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QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

EXPERTS' REPORT

**PHYSICAL EDUCATION (BACHELOR OF
EDUCATION)**

**PHYSICAL EDUCATION (MASTER OF
EDUCATION)**

**PHYSICAL EDUCATION (DOCTOR OF
EDUCATION)**

Universitas Negeri Jakarta

February 2022



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| HEI | Universitas Negeri Jakarta |
| Programme | Physical Education |
| Degree | Bachelor of Education |
| Extent | 144 Semester Credit Unit (SKS) |
| Length of studies | 6 semesters |
| Language | Indonesian |
| Programme | Physical Education |
| Degree | Master of Education |
| Extent | 47 Semester Credit Unit (SKS) |
| Length of studies | 4 semesters |
| Language | Indonesian |
| Programme | Physical Education |
| Degree | Doctor of Education |
| Extent | 54 Semester Credit Unit (SKS) |
| Length of studies | 6 semesters |
| Language | Indonesian |
| Concept accreditation | <input type="checkbox"/> |
| First-time international accreditation | <input checked="" type="checkbox"/> |
| No. reaccreditation | |
| Responsible agency | AQAS e.V. |
| Responsible consultant(s) | Patrick Heinzer & Dr Melanie Brück |

Content

| | |
|--|-----------|
| Decision of the AQAS Standing Commission | 4 |
| I. Preamble | 8 |
| II. Accreditation procedure | 8 |
| Criteria | 8 |
| Approach and methodology | 8 |
| III. General Information on the University | 9 |
| IV. Assessment of the study programme(s) | 10 |
| 1. Quality of the Curriculum / Aims and structure of the doctoral programme | 10 |
| IV.1.1 Physical Education (Bachelor) | 10 |
| IV.1.2 Physical Education (Master) | 12 |
| IV.1.3 Physical Education (PhD) | 14 |
| 2. Procedures for Quality Assurance | 15 |
| 3. Learning, Teaching and Assessment of Students / Learning and Assessment of Students | 17 |
| 4. Student Admission, Progression, Recognition and Certification / Legal Status, Admission and Certification | 19 |
| 5. Teaching Staff / Academic Level of Supervisory Staff | 21 |
| 6. Learning Resources and Student Support / Support and Research Environment | 23 |
| 7. Information / Public Information | 25 |
| V. Recommendations of the panel of experts | 27 |

DECISION OF THE AQAS STANDING COMMISSION ON THE PROGRAMMES

- “PHYSICAL EDUCATION” (BACHELOR OF EDUCATION)
- “PHYSICAL EDUCATION” (MASTER OF EDUCATION)
- “PHYSICAL EDUCATION” (DOCTOR OF EDUCATION)

OFFERED BY UNIVERSITAS NEGERI JAKARTA (INDONESIA)

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 12th meeting on 21st February 2022, the AQAS Standing Commission decides:

1. The study programmes “Physical Education” (Bachelor of Education) and “Physical Education” (Master of Education) and the doctoral programme “Physical Education” (Doctor of Education) offered by Universitas Negeri Jakarta (Indonesia) are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (PhD).

The accreditations are 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 **28th February 2023**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.
3. The accreditation is given for the period of **six years** and is valid until **30th September 2028**.

Conditions:

For all three programmes:

1. The course handbook for all programmes must be revised and updated to fully reflect the following points:
 - a. The intended learning outcomes on the course level must be revised. Special attention must be paid to the actual content of courses and a clear differentiation according to the respective levels must be visible.
 - b. The teaching method used in the courses must be outlined transparently.
 - c. The assessment method(s) for the final grade of the course must be outlined transparently.

Additional conditions for the Bachelor's programme:

2. The intended learning outcomes on the programme level for the Bachelor's programme "Physical Education" must be specified in order to reflect the specialisation tracks and the pedagogical approach of physical education adequately.
3. The Bachelor's programme "Physical Education" has to balance the curriculum towards pedagogical aspects and recent trends of the discipline (e.g., physical literacy and a pedagogical reflection of physical education).

Additional condition for the Master's and the doctoral programme:

4. The intended learning outcomes on the programme level for the Master's and doctoral programme "Physical Education" must be specified outlining a clear differentiation between level 7 and level 8 of the European Qualifications Framework (EQF).

Additional condition for the doctoral programme:

5. The curriculum of the doctoral programme has to be amplified concerning discipline-specific courses that are in line with the established research lines.

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

For all three programmes:

1. All programmes should foster communication skills in the light of physical education, being a valuable asset for graduates.
2. UNJ should improve the dissemination of actions taken based on the PDCA cycle to the relevant stakeholders within UNJ to increase acceptance and ownership of the QA cycle.
3. A formalised exchange for engaging with current labour market partners and Alumni of the programmes and with potential new partners should be implemented to detect the labour market needs in an efficient and structured way.
4. A stronger emphasis could be given by focusing on improving the students' teaching competencies in the context of physical education.
5. A more comprehensive range of applied teaching methods should include more project-based and case-based approaches, including Technology Proficiency Self-Assessment (TPSA) questionnaires.
6. The exchange between the programmes should be fostered to strengthen the study offer in the discipline at UNJ.
7. UNJ should strengthen its efforts to foster internationalisation in the programmes.
8. International expertise, including quantitative and qualitative research methodology, should be integrate in the further development procedures of staff.
9. Information about selection procedures and detailed information about learning, research and assessment procedures should be transparently outlined on the homepages for all programmes.
10. It might be wise to outline current research topics in the external communication to raise awareness for external stakeholders.

Additional recommendation for the Bachelor's programme:

11. More elective opportunities for sports management and coaching specialisation tracks should be included in the curriculum of the Bachelor's programme "Physical Education".

Additional recommendation for the Master's programme:

12. The Master's programme should strengthen the development of methodological skills and qualitative methods to enable students to work more evidence-based and decision-making driven.
13. Research equipment in the motion labs and gymnasiums should be complemented by adding technology for position and movement analyses for the Master's programme.

Additional recommendation for the doctoral programme:

14. The PhD programme should establish regionally focused research lines (in line with the Tri Dharma of Education) which are relevant to the society. These lines can be used to create a stronger connection between the research activities and the courses.

