programme objectives could be clearer and distinct since there are two tracks or areas of specialization: Psychometrics and Evaluation. It might be better if the doctoral study programme in "Educational Research and Evaluation" will have programme objectives for the Psychometrics track and another set of programme objectives for the Evaluation track. The experts suggest this because the skills needed for Psychometrics are different from the skills needed in Evaluation which applies to the understanding of the programmes by the teachers and students of the programmes as well, as learnt during the virtual site visit (**Finding 5**).

The two study programmes follow university and government regulations in the design of their respective curriculum. The curricula of both programmes are well-designed to achieve the learning outcomes. The level of internationalization in the programmes is fairly good and many cooperation projects exist with international partners.

The Master's programme explicitly states that the programme aims to produce graduates who will be educators, researchers, appraisal/research tool developers in Educational Research and Evaluation and describes the skills for each kind of career which is very helpful. The curriculum is designed well in order to achieve these profiles.

The experts wonder if one matriculation course is sufficient to prepare non-linear students for their Master's studies or doctoral work in "Educational Research and Evaluation". It might be a good idea for the management team and academic staff to look into the possibility of offering two or three matriculation courses to ensure that the students can handle the academic load at the graduate level. So far, however, graduates seem to have performed well.

A review of the semester lesson plans (see Chapter 3) of the different courses shows that many of the references are dated. The experts advise that the academic staff use more recent references (last 5 years) especially in this day and age when change is happening fast.

The experts suggest that more focus be given to qualitative analysis and the use of qualitative data software. It would be helpful as well if the contents in the Master's level and doctoral levels of the courses "Philosophy of Science", "Research Methodology", "Statistics", and "Scientific Article Writing" are more clearly delineated in the documentation.

Conclusion

The criterion is partially fulfilled.

The course descriptions for all programmes have to be revised and updated to fully reflect the content of courses as well as the teaching and the assessment forms used.

For the further developments of the programmes the experts provide the following suggestions:

The description of programme learning outcomes should be improved by outlining competences and skills more explicitly and by including the relevance of the "6 Cs".

UNJ should strengthen its effort to foster internationalization in the programmes.

With regard to the interdisciplinary programmes in "Educational Research & Evaluation", the experts recommend that UNJ provide a conceptual definition of multidisciplinarity and interdisciplinarity which can then be reflected more clearly in the programme learning outcomes and course learning outcomes.

With regard to the doctoral programme in "Educational Research & Evaluation", the experts recommend differentiating the learning outcomes for the Psychometrics track and the Evaluation track.

2. Procedures for Quality Assurance

Bachelor/Master Degree	Doctoral Degree
The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.	*The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.*
A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.	*A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.*
The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.	*The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.*
Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.	*Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.*
[ESG 1.1, 1.7 & 1.9]	*[ESG 1.1, 1.7 & 1.9]*

Description

As outlined in the SER, the programmes are subject to an internal quality assurance system which is coordinated by a Quality Assurance Group on postgraduate level and a Quality Assurance Institute on university level and which follows a quality assurance system policy.

The Quality Assurance Group is said to be responsible for developing an academic quality standard at the study programme level, constructing standard operating procedures for each academic activity and monitoring its implementation, periodically monitoring each academic activity and evaluating or measuring the quality and its follow-up activities for sustainable quality refinement and improvement, periodically measuring the satisfaction level of students, conducting tracer studies and carrying out the customer satisfaction survey and its follow-up activities for sustainable refinement and quality improvement and periodically writing a quality assurance report at the programme level and submitting it to the Director.

Elements of the QA system at the Postgraduate Programme are defined to include the elements policy formulation, implementation, evaluation, control and improvement. Programmes will first establish their aims to be

achieved through appropriate strategies and activities. The aims will be monitored periodically, evaluated and developed through the strategy and a series of activities.

Each programme is thus supposed to conduct a self-evaluation process periodically to assess its performance using an Internal Quality Assurance System standard manual that the Postgraduate Programme has established. The result will be reported to the unit's head, all staff in the related unit, the Postgraduate Programme Director and UNJ's Rector. The head of the unit and Director of the Postgraduate Programme will then determine the steps or policies that must be taken to improve the quality based on the self-evaluation results.