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

EXPERTS' REPORT**ON THE PROGRAMMES****“PHYSICAL EDUCATION” (BACHELOR)****“PHYSICAL EDUCATION” (MASTER)****“PHYSICAL EDUCATION” (PHD)****OFFERED BY UNIVERSITAS NEGERI JAKARTA (INDONESIA)**

Visit to the university: 15 November + 29 - 30 November 2021

Panel of Experts:

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|---|--|
| Prof. Dr. Agus Mahendra | Universitas Pendidikan Indonesia (Indonesia), Head of programme Physical Education Teacher Education |
| Prof. Dr. Andreas Hohmann | University of Bayreuth (Germany), Faculty of Humanities and Social Sciences, Sport Science I |
| Dr. Claude Scheuer | President of EUPEA (European Physical Education Association) (Luxemburg) (Representative of the labour market) |
| Franziska Sophie Mühler | Student “Sports Sciences” at German Sports University Cologne (Student representative) |
| Coordinator: Patrick Heinzer & Dr Melanie Brück | 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 Bachelor's programme, the Master's programme, and the PhD programme in Physical Education offered by Jakarta State University (Indonesia).

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.

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 University 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 May 2021.

The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 26 April 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 September 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 site visit to the University took place from 15 November, and 29 – 30 November 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 21 February 2022 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 April 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

Jakarta State University (Universitas Negeri Jakarta; UNJ) is a public state university founded in 1963 and located in Jakarta. The self-evaluation report states that since the beginning of the higher education institution, the faculty of teaching training and education was one of the founding elements of the HEI. To become a reputable HEI in the Asian region, UNJ has designed its mission statement focusing on education, research, and community service. On a national level, UNJ has received a so-called superior accreditation from the

national accreditation board for higher education (BAN-PT), which is valid until 2026. UNJ's organizational structure comprises a rector and four vice-rectors (academic affairs, student and alumni affairs, cooperation and planning, and finance and personnel). Currently, UNJ consists of eight faculties and one postgraduate programme institution (education, languages and arts, mathematics and natural sciences, social sciences, engineering, sports sciences, economics, psychological education, and the faculty of postgraduate programmes). In 2021, UNJ offered a total of 104 study programmes at Bachelor (S1), Master (S2), and PhD level (S3), which has a total of 23,540 students.

The Faculty of Sports Sciences manages the Bachelor programme "Physical Education", whereas the Master and PhD programmes "Physical Education" is under the Postgraduate programmes. Percentage-wise, the faculty of sports science represent 8.8% of the student body (2,050 students), while the postgraduate programmes represent 6.0% (1,420 students). As outlined in the SER, the preceding entities, which later became the Faculty of Sports Sciences in 1999, were Jakarta Sports High School (integrated to UNJ in 1977), later merged with the Institute of teacher education. Starting with three Bachelor pro-grammes (Physical Education, Sports Coaching Education, and Sports Science), the faculty has implemented two study programmes (Sports Branch Coaching and Recreational Sports) since 2018.

The UNJ postgraduate programme was founded in 1978. Its vision includes that these programmes shall strive to become a research-based learning centre at the postgraduate level with a high reputation in the Asian region. Simultaneously to the Bachelor programmes, the programmes shall follow UNJ's mission and the three pillars (education, research, and community service). By 2021, the SER outlines that UNJ offered ten Master programmes and nine PhD programmes in different disciplines.

IV. Assessment of the study programme(s)

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

| Bachelor/Master Degree | Doctoral Degree |
|--|--|
| <p><i>The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant 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 European Qualifications Framework.</i></p> <p><i>The curriculum's design is readily available and transparently formulated.</i></p> <p><i>[ESG 1.2]</i></p> | <p><i>The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant 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.</i></p> <p><i>The curriculum's design is readily available and transparently formulated.</i></p> |

Description

IV.1.1 Physical Education (Bachelor of Education)

The Bachelor programme "Physical Education", an eight-semester programme, consists of 144 SKS (National credit points), representing 244,8 ECTS. The course structure differentiates between general courses (13 SKS), basic education courses (12 SKS), and discipline-specific courses (119 SKS). The discipline-specific



courses are divided into the so-called expertise and support courses (47 SKS) and learning courses (72 SKS). While general courses cover religious and civic education and language education in Indonesian and English, basic education courses strive to provide a foundation for students and cover theoretical courses on educational profession, learning theory, educational foundation and student development. The discipline-related expertise courses cover compulsory and elective courses. As outlined in the curricular overview, most elective courses focus on different practical sports courses. Students have to take between 21 and 22 SKS during the first six semesters and twelve, respectively, four SKS in the seventh/eighth semester. At the end of the study programme, students have to take a graduation project (4 SKS) in the eighth semester, supported by a thesis preparation seminar (2 SKS) in the seventh semester. As outlined in the SER, the programme reflects level 6 of the national qualifications framework (KKNI), which refers to Bachelor programmes. Following the level descriptors, the programme has defined a graduation profile focusing on physical education teachers, research-related positions in physical education, and sports activity manager positions. With this profile, the study programme management has defined seven intended learning outcomes on programme level, differentiated into generic and specific skills, knowledge, and attitude. These ILOs cover on a discipline-related level the application of physical education knowledge under consideration of the latest developments in the field, the mastering of theoretical discipline-related knowledge, the analysis of information and data in order to provide the proper guidance, and the transfer of knowledge in line with UNJ vision and mission concerning education, research, and community services. The faculty uses a matrix to allocate the ILOs on the programme level to the curriculum's respective courses.

Experts' Evaluation

Following the overall UNJ approach of designing the intended learning outcomes (ILOs) on the programme level for study programmes, the ILOs are differentiated into generic and specific skills, knowledge, and attitudinal aspects. The Bachelor's programme "Physical Education" includes a theoretical foundation and the application of the discipline. The graduation profile for the study programme outlines that the graduates of this programme can be employed as physical educators, researchers, or sports managers. In general, the panel of experts believes that the ILOs are appropriate and in line with level 6 of the Indonesian Qualifications Framework (IQF). The programme aligns with level 6 of the European Qualifications Framework (EQF). When looking at the ILOs in combination with the curriculum, however, it became evident that there are specific tracks designed for the potential fields of employment.