In addition, tracer studies are conducted and published on the website which are said to include students, lecturers, education staff, alumni, graduate users and also domestic and overseas partners.

Rules for academic integrity are defined in the Academic Guidebook, which include e.g. academic ethics and sanctions for the violation of these.

Experts' Evaluation

UNJ uses administration, faculty, and student feedback to make changes to the programmes as necessary. Hereby, it follows a strict procedure to monitor the quality of academic activity, its implementation and its evaluation, as well as the students' satisfaction and workload. Quality assurance is realized within a system applied at university level; there is a further Quality Assurance Group for every faculty which hand their final reports back to the university level. The internal quality assurance system follows and applies a PPEPP-model (Policy, Implementation, Evaluation, Control, and Improvement).

UNJ seeks ways to improve the programmes continuously. The QA system ensures that the institution's academic standards are well defined and verified, are consistent with similar standards locally and internationally, that the quality level of learning, research and community involvement are adequate, and that they meet stakeholders' expectations. Several surveys address the topics of acquired competences, learning process, teaching staff, facilities and infrastructure, management of learning, research, community service, HR, or information system to ensure certain standards. The panel of experts especially appreciates the „Academic integrity communication and management survey and report", which has been conducted and of which results were shared. This survey is beyond the standard procedure of quality assurance and highlights the motivation of UNJ to improve the academic and research quality of its programmes.

The periodic national accreditation of the programmes is a cornerstone activity within this system and essentially serves to verify that the programmes meet national standards of academic excellence through a self-reflection process. It is a governmental regulation that university programmes regularly need to follow such national accreditation procedures. Accreditations were obtained for the assessed programmes by the national accreditation agency Ban-PT, most of them were rated with an A (being the best grade to be achieved) with two programmes with grade B. The panel of experts highly appreciates the motivation of UNJ to additionally apply for international accreditation, which is also supported by the government. A quality assurance and development procedure which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Statistical data of the programmes (such as number of applicants, students, long-time students and dropouts) is strictly assessed. Responsibilities are clearly defined. The head of the unit and the Director of the Postgraduate Programme have the final responsibility for the quality of the programmes and determine necessary next steps and improvements.

Evaluation by the students is carried out on a regular basis of three months; the outcomes are communicated to the students and provide input for the quality development process. The same is true for quality control by

the faculty and for the external evaluation: The outcomes are communicated and provide input for the quality development process. The results of the surveys are regularly published on the university website and thereby accessible to the public. The return rate of the lecture evaluations is very high as the students have to fill out the survey to see their final grade. The results are explicitly given to the individual lecturers and if critical evaluations are obtained in follow-up evaluations and the lecturers performance is under concern, the lecturers will be contacted by the Head of the Department. They are asked to respond to the feedback and, if necessary, further consequences are indicated by the programme coordination.

Students work in small cohort groups and under close supervision in cooperation with the lecturers; lecturers support their students in all academic/research (e.g. in writing and publishing papers), but also organizational aspects. Thus, feedback communication mostly takes places immediately and in person or letters can be directly addressed to the programme director. Lecturers are highly willing to reflect on the feedback and indicate changes if necessary. Exemplary aspects that were addressed in the past by students could be solved within the QA cycle, e.g. that the learning outcomes of courses were clarified, the number of assignments of some courses was reduced to acquire an adequate workload and that the way of teaching of statistical topics, which was the most challenging topic for students, was adapted and improved. Complaints described during the discussions with students and lecturers were rather small or related to organizational aspects, e.g. that the quietness of classrooms is sometimes disturbed by loud noises from outside.

The panel of experts observed that the general workload of the students is quite high, especially for part-time students who have a regular job besides their studies. The lecturers are already aware of this aspect and are understanding and apply extended deadlines, which does not change the amount of the workload though. Therefore, it is recommended to monitor especially the workload of diverse student's group in the future and adapt it if necessary (**Finding 6**).

Over the course of the diverse discussions with lecturers and students the panel of experts gained the impression that UNJ meets most expectations of students and staff and acknowledges the high student and employee satisfaction. However, the panel of experts detected a discrepancy between the documentation of QA and the real-life application of the system and its structure. Whereas the documentation was kept short and remained on a mainly theoretical level, the experts were able to convince themselves during the virtual visit of a very functional quality assurance system. The panel of experts requires a more detailed report that gives real insights on the application of the QA system and UNJ has to provide a matrix or any other form of documentation which illustrates by concrete examples how the results of QA instruments lead (or have led) to the further development of programmes (**Finding 7**). This data and documentation seem to already exist and should be handed in for a complete picture.

Furthermore, in the future it should be explicitly documented what complaints could be retrieved from the surveys and what consequences were taken. This would allow for an understanding and better insight on the real outcome of the QA system to the full extent which could be observed in the discussions also on the documentary level and hereby enhance and facilitate future accreditation procedures.

Conclusion

The criterion is partly fulfilled.

UNJ has to provide a matrix or any other form of documentation which illustrates by concrete examples how the results of QA instruments leads (or has led) to the further development of programmes.

For the further developments of the programmes the experts provide the following suggestions:

The experts recommend monitoring the workload of students closely in case there should arise obstacles which may lead to a prolongation of studies.

UNJ has to provide a matrix or any other form of documentation which illustrates by concrete examples how the results of QA instruments leads (or has led) to the further development of programmes.

3. Learning, Teaching and Assessment of Students / Learning and Assessment of Students

Bachelor/Master Degree	Doctoral Degree
The delivery of material encourages students to take an active role in the learning process. *Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.* *Assessment procedures are designed to measure the achievement of the intended learning outcomes.* *[ESG 1.3]*	*The form of supervision and/or course structure is adequate and corresponds with the intended learning outcomes.* *Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.* *Assessment procedures are designed to measure the achievement of the intended learning outcomes.* *[ESG 1.3]*

Description

Learning & Teaching

Lectures are the predominant teaching format in the programmes. According to UNJ, the learning process is designed as interactive, holistic, integrative, scientific, contextual, effective, collaborative and student-centered. The learning process is supposed to implement a learning model of lecturer-student interaction within a "4C pattern": creative thinking, critical thinking, collaboration and communication.

According to UNJ regulations, lecturers must prepare semester lesson plans for each lecture each semester in both the Master's and doctoral programmes. 80 % of lectures are held in class while 20 % may be used for assignments.

Assessment

Exams are scheduled mid-term and as a final exam in an examination period at the end of semesters. Students are required to attend 80 % of lectures to sit the final exam. Final grades are established based on the midterm exam grades, final exam, individual assignments, practicum (if it is integrated into the lecture) and attendance. Assessment techniques can take several or all available forms consisting of observation, participation, performance, written test, oral test and questionnaire.

As assessment components UNJ lists assessment principles, assessment techniques and instruments, assessment mechanism and procedures, assessment implementation, assessment report and students' graduation report.

Regulations are set down in an Academic Guidebook and a Book of Educational Standards published as part of the Internal Quality Assurance System.

Supervision

Doctoral students are assigned supervisors. According to the information provided in the SER, supervision schedules are agreed upon between the lecturer and student and supervision meetings are conducted periodically and recorded in a supervision log, which is also used to monitor the supervision by the Postgraduate Programme. UNJ has defined a minimum number of supervision meetings before students can take the dissertation exam or defence (see Chapter 6).

The Postgraduate Programme carries out students' thesis or dissertation completion progress. The supervision is conducted by checking the students' supervision record administratively required for each thesis or dissertation completion stage.

Experts' Evaluation

The Curriculum Book of each study programme has a section on Learning Processes. This section narrates the university and government regulations and policies that should be followed in the implementation of the different courses. It shows how the courses are distributed in every semester. It describes the different teaching and assessment principles that academic staff must adhere to. It enumerates the different teaching methodologies and assessment tools lecturers use. It explains how assessments should be carried out. The Curriculum Book also explains the assessment criteria and the grading system of the university. Aside from the usual assessment tools, graduate students also take a comprehensive examination and a thesis/dissertation examination. The grading mechanisms for these are also detailed in the Curriculum Book. The Curriculum Book is very helpful for management, academic staff, and students; it enables everyone to completely understand the expectations of the university, particularly of each study programme.