Consequently, it has been discussed during the online site visit that the competencies, skills, and knowledge are different in the respective employment fields by nature. Therefore, the ILOs in their current state are not specific enough to define the key elements that will be known by all graduates and which are track specific. By doing, the programme manager will be able to outline the strengths of the programme (**Finding 1**).

Despite that need for more clarity when documenting the study programme, it can be stated that the curriculum is composed to ensure that graduates of the programme are equipped with the relevant ILOs to be successful in the labour market. This became evident when talking to graduates and representatives of the labour market. The discipline itself had been the subject of an intensified academisation in the past years. Currently, the curriculum strongly emphasises sports and their varieties. The experts believe that balancing the curriculum more towards pedagogical aspects and recent discipline trends (e.g., physical literacy or a pedagogical reflection of physical education) is required (**Finding 2**). One way might be to lower the number of mandatory sports courses while raising the mandatory courses on pedagogics in the light of physical activities and sports. The experts believe that this will foster the department's striving to academise the discipline.

The curriculum for the Bachelor's programme has been built on a consultation with the labour market, trends in academia, and the national qualifications framework. Thus, the curriculum is in line with the level to be expected compared to other programmes in Indonesia. Notwithstanding, the exchange with the labour market

has to be formalised to integrate effectively changes on trends in the discipline, as explained in chapter IV.2 of this report.

Something that was brought to the attention of the panel of experts during the site visit was the opportunity to take specialised and predefined tracks. The experts commend this very much because it harmonises the intake of students and assures a balanced number of students. However, when looking at the specific courses offered for the specialisation tracks, it became evident that students have imbalanced opportunities for elective courses that are track specific. The experts do not believe that there must be equal opportunities for each track, but more elective sports management or coaching courses might be a fruitful add-on that strengthens this track (**Finding 3**).

The experts testify to a substantial and profound focus on sports. This is a valuable asset and common in Indonesia. However, communication about how sports and physical activity in general can contribute to society's development is crucial. Especially when it comes to increasing obesity in society across the globe, in this light, the experts believe that it might be helpful for the programme's curriculum to strengthen the communication skills of students in the light of physical education. Through this, the graduates would be empowered when it comes to their capacity and commitment to actively advocate for physical education and physical activity in school settings and beyond. (**Finding 4**). For example, courses such as "Social and psychological aspects of PE", teaching-based models (ranging from Sport Education, Movement Education, Teaching Personal and Social Responsibility, and Games sense or TGfU models could be included at this undergraduate level.

The documentation of the programme is consistent and coherent on a general level. The structure supports students' learning process and provides an overview of the programme at an early stage. Despite that, when examining the course descriptions on a detailed level, it became evident that crucial information on the courses was missing. The course descriptions are an essential component not only for teachers or students but also for other higher education institutions when it comes to recognition processes within Indonesia (via the "Merdeka Belajar"/" Freedom to learn" project) or abroad with other higher education institutions. During the site visit, it became apparent that more happens within the courses than described in the course descriptions. The experts believe that the programme management loses an advantage here because it is believed that when curating the course descriptions correctly, outsiders can easier understand the key features of a specific course. Thus, the course descriptions have to be revised (**Finding 5**). This includes the descriptions of the intended learning outcomes on the course level for all courses (**Finding 5a**), the actual teaching method (**Finding 5b**), and the assessment methods (**Finding 5c**).

Conclusion

The criterion is partially fulfilled.

IV.1.2 Physical Education (Master of Education)

The Master programme "Physical Education" is a four-semester programme and consists of 47 SKS (equivalent to approximately 79,9 ECTS points). The curriculum is divided into general courses (12 SKS), expertise courses (21 SKS), elective courses (3 SKS), matriculation courses (only applicable to students whose educational backgrounds differ from the level of programs at UNJ Postgraduate Program, must be taken before the start of the first semester, 3 SKS) and the thesis (8 SKS). According to the SER, the Master programme is designed following level 8 of the national qualifications framework (KKNI).

General courses are mandatory to all students of the Master programme and are taken during the first semester. As outlined in the course structure, the general courses cover basic methodology and knowledge and philosophy and courses on academic writing. Expertise courses are to be taken during the second semester

and include courses on different aspects of physical education (e.g. history, management, strategies and media). The coursework during the third semester consists of elective courses dealing with movement skills and analysis of motion mechanics.

As stated in the SER, the graduate profile for the Master programme offers competencies as educators, researchers, sports consultants, and sports managers. The SER states that the Master programme has established partnerships with national sports organisations and collaborates with several national as well as international universities (e.g. in Asia and Europe) in order to improve the quality of learning through mutual knowledge exchange as well as provide the groundwork for Indonesian sports development to compete for both regionally as well as internationally.

The programme outlines seven intended learning outcomes, which can be categorised into generic and specific skills sets. Additionally, the ILOs cover theoretical approaches by applying physical education knowledge gained through information technology, education, didactics and research. Both inter- and multidisciplinary approaches are to be recognised at a national and international level. UNJ vision and mission are further addressed in the ILOs by emphasising social sensitivity and community service in line with a sensitivity for the environment. The faculty uses a matrix to allocate the ILOs on a programme level to the curriculum's respective courses.

Experts' Evaluation

The study programme objectives are intended learning outcomes in both subject-specific (physical education and sport science) and interdisciplinary areas. Statements and feedback have confirmed the adequacy of the intended learning outcomes from graduates and the labour market during the site visit. Nevertheless, the ILOs miss to clearly outline a research line and respective priorities of the programme. The intended learning outcomes on the programme level must be specified according to the respective level to increase reliability and transparency for students and external members. Further on, on a general level, a differentiation between the ILOs of the bachelor programme, the master programme and the doctoral programme is not clear. There are several overlaps and programme-related specifications that seem necessary here. Therefore, the ILOs must be specified with clear links to the research directions (**Finding 6**).

Generally, the curricular structure is conceptualised as such that it is supporting the achievement of the learning outcomes progressively by differentiating between general courses, expertise courses, elective courses and matriculation courses, thus providing some flexibility and choice to the graduates when it comes to structuring their progression and interests throughout the programme.

As documented in the ILOs, the curricular programme covers subject-specific and cross-subject knowledge well, aiming to develop subject-related and general skills. When it comes to the methodological skills of the graduates, more emphasis should be given to the improvement of the methodological versatility and the application of qualitative methods of the graduates (**Finding 7**). This should support their capacity when it comes to evidence-based decision making in their field of expertise. Further on, a focus on communicative skills – an essential in the targeted professional fields – is lacking (**see Finding 4**).

The programme management confirmed their regular efforts to keep the ILOs updated following current developments in the academic and scientific field or on the labour market. Collaborations to improve the quality of learning with national and international partners in the field of interest exist. These efforts could be strengthened by a regular and formalised exchange with the labour market (**see Finding 11**).

The learning outcomes and the programme's requirements are in line with the academic degree awarded to the graduates at the end of the programme, which is demonstrated by the different exams and the final thesis to be delivered by the graduates. Compared to programmes standard within the European Qualifications

Framework (EQF), the programme has around 80 ECTS which is logical due to the different lengths of the programme within the Indonesian higher education system.

The documentation of the study programmes indicates an idealised study plan with a clear differentiation between mandatory and elective courses. All curriculum elements are assigned a specific number of credits, which are directly related to an expected quantified workload. However, when examining the course descriptions with more detail, it became evident that the course descriptions must be revised to create a higher level of clarity (**see Finding 5**). This includes the content description on the Master's level (**see Finding 5a**), the teaching methods for each course (**see Finding 5b**), and the assessment methods (**see Finding 5c**).

Conclusion

The criterion is partially fulfilled.

IV.1.3 Physical Education (Doctor of Education)

The “Physical Education” PhD programme is a six-semester programme and consists of 54 SKS (equivalent to approximately 91,8 ECTS points). Coursework is divided into matriculation courses (only applicable to students whose educational backgrounds differ from the level of programs at UNJ Postgraduate Program, must be taken before the start of the first semester, 3 SKS), general courses (12 SKS), expertise courses (21 SKS) and elective courses (15 SKS, of which only one with 3 SKS has to be taken) as well as the dissertation itself (15 SKS). General courses are to be taken during the first semester, expertise courses during the second and elective courses during the third semester. The dissertation is to be conducted during the whole study length.

General courses cover basic principles on an advanced level, such as the philosophy of science, research methodology, statistics and academic writing. In contrast, expertise courses are aimed at more specific skills set, such as developing teaching methodology concerning physical education, curriculum design, comparative analysis, sociological dimensions of physical education, mental training development, pedagogy, and a physical education colloquium. Elective courses mainly target system-based approaches, e-learning and strategic processes. The curriculum focuses on scientific vision, societal and stakeholders needs, demands of business and industry and the principle of self-evaluation.

The SER states that the programme is designed based on level 9 of the KKNI with the following graduate profile: educators, developers, researchers and authors as well as policymakers, management and consultation positions. UNJ outlines that for the PhD programme, five ILOs were created respecting the national qualifications framework. They cover knowledge-based outcomes relating to pedagogical theory and research, science and technology, and practical approaches through the application of didactic-pedagogical concepts and principles of physical education. These are to be achieved through inter-, multi- and transdisciplinary approaches focusing on improving environmental quality and internalising academic values, norms and ethics. The SER furthermore identifies the ability for management, leadership, and development of physical education research to achieve national and international recognition in the respective field. As with the Master programme, the faculty uses a matrix to allocate the ILOs on a programme level to the curriculum's respective courses.

Experts' Evaluation

Generally, the PhD programme offers general courses on statistics, research methodologies and discipline-specific courses on teaching methodologies for physical education or mental training development. However, the experts believe that the curriculum structure currently contains a too broad scope with various courses from different areas. The rationale might be that the programme strives to accommodate students from different educational backgrounds to have a solid number of PhD students. Given the freedom of the university, the

experts still believe that this way limits the programme management to emphasise specific research lines in the light of physical teacher education because the challenge of such a broad cohort will be somewhat to homogenise the PhD cohorts than to specify their competencies. Therefore, the curriculum of the PhD programme has to be amplified concerning discipline-specific courses that are in line with the established research lines (**Finding 8**).

In addition, the intended learning outcomes on the programme level must be specified according to the respective level to increase reliability and transparency for students and external members (**see Finding 6**).

A strong potential has been detected by the experts when it comes to the research lines of the PhD programme. Here, the experts believe that regionally focused research lines on physical education combined with social research topics could attract more students who are genuinely coming from a strong sports sciences/physical education background (**Finding 9**). This could also path a solution for the issue as mentioned earlier with too broad cohorts. Carefully administered, the establishment of clearer scientifically research on the discipline might also create synergies between the Bachelor's, Master's and the PhD programme as a whole.

The information management on the PhD programme shows parallel symptoms to the Bachelor's and Master's programmes. The course descriptions and information given to students fulfil the general requirements to inform students and externals to a certain degree. However, the panel believes that the full potential is not realised yet. Based on the discussion round, it became clear that much more happens as it appears on the surface within the courses. Therefore, and significantly to increase the visibility within the Indonesian higher education system and beyond, the course descriptions must be revised (**see Finding 5**). This has to include the intended learning outcomes on the course level (**see Finding 5a**), the specific teaching methods for the courses (**see Finding 5b**), and the specific assessment methods (**see Finding 5c**).

Conclusion

The criterion is partially fulfilled.

2. Procedures for Quality Assurance

| Bachelor/Master Degree | Doctoral Degree |
|---|---|
| <p><i>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.</i></p> <p><i>A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.</i></p> <p><i>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.</i></p> <p><i>Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.</i></p> <p><i>[ESG 1.1, 1.7 & 1.9]</i></p> | <p><i>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.</i></p> <p><i>A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.</i></p> <p><i>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.</i></p> <p><i>Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.</i></p> <p><i>[ESG 1.1, 1.7 & 1.9]</i></p> |



Description

UNJ's quality assurance is divided into internal (SPMI) and external (SPME) quality assurance systems, which require HEIs to implement sustainable quality assurance. While the SPMI is determined, implemented, evaluated, controlled and improved by universities, the SPME is governed by the BAN-PT and LAM through accreditation following their respective authorities. The accreditation status and ranking of a tertiary education institution or study programme is determined by the outcome of SPMI applications by the tertiary education institutions.