The teaching and learning used in class has turned out to be more varied than expected from the course descriptions and semester lesson plans (see above, **Finding 2**). Lectures, presentations, question and answer, group discussions are the most common teaching methodologies used by the academic staff. This is also validated by the students and alumni the experts talked to. These methodologies are quite traditional and conventional, but also effective. It might be helpful if the academic staff will explore or try out other teaching strategies that will allow students more frequently to put theory into action. This could be in the form of more case-based learning, problem-based learning, simulations, and field studies.

The experts suggest that the management teams and lecturers of the eight study programmes review and rework the elements or components of the semester lesson plans or the course descriptions so that everything that lecturers do in connection with the teaching and learning process and assessment are evident. This will also enable the academic staff to review if the learning experiences and assessments they provide are aligned with the course learning outcomes and eventually with the programme learning outcomes.

An example would be to have a component on learning experiences or activities for every class meeting or encounter. The lecturers will enumerate or describe what learning experiences or activities will be undertaken for that particular class meeting. If the lecturers are able to describe the learning experience, they can check if the learning experience fulfils the characteristics of an interactive, collaborative, supportive, and holistic learning process. The lecturers can also check if the learning experience promotes critical thinking, creative thinking, and the other 4Cs. The experts commend that the majority of the semester lesson plans are done collaboratively by lecturers.

It goes without saying that there is a lot of value with paper and pen tests such as mid-term exams and final exams. However, studies now show that performance-based assessments tell the students and the lecturers what exactly the students have learned. It might be more beneficial to students if they are given more performance-based assessments so as to evaluate their learning more accurately.

The eight programmes had to switch to online teaching and learning in March 2020 when the COVID pandemic set in. The academic staff and students were able to adjust quite well. The management teams and the academics are aware that improvement can still be made and that they are working on these improvements.

Conclusion

The criterion is fulfilled.

4. Student Admission, Progression, Recognition and Certification / Legal Status, Admission and Certification

Bachelor/Master Degree	Doctoral Degree
Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification. [ESG 1.4]	*The institution is entitled to award a doctorate. Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification. [ESG 1.4]*

Description

Admission

The admission to Master's programmes requires a Bachelor's degree in the relevant field with a minimum grade point average (GPA). Admission to a doctoral degree programme requires a Master's degree, respectively. In addition, UNJ asks for a letter of recommendation by a supervisor.

Admission to all programmes of the Postgraduate Programme requires the passing of several tests: an academic potential test, an English test and a study programme competency test. For the doctoral degree programmes, a research proposal must be submitted and applicants have to participate in an interview test. A committee is formed by the Director of the Postgraduate Programme which is responsible for the selection.

Information on the application is provided online.

Progression

UNJ outlines three stages of student's progression evaluation conducted at the end of the second, third and fourth semester. Students whose achievements are below a specific SKS number will be contacted. If students do not improve, the student status may be revoked.

Certification

UNJ issues a diploma supplement certificate based on national regulations. It is supposed to contain information on the graduate's active participation in the academic field, social behaviour and qualification following the Indonesian National Qualifications Framework levels. In addition, graduates receive a diploma and/or professional certificate.

Degree awarding powers

UNJ is a public university by national decree. Laws and regulations are provided in the Academic Guidebook. This book also contains policies and procedures relevant to the doctoral degree programmes.

Experts' Evaluation

Master's Programmes

The experts found the admission procedure to be clear and appropriate. Formal requirements for admission are clearly defined and available in published form. Specific prerequisites relevant for an individual study programme reflect substantive qualities needed for a successful completion of the programme and are included in the published admissions criteria. The selection procedure for the study programme follows defined criteria and procedures that are publicly available.

Admission requirements are shown to support the objectives of the study programme. The admission requirements are or have been adjusted when necessary. Quantitative data has been made available on the admission procedures of past cohorts.

Regulations for the recognition of competences gained at other higher education institutions, such as degrees or coursework, are in place. They relate to the principles of the Lisbon Convention. These regulations are documented in legally binding form and are available to students. Mechanisms are in place to recognize prior learning, including non-formal and informal learning.