Quality standards are in place for all study programmes at UNJ in order to meet the standard operating procedure (SOP). They are certified through ISO standards and have received an ISO 9001: 2008 2015 certificate and a WQA ISO 21001.2.2008 certificate. A budget control system is in place to allocate funds to ensure a high quality of academic services.

The SER identifies further quality assurance measures for the Master and PhD programmes in the form of a three-part task force: Quality Assurance Group (GPJM, supervision and control of internal quality assurance systems in academic and non-academic fields within the programmes), Scientific Articles and Dissemination Cluster (GAD, to assist the Deputy Director for Student Affairs, Alumni, Cooperation and Public Information in the management of the publication of theses, dissertations and scientific articles) and Public, Information and Cooperation (GPIK) Data Cluster (to assist the Deputy Director in general).

Experts' Evaluation

Quality assurance systems in higher education systems have the task to ensure the academic standards of programmes and the effective implementation of programmes within national regulations. It has been demonstrated that UNJ has, in general, a QA system in place with clearly defined targets, responsibilities, and mechanisms. However, the evidence during the site visit showed that the continuous implementation of this system for the three programmes is currently not entirely in place. The experts believe that there is currently a mismatch between institutional responsibilities and the level of commitment in the actual processes within the academic staff. In consequence, the experts suggest that standard operational procedure (SOP) should be made known to all teaching staff involved in the programmes in order to relate more robust the key performance indicators (KPI) from the quality assurance perspective with academic matters (**Finding 10**).

A vital exchange with the labour market benefits both academia and potential employees of graduates. Alumni of the programmes and labour market representatives have confirmed that there is an exchange on an informal basis. However, this informal exchange had been used to develop the programmes further. A formalised exchange for engaging with current labour market partners and Alumni of the programmes and with potential new partners should be implemented to detect the labour market needs in an efficient and structured way (**Finding 11**). One way might be to establish guidelines for maintaining continuous communication with the labour market and Alumni to improve collaborations.

Conclusion

The criterion is partially fulfilled.

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

| Bachelor/Master Degree | Doctoral Degree |
|--|--|
| <p><i>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]</i></p> | <p><i>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]</i></p> |

Description

UNJ strives to apply a student-centred Multi-Channel Learning (MLC) model, though the learning methods and models used in lectures may vary, the expository method with the cooperative learning model being among them. Generally, UNJ uses learning materials to balance theoretical and practical study. The HEI uses cognitive, affective, and psychomotor aspects to formulate ILOs and create a foundation for all students' learning methods, materials, and assessments. To ensure the relevance of current teaching methods and learning processes, advances in science and technology and the industrial needs are continuously taken into account to make adjustments when needed.

As outlined, students can evaluate lecturers online upon completion of the course. The respective study programme coordinator will follow up with students following this evaluation. Communication between students is possible both directly and indirectly to exchange and discuss possible learning problems.

The study programmes in "Physical Education" shall integrate the objectives of the respective study programmes, courses and the professional demand in education. Another aim stated in the SER is the development of students and their potential in an academic, social and personal context. Therefore, learning follows the curriculum design principles and a student-centred, problem-based and contextual learning approach. An integral part of this is the lecturers' evaluation and monitoring through lecture preparation, materials, strategies and methods of presentation, percentage of lecturer's attendance and recommendations for further improvement.

Teaching and learning methods at UNJ are divided into lectures and responsive teaching/tutorials. These consist of face-to-face activities/lectures (50 minutes per week per semester), structured assignments (60 minutes per week per semester) and self-study (minimum of 60 minutes per week per semester). Seminars are assessed with face-to-face activities (100 minutes per week per semester) and independent activities (70 minutes per week per semester). Internships, workshops, field practice, research and similar activities are equivalent to 170 minutes per semester. One SKS translates to 170 minutes of learning activities per week per semester.

In order to pass a course and qualify for the final semester exams, students of the Bachelor, Master and PhD programmes must attend a minimum of 80 % of the face-to-face lectures per semester. Additionally, 80 % of the lectures must be conducted by lecturers as allocated in the provision. The remaining 20 % may be filled with equivalent assignments.

Grades are based on the midterm exam, final semester exams, independent assignments from lecturers, practice scores (if part of the respective course/lecture) and attendance record. The lecturer determines each component's relevance as per the respective lecture contract.

The assessment techniques used in the Master and PhD programmes are class assessments (project assignments such as research proposal, papers, instrument development, measurement, programme evaluation, learning and materials and learning multimedia), performance appraisal (presentations, written tests and observations) and a portfolio containing reviews of international articles that lead to the students' dissertation topic). According to the SER, this leads to integrating knowledge during lectures and the corresponding research. The requirements for taking part in the final project course are completing all theoretical courses with a Grade Point Average (GPA) of at least 3.00 out of 4.00 and passing the comprehensive examination. Generally, the programmes' teaching and learning schedule are based on the UNJ academic calendar, with the dissertation schedule allowing for more flexibility depending on students' academic and administrative readiness. Learning outcomes are accessible to students online.

Experts' Evaluation

Physical Education (Bachelor of Education) & Physical Education (Master of Education)

Generally, the teaching and learning methods in the bachelor and master programmes are appropriate and correspond to the intended learning outcomes. However, specific teaching methods preparing under-graduates and graduates as future physical education teachers are mostly absent. From this perspective, a stronger emphasis could be given with this regard by focusing on improving the students' teaching competencies in the context of physical education. Relevant key topics – among others – could consist of pedagogical content knowledge, the development of physical literacy, and alike (**Finding 12**).

A range of different course formats is provided to the students, thus stimulating their motivation and self-engagement in the programme. This diversity of formats is not fully reflected in the teaching methods applied in these courses. Thus, a revision of teaching methods concerning the applied diversity of teaching methods should be envisaged, aiming for the best possible preparation of future teachers, which should master a diversity of teaching methods once they enter their professional life. A more comprehensive range of applied teaching methods should include more project-based and case-based approaches, including Technology Proficiency Self-Assessment (TPSA) questionnaires (**Finding 13**).

The lecturers' performance is evaluated by the students, thus providing a feedback and monitoring system supporting the maintenance and improvement of the quality of teaching based on recommendations.

The different assessment regulations and procedures are described and made available transparently to all students. All grading scales are documented and accessible for students. The applied assessment methods are appropriate for the learning outcomes defined in the different course descriptions. These assessment methods and examination types are diverse so that all students are familiar with a variety of assessment and examination types throughout studies. The requirements for the examinations and related procedures are described appropriately, and they are accessible in a transparent way to all students. Finally, students' transfer of knowledge and skills to situations outside the university context is provided through school placements and other formats of fieldwork as part of the study programmes.

Physical Education (Doctor of Education)

Generally, the teaching and learning methods in the doctoral programme are appropriate and correspond to the intended learning outcomes. A range of different course formats is provided to the students, thus stimulating their motivation and self-engagement in the programme. The students evaluate the lecturers' performance, thus providing a feedback and monitoring system supporting the maintenance and improvement of the quality of teaching based on recommendations.

The different assessment regulations and procedures are described and made available transparently to all students. All grading scales are documented and accessible for students. The applied assessment methods

are appropriate for the learning outcomes defined in the different course descriptions. These assessment methods and examination types are diverse so that all students are familiar with a variety of assessment and examination types throughout their studies. The examinations and related procedures are described appropriately and accessible in a transparent way to all students.

The form of supervision by so-called promoters and co-promoters accompanying the doctoral students is appropriate and contributes to their research work. The examination procedures, including administrative steps and the dissemination and publication of research results prior to the final dissertation exam, are well-documented but quite complex when it comes to the level of formalization.

Conclusion

The criterion is partially fulfilled.

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

| Bachelor/Master Degree | Doctoral Degree |
|---|---|
| <p><i>Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.</i> [ESG 1.4]</p> | <p><i>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.</i> [ESG 1.4]</p> |

Description

Prospective students' admissions at UNJ's Bachelor programme "Physical Education" are divided into the State University Entrance Selection (SNMPTN) and the Joint Selection for State University Entrance (SBMPTN). SNMPTN is based on academic achievements and the overall portfolio of the prospective students and SBMPTN is based on their score at the Computer-Based Written Test (UTBK) and other criteria agreed upon by state universities. Additionally, state universities can choose an independent selection based on the UTBK score alone.

The percentage allocation of admissions for each pathway are as follows: a minimum of 20 % through SNMPTN, a minimum of 40 % through SBMPTN and a maximum of 30 % through the UTBK score.

The SNMPTN admissions pathway follows specific requirements: applicants must be in the last grade of secondary education and are applying the year of graduation. They also offer above-average academic performances consistently, are part of the best ranking quota in schools determined by school accreditation and meet additional requirements set by each state university.

The SER outlines an additional admissions pathway that is unique to the "Physical Education" programme: students can apply through the achievement pathway to allow prospective students with outstanding achievements (first, second or third place at provincial or national levels) in the field of sports the possibility to take part in the programme. The HEI manages this pathway.

For the Master programme "Physical Education", prospective students start their admission cycle by submitting registration documents online. These documents include legalised copies of their undergraduate/Bachelor's diploma and transcript. Furthermore, they fill out a registration form and attach assignments or a permission letter from superiors/leaders. Another requirement is a selection test, the results of which can be accessed online as well. The selection tests consist of two written tests, one of which is an academic potential test, and



the other is a discipline-specific test with questions determined by a panel of experts in the field of physical education. Upon selection, a re-registration follows.

According to the SER, the admissions process for the PhD programme “Physical Education” follows strict requirements to attract prospective students with the desired level of academic achievement. The PhD programme admission cycle starts with an online registration containing registration documents such as legalised photocopies of undergraduate/Bachelor’s and Master degree diplomas and transcripts, and a filled out registration form, a TOELF certificate and a research proposal. The PhD admissions registration also features a three-part test: an academic potential test, a discipline-specific test and an English test—furthermore, two professors and experts in the field of physical education interview prospective students. Test results and interview results determine final student admission based on meeting the criteria for level 9 of the Indonesian National Qualification Framework.

Though the SER states that only a tiny percentage of students graduate on time, they have implemented several measures to ensure assistance in doing so. These policies are divided into anticipatory, preventative, and curative measures. Anticipatory measures aim to motivate students and direct their academic orientation at the beginning of a study period, while preventative measures are carried out via office hours to facilitate the exchange with an academic advisor. The curative measure is directed at the end of the study period via intensive guidance, including regular meetings for each study programme.

UNJ offers students who excel in both academic and non-academic activities (e. g. in the fields of sports) scholarships to represent the faculty at events such as national and international seminars, student exchanges or championships (e. g. POMDA, POMNAS or POM ASEAN).

Master and PhD programme students must receive a letter of the certificate (SKPI) signed by the Dean/Director about the national higher education regulation. This certificate of diploma assistance must go through the appropriate channels, namely the legality of an association that BSANK has legalised in individual sports. Students who receive the SKPI have met the criteria for this.

Furthermore, all students receive a transcript of records upon graduation, outlining the courses taken, grades, credits, and a reference table of grades.

Experts’ Evaluation

The admission procedures to the different programmes are clearly defined for externals. This raises awareness for the programmes of prospective students. The selection tests are described, and the share of places available is reserved for the respective test. The requirements support the objectives of the study programme, especially the achievement pathway where students having specific sports achievements can enter the programme to support the sporting nature of the Bachelor’s programme.

Students who provide excellent grades or are very successful in sporting activities have a greater chance of receiving scholarships and support from the university. Furthermore, they have the opportunity to represent the faculty academically and non-academically. This shows that the programme recognizes and values the achievements and performance of its students.