Learning agreements are used to facilitate mobility of students. Graduates receive documentation explaining the qualification gained, including context, level, and status of the studies.

UNJ applies a credit workload system which allows for a comparison to the European Credit Transfer System.

Doctoral Programmes

UNJ is legally entitled to award doctorates. An academic framework as well as a policy and procedures are in place that govern the award of doctoral degrees.

The legal status of doctoral students at the institution has been made clear and is laid down in the institution's statutes.

Admission requirements and procedures are described in appropriate rules and regulations and are publicly accessible. Entry requirement is a Master's degree with a minimum GPA of 3.25 as well as an admissions committee's selection process.

The process for the award of the doctoral degree is clearly defined. Graduates receive documentation explaining the qualification gained, including learning outcomes, context, level, and status of the studies.

Admission requirements are shown to support the objectives of the programmes. The admission requirements are or have been adjusted when necessary. Regulations for the recognition of competences gained at other higher education institutions, such as degrees or coursework, are in place. They relate to the principles of the Lisbon Convention. These regulations are documented in legally binding form and are available to students.

UNJ applies a credit workload system which allows for a comparison to the European Credit Transfer System

Conclusion

The criterion is fulfilled.

5. Teaching Staff / Academic Level of Supervisory Staff

Bachelor/Master Degree	Doctoral Degree
The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes. *Staff involved with teaching is qualified and competent to do so.* *Transparent procedures are in place for the recruitment and development of staff.* *[ESG 1.5]*	*The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.* *Staff involved with teaching is qualified and competent to do so.* *Transparent procedures are in place for the recruitment and development of staff.* *[ESG 1.5]*

Description

Human resources at the Postgraduate Programme consist of lecturers and education staff. Lecturers are permanent teaching staff in the programmes. Education staff supports the administration of education, such as administrative staff, librarians, technicians and laboratory assistants.

The number of lecturers in the programmes are provided by UNJ to be 8 in the Master's programme "Early Childhood Education" and 10 in the doctoral programme, 5 in the Master degree programme "Basic Education" and 8 in the doctoral programme, 7 in "Educational Technology Education" on Master level and 16 on doctoral level and in "Educational Research and Evaluation" 11 in the Master's programme and 10 in the doctoral degree programme.

According to UNJ, the lecturers who are appointed to teach must have an educational background in the study programme or in the subject they will teach, possess the qualifications required by the study programme and be a permanent lecturer in the study programme field. Recruitment regulations are stipulated by a Rector's decree. Accordingly, the recruitment system begins with the programmes proposing candidates to the Director of the Postgraduate Programme who will issue a decree of teaching appointment.

Lecturers' workload within the Postgraduate Programme is said to be 16 SKS each semester, comprising 13 SKS of teaching and 3 SKS of research and community service activities.

According to the strategic plan, UNJ promotes professional development by providing funding assistance to lecturers to conduct research and community service, to attend international seminars, for scientific journal article publications and to organize research proposal writing workshops by inviting keynote speakers from other universities, by providing facilities to lecturers to produce scientific work in the forms of published articles in indexed/accredited journals and teaching materials and to be promoted to a higher functional rank by gaining credit points and proposing promotion following the regulations at UNJ and by giving an opportunity to lecturers to participate in education activities both in Indonesia and overseas, such as training, seminars, workshops, postdoctoral fellowships, exchanges and visiting professor programmes.

Experts' Evaluation

Master's Programmes

All human resources involved in teaching within the programmes are documented, including their academic and other relevant qualifications. Teaching staff is appropriately qualified for the achievement of all intended learning outcomes. Most teaching staff is qualified by doctorates which is a positive distinguishing feature. The number of teaching staff and teaching hours are documented and sufficient; however, documentation differs in different part of the documents.

The overall workload of staff (teaching, administration, research) is appropriate for the delivery of the programmes. In view of international competitiveness and the up-to-date connection to state of the art-research however, the ratio between working time for teaching and time for research does not appear to be sufficiently balanced (see below). In general, teaching staff seems to be in permanent position, consequently staff and hours are likely to be available for the period of accreditation.