Certification for students is well organized since all graduates receive a transcript of records where all critical information about the program and their process is stated. As it is not mandatory for a university like the letter of the certificate (SKPI) signed by the director, the procedure is worth getting special mentioning. Learning agreements are used to facilitate the mobility of students. Graduates receive documentation explaining the qualification gained, including context, level, and status of the studies. UNJ applies a credit workload system that compares to the European Credit Transfer System. UNJ is legally entitled to award doctorates. An academic framework and a policy and procedures are in place that governs 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.

The most positive and impressive aspect is the implemented measures to support and help students during the whole study programme. The anticipatory, preventative and curative measures seem to be very well structured, and the students report outstanding experiences with their academic supervisor.

Conclusion

This criterion is fulfilled.

5. Teaching Staff / Academic Level of Supervisory Staff

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

Description

Following the SER, the teaching staff's qualifications at UNJ are based on national higher education standards and ministry regulations. In order to ensure the proper qualification of the teaching staff following the ILOs of the respective programmes, all education, technical and administrative education, as well as all lecturers of the UNJ Postgraduate programmes, must fulfil the following requirements: permanent lecturers at UNJ with a national lecturer identification number, doctoral education qualification in the relevant field, holders of a teaching certificate, holders of an academic position (at least lecturer), have expertise in the scientific field of the respective course, have at least one published scientific article (in a national/international journal or other formats recognised by the community of practice), and are practitioners with expertise in the scientific field of the related study programme. A-One Lecture One Scopus (OLOS) policy is in place at the Faculty of Sports Science (FIO) to further improve the teaching staff's qualifications, ensuring part funding for research articles accepted for publication in a Scopus-indexed journal. Furthermore, the SER states that international seminars are held at the FIO to refine the teaching staff's writing and research skills. The FIO will pay the publication fees.

As outlined in the SER, recruitment for new teaching staff takes place almost annually. The Ministry of Research dictates recruitment standards, Technology and Higher Education Regulation Number 3 of 2020 on the National Standards for Higher Education, the Ministry of Empowerment of State Apparatus and Bureaucratic Reforms Number 46 of 2013 on Amendments to the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 17 of 2013 on Functional Positions of Lecturers and Credit Figures and the Ministry of Research, Technology and Higher Education Regulation Number 44 of 2016 on Organisation and Work Procedures. Recruitment of lecturers is based on requirements with the respective study programme submitting these to the FIO, which forwards it to university management. Lecturer with civil servant



status (so-called DPK) candidates will be chosen through a Basic Ability Test (TKD) and a psychology test, with further field tests and microteaching being conducted at the FIO itself.

The Bachelor programme “Physical Education” has one professor, eleven associate professors, 13 full-time lecturers, three assistants, and one DPK. Eleven members of the teaching staff hold PhD titles.

The Master programme “Physical Education” has six associate professors and one lecturer, all of whom hold a PhD title.

The PhD programme “Physical Education” has five professors who hold a PhD title.

Experts' Evaluation

The required resources are checked concerning the capacity of the institution. All human resources involved in teaching within the programme are documented, including their academic and other relevant qualifications. The teaching staff is appropriately qualified to achieve all intended learning outcomes. The number of teaching staff and teaching hours are documented and sufficient. The overall workload of staff (teaching, administration, research) is appropriate for the delivery of the programme. Teaching staff and hours are available for the period of accreditation. Transparent recruitment procedures for teaching staff are in place. If there are associate/part-time lecturers involved in the programme, procedures are in place to ensure the qualifications of these lecturers. Lecturers are to be made familiar with the requirements of the programme.

All human resources involved in teaching within the programme are documented for the PhD programme, including their academic qualifications and research. The qualification of supervisory staff is predominantly appropriate to ensure that doctoral students are supervised at the appropriate academic level (methodological and concerning the area of research). The personnel are sufficient to safeguard supervision arrangements on the doctoral programme. The overall workload of staff (teaching, administration, research) is appropriate for the delivery of the programme. The areas of responsibility of supervisors are clear and transparent. Teaching staff and hours are available for the period of accreditation. If external supervisors are involved in the programme, procedures are in place to ensure their adequate qualification. A process is defined on how to make external supervisors familiar with the programme's requirements.

During the site visit, it became apparent that the faculty where the Bachelor's is operating and the postgraduate school could intensify their exchange. It appeared to the experts that, at instances, the potential of facilities had not been fully used by all three programmes (**Finding 14**).

Currently, most lecturers and professors at UNJ have minimal access to international forums and events, which makes it difficult for the study programmes to introduce international topics in research activities and teaching. An active engagement with international associations of sports professions and physical education and/or sport science associations might be essential to provide more robust programmes in the future. This indicates that internationalisation should be fostered in the further development of the programmes (**Finding 15**).

The concept for staff development (especially for the Master's and PhD programmes) should be enhanced by allowing the teaching staff to take part in further development covering up-to-date scientific and methodological aspects of research. Teaching staff should focus on teaching the students of analytical thinking, methodological versatility, evidence-based decision making, and last but not least, academic writing. A stronger focus could be put on the evaluation and recognition of the scientific reputation of the teaching staff. Furthermore, in the PhD programme, a certain degree of expertise should be ensured by inviting international experts representing the benchmark level in their particular fields of expertise, including quantitative and qualitative research methodology (**Finding 16**).

Technological support and administrative staff need to be qualified and have opportunities to develop their competencies. Furthermore, research equipment in the motion labs and gymnasiums should be

complemented by adding technology for position and movement analyses to make the students in the Master`s programme acquainted with various research tools.

Conclusion

The criterion is partially fulfilled.

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

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

Description

Resources, services and infrastructure at UNJ are designed to support students in their academic and non-academic activities. The SER mentions several such services, e.g. guidance and counselling service unit (assisting students in their personal, social and learning development), the primary clinic (a health service unit), UPT language services (provides language education/teaching, workshops, translation and language proficiency testing), UPT information and communication technology, student services unit (aid in the development of students' talents and interests), Professional Service Unit (for professional competency certification), entrepreneurship development unit (services for developing such skills), early childhood unit (e.g. as a day care option for students with young children), management and business development programme (co-operation services with training and seminars for students) and a master gym fitness centre.

As mentioned in the SER, the UNJ Postgraduate Programme provides students with halls, lecture rooms, libraries, laboratories and an LMS. A dedicated lecture hall and a laboratory for research activities are available for each study programme. Laboratories included are a cyber-learning laboratory for e-learning media research, a sports laboratory, an early childhood education laboratory, and an educational research and evaluation laboratory. Each laboratory includes computers and software packages for data analysis.

According to the SER, the HEI also offers a microteaching lab, including supporting software and learning media for the Physical Education programmes. It provides a place for teaching practice and carrying out classroom action research for both lecturers and students. Furthermore, the microteaching lab provides training and counselling for physical education teachers. The HEI offers reading and discussion room for students of the Master and PhD programmes that features a whiteboard, reference books, journal articles, modules, and thesis and dissertation collections. The UNJ Postgraduate programme maintains a computer laboratory equipped with several data processing software packages.

Academic references and learning materials can be accessed through libraries managed by the programme. The implementation of the learning process is supported through several e-library facilities and UNJ's Central Library to provide access to books and international articles. Developed through a programme called Library Management System Pro, it features an e-library that includes online booking, email verification, an information portal, Web OPAC, MARC supports and an updated catalogue. These facilities ensure the availability of learning resources' availability to achieve the intended learning outcomes. The information system supports classic



information systems such as letters, meetings and announcement boards, while the electronic information systems are also in place via telephones wired and wireless internet connections.

Several training programmes are in place, such as selecting supporting references, citations and the use of Mendeley, creating pictures and graphics using ORIGIN software, workshops and a proposal clinic. Experts are invited regularly to provide help with the number of research projects and publications by lecturers and students. The SER states that to create a comfortable academic atmosphere for students, the UNJ Postgraduate programmes also offer several designated spaces such as sports fields, a cafeteria, a student forum, study gardens, multipurpose rooms, clinic rooms, and prayer rooms.

Experts' Evaluation

As mentioned before, the student support is very impressive at the faculty. The students reported excellent relationships with their academic supervisors that helped them in every situation. The PhD students reported the same about their supervisors. They receive good guidance through their program because of the five defined parts that get examined. Together with the close connection to their supervisor, they feel well accompanied. The system of individual academic supervisors seems to work very well. It produces a personal "family" atmosphere where students feel welcomed and valued. In addition to that, there is a counselling centre that students can approach when they have problems that cannot be solved with their supervisor. The visibility and presence of this counselling centre are given since the office is directly in the first part of the faculty building. Many other programs and services mentioned in the SER show that the university cares about the development and well-being of its students. In the virtual campus presentation, the accessibility of the facilities for students with disabilities was emphasized, which supports and underlines the very good and student-friendly environment.

The university sufficiently supplies learning resources at all study programs. So, it is no doubt that all students will feel secure and get motivated in their learning. The campus site is also strategically located at the heart of the conducive environment, busy of activities, but provides a kind of one-stop-shopping feature to all community members. The feeling of relaxation still can be found in the mid of the busy street, and the business location for the campus site is a bit deeper from public boisterousness.

UNJ students will feel so fortunate for all available space, room, and equipment to study and learn in terms of learning facilities. As for physical education and other sport-related study programmes, this good feeling is even more significant since they have been fortunate in sports facilities available to practice all kind of physical activities. The sports hall, games fields and stadium for practising and competing activities are in place, with a high level of sport science laboratories from very up-to-date sophisticated equipment also in place. All of the luxury equipment is the consequence of being located in the capital of the country, which is located as well in proximity to those central government offices, especially the ministry of youth and sport that have regularly donated a sum of the sports facilities in their program including the equipment formerly utilized in a national or international event organized in Indonesia. So, there is no doubt that the study programme for sport and physical education at UNJ always becomes the beneficiary of such fortunate sports facilities. They have all the material necessary to achieve the intended learning outcomes of the students, for they are supported by the availability of adequately equipped laboratories and supported by technical staff. Moreover, in terms of theoretical learning facilities, they also have all the required and needed equipment with full access to an appropriate amount of literature, journals, and academic sources to enable the intended learning outcomes.

Doctoral students have access to an appropriate infrastructure. Access to all necessary resources such as secondary literature, archives, laboratories, technical equipment, etc., is ensured. These resources are made available to doctoral students for the duration of their studies (i.e. for experiments or tests). The laboratories and gymnasiums correspond to current professional standards and are appropriate for achieving the intended learning outcomes. Procedures to continually maintain the laboratories are in place. Research equipment in

the motion labs and gymnasiums should be complemented by adding technology for position and movement analyses to make the students in the Master’s programme acquainted with various research tools (**Finding 17**).

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 and the structural conditions 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 differentiated and qualified feedback from their supervisors regarding each research stage.

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 national and international academic exchange opportunities are made available to doctoral students (e.g. by attending workshops and participating in conferences). They should have the possibility to present their research results. To foster the mobility of students, guidance is provided. If programmes include practical phases/internships, support is given in finding placements.

The concept for staff development should be enhanced by allowing the teaching staff to take part in training for further development covering up-to-date scientific and methodological aspects of research. Support and administrative staff need to be qualified and have opportunities to develop their competencies.

Conclusion

The criterion is fulfilled.

7. Information / Public Information

| Bachelor/Master Degree | Doctoral Degree |
|---|---|
| <i>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]</i> | <i>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]</i> |

Description

Information on all three programmes (Bachelor, Master and PhD) is primarily available through the higher education institution’s website but can also be accessed through brochures and flyers. Additionally, the HEI offers information through the front office services. Information for all three programmes includes admission procedures, human resources, curriculum structures, facilities/infrastructure, academic guidebooks, achievements, services, research reports, the academic calendar, and organisational structures and activities. The information for the Master and PhD programmes furthermore includes national and international collaborations and scholarships.

Experts’ Evaluation

The information about the Bachelor’s programme and the Master’s programme is accessible to the public and is mainly provided by a well-structured webpage informing about Vision, Mission, Purpose, Graduates Profile, Graduate Learning Outcomes, Study Program Accreditation, Physical Education Study Programme Curriculum and Physical Education Lecturers. While no information is currently accessible for technical reasons to the sections Graduates Profile, Physical Education Study Programme Curriculum and Physical Education



Lecturers, information about the selection procedure and details about the qualification awarded seems absent from the webpage