Recruitment procedures for teaching staff are in place; from an international point of view, the transparency of the procedures could be enhanced – at least with respect to the attraction of international staff. Associate or part-time lecturers involved in the programmes seem to be appropriately qualified and made familiar with the requirements of the programmes. Prerequisites for staff development are in place; staff is encouraged to make use of the offers. The offers include opportunities for didactic aspects as well as research aspects and aspects of capacity building, for example support in academic writing/publishing in internationally respected journals. In an international point of view, support of networking – e. g. by membership, presence and taking over responsible roles in international learned societies – could be enhanced. Support of English language training is provided, but apparently not taken up equally by staff members. In this respect, readiness could be improved by incentive actions (see above, **Finding 3**).

Doctoral Programmes

The human resources involved in teaching within the doctoral programmes are documented, including their academic qualifications. Records of research and related publications are differently presented. It would be advisable to use a uniform template here, including specifications on the description of conducted research projects and published research results. The qualification of supervisory staff is appropriate to ensure that doctoral students are supervised at the adequate academic level (methodological and concerning the area of research). From an international perspective, in particular with regard to the general foundations of the discipline, it would be worthwhile to consider whether stronger cooperation between the experts of different study programmes would be advisable. This is at least advisable in view of the fact that many challenges to education affect the discipline (and related politics, administration and practice) as a whole and not just specific parts of it. A compelling example of this is the increasing diversity of learners and, at the same time, increasing social inequality in education systems. Research and development on this topic are to a large extent fundamental for educational science as a whole, albeit not specific to subdisciplinary fields. Cooperation between the supervisors of the different study programmes could therefore generate considerable added value at this point. The same applies to other current challenges, for example in the area of technological developments for teaching and learning.

The personnel is sufficient in number to safeguard supervision arrangements on the doctoral programmes. The question, however, if the overall workload of staff with respect to the teaching load is appropriate for the delivery of the doctoral programmes should be reconsidered with respect to the (already mentioned) expectations for research and publications in international publications (**Finding 8**).

The areas of responsibility of supervisors were less clear and transparent to the experts than anticipated.

Given that the respective staff seems to be in permanent positions, supervisors and other teaching staff should be available for the period of accreditation. Recruitment procedures are in place, but they could gain from a more transparent presentation of processes and requirements.

A general concept for staff development is in place, but specific arrangements for supervisors seem not to be included. This is not uncommon to international practice in the contexts of doctoral programmes.

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Conclusion

The criterion is fulfilled.

For the further developments of the programmes the experts provide the following suggestion:

The workload of lecturers with respect to the teaching load and time for research should be reconsidered.

6. Learning Resources and Student Support / Support and Research Environment

Bachelor/Master Degree	Doctoral Degree
Appropriate facilities and resources are available for learning and teaching activities. *Guidance and support is available for students which includes advice on achieving a successful completion of their studies.* *[ESG 1.6]*	*Guidance and support are available for students which include advice on achieving a successful completion of their studies.* *Appropriate facilities and resources are available for learning and research activities.* *[ESG 1.6]*

Description

Learning resources/Research environment

On campus, UNJ provides libraries, an Information and Communication Technology (ICT) Centre, a language centre as well as a Study Resource Centre. Furthermore, counselling services are offered by a Guidance and Counselling Centre with regard to psychological and academic-related issues. Students interested in mobility receive guidance from an International Affairs Office.

Programmes may use a laboratory school and further laboratories on campus. Learning materials are supposed to be provided on a learning management system. Rules and regulations can be accessed in an Academic Guidebook for Master degree and doctoral degree programmes.

A Career Development Centre is designed to support students in fostering soft skills. In addition, professional services and entrepreneurship development are offered by UNJ.

Non-academic services provided on university level include, among others, a Medical Clinic, a Sports Arena and dormitories.

Facilities provided specifically by the Postgraduate Programme cover lecture rooms, exam rooms, discussion rooms, several libraries, various collections of references in the forms of books, e-books and scientific journals, a laboratory school, laboratories equipped with computers with software packages to conduct data analysis, media to conduct blended learning system, internet connection and a cafeteria. Furthermore, the Postgraduate Programme runs an ICT unit providing services related to licensed learning and general software relevant to the programmes, reliable e-learning services, online access to book collections and a repository of students' work.

Detailed information regarding the courses offered in each semester, number of SKS, supporting lecturers, lecture schedules, academic calendar and lecture rooms can be accessed both online through an academic information system and offline through an academic service by the Postgraduate Programme, as outlined in the SER.

Student Support Services

UNJ offers orientation activities for students at the beginning of their studies.

Supervision schedules for the thesis/dissertation are supposed to be agreed upon between the lecturer and his/her student. UNJ has defined a minimum number of supervision meetings to have taken place before the final examination.

According to the SER, the Postgraduate Programme of UNJ conducts trainings to improve the ability of the lecturers and students in researching international article writing workshops, trainings to use software applications for data analysis, proposal clinics, and international publication discussion activities with members of the Research Community Service Institute. Furthermore, the Postgraduate Programme has a unit providing assessment or competency testing services through the Education and Learning Development Institute and a Professional Certification Institute.

As service units, UNJ lists an Educational Innovation Research Centre, a Centre for Women and Child Protection, a Social, Economic and Humanities Research Centre, a Science, Technology and Sports Research Centre, an Environmental Research Centre, a Scientific Publication Development and Intellectual Property Rights Centre and a Community Service Programme and Public Service Management Centre.

Experts' Evaluation

Overall, the group of experts was impressed by the quality and broadness of student support and services offered by UNJ, in particular by the quality and the advanced technical standards of the learning spaces. Small cohorts allow for careful guidance of students within the programmes and the experts met committed students and lecturers who cooperate closely.

Course/module descriptions are available to students. These documents contain the intended learning outcomes, methods of learning and teaching, assessment methods, and the expected workload, however, not to a full extent (see above, **Finding 2**).

The experts found that the workload in the programmes was high, particularly considering that many students work part time. The experts received feedback from current and former students that the workload is challenging, but manageable. The experts caution UNJ to consider student workload in the further development of the programmes more prominently (see above, **Finding 6**).

The experts suggest to improve resources and services for potential incoming students from outside Indonesia (see above, **Finding 3**).

Master's Programmes

Procedures are applied to ensure that course offerings are coordinated on both content and organizational levels to avoid overlap. The programmes are implemented in such a way that students can complete their studies within the expected period of time as defined in the curricula.

Appropriate material resources (finance, computer workplaces, etc.) are available for the study programmes as necessary to achieve the intended learning outcomes. The equipment in dedicated workspaces reflects current professional standards and is appropriate for the intended learning outcomes.

Sufficient facilities are available with regard to room and space required for the number of students in the programmes. Access is provided to an appropriate amount of literature, journals, and academic sources to enable the achievement of the intended learning outcomes.

Introductory offerings are available for new and potential students. Institutionalized student advisory services are available to students. These services are offered consistently and information on these services is made available to students in an adequate way; specialized information sessions are offered regularly.

Individualized advising for specific programmes is provided. Teaching staff members offer frequent consultation hours and are available to students. Counselling for students with psychological and/or academic-related issues is provided.

The International Affairs Office provides services to home students who wish to gain international experience. Specific offerings are only partly available for exchange students. The group of experts found a lack of resources and information material in English. Only limited parts of the course websites are available in English (see below Chapter 7).

Student diversity is mostly considered when allocating, planning, and providing learning resources and student support. However, service for international students leaves room for improvement (see above). For example, signs in the building are only in Bahasa.

Support and administrative staff are qualified and have opportunities to develop their competences.

Doctoral Programmes

Supervisory and support arrangements are appropriate, legally binding and made known to students. Doctoral students have guidance and support arrangements at their disposal for their particular area of research as well as the structural conditions in order to carry out their doctoral studies (i. e. advice on finances, mentoring, support with publications).

The regulations define an appropriate timescale within which doctoral students receive a differentiated and qualified feedback from their supervisors regarding each stage of their research.

Student diversity is considered when allocating, planning and providing learning resources. For example, the university provides scholarships for disadvantaged students and develops its curriculum for various regions including local customs and artefacts

The university does take tuition fees. The university informs about scholarship and tuition fee waiver opportunities.

A research environment is in place which facilitates the relevant research and fosters the qualification which is necessary for a future research career inside academia or outside an academic context.

Sufficient and appropriate opportunities for national and international academic exchange are made available to doctoral students. Students have the possibility to present their research results. It is expected from doctoral students to publish an article in an international journal.

To foster the mobility of students, guidance is provided through international student services for home students.

Doctoral students gather essential experience in the management of knowledge and in the acquisition of third-party funds or non-profit funding. Doctoral students are, for instance, embedded into the organisation and administration of research projects and/or externally funded projects.

As far as the experts understood, teaching is not an obligatory and integral part of the doctoral programmes.

Professional development opportunities are offered to assist doctoral students in exploring career paths outside academia and widen their qualifications beyond a university setting through its Career Development Centre.

Doctoral students have access to an appropriate infrastructure. This includes access to all necessary resources such as secondary literature, archives, laboratories, technical equipment. These resources are made available to doctoral students for the duration of their studies.

Conclusion

The criterion is fulfilled.

7. Information / Public Information

Bachelor/Master Degree	Doctoral Degree
Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders. [ESG 1.8]	*Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.* [ESG 1.8]

Description

As outlined in the SER, the Postgraduate Programme provides information service for the public and stakeholders regarding the Master's and doctoral programmes. The information can be accessed both online and offline via a front office information service. The information provided is said to include programmes profiles, accreditation, curriculum, learning achievements, degree titles awarded, admissions procedure, tuition fees, human resources, learning and assessment procedures (academic guidance), achievements, primary research, facilities and infrastructure, services, domestic and international cooperation, scholarships, and academic calendar.

Experts' Evaluation

The panel of experts could find detailed information on the website of UNJ about all programmes regarding their intended learning outcomes, selection procedures, awarded qualifications and teaching, learning and assessment procedures. However, all this information is mainly available in Bahasa. As UNJ strives for a highly international student body and some programmes are partly taught in English, the information on the website should be provided in English as well. Also, the panel of experts noticed that some texts were solely copied from (similar but not equal) programmes to another and some fields were even left blank. The experts thus recommend improving the website by providing a clear structure of information on the programmes and by offering more detailed and transparent information in English (**Finding 9**).

Conclusion

The criterion is fulfilled.

For the further developments of the programmes the experts provide the following suggestion:

The experts recommend improving the website by providing a clear structure of information on the programmes and by offering more detailed and transparent information in English.

V. Recommendations of the panel of experts

The panel of experts recommends

- to accredit with conditions

the study programmes "Early Childhood Education" (Master of Education & Doctor of Education), "Basic Education" (Master of Education & Doctor of Education), "Educational Technology" (Master of Education & Doctor of Education) and "Educational Research and Evaluation" (Master of Education & Doctor of Education) offered by Universitas Negeri Jakarta.

Findings:

1. The description of programme learning outcomes should be improved by outlining competences and skills more explicitly and by including the relevance of the "6 Cs".
2. The course descriptions for all programmes have to be revised and updated to fully reflect the content of courses as well as the teaching and the assessment forms used.
3. UNJ should strengthen its effort to foster internationalization in the programmes.
4. With regard to the interdisciplinary programmes in "Educational Research & Evaluation", the experts recommend that UNJ provide a conceptual definition of multidisciplinarity and interdisciplinarity which can then be reflected more clearly in the programme learning outcomes and course learning outcomes.
5. With regard to the doctoral programme in "Educational Research & Evaluation", the experts recommend differentiating the learning outcomes for the Psychometrics track and the Evaluation track.
6. The experts recommend monitoring the workload of students closely in case there should arise obstacles which may lead to a prolongation of studies.
7. UNJ has to provide a matrix or any other form of documentation which illustrates by concrete examples how the results of QA instruments leads (or has led) to the further development of programmes.
8. The workload of lecturers with respect to the teaching load and time for research should be reconsidered.
9. The experts recommend improving the website by providing a clear structure of information on the programmes and by offering more detailed and transparent information in English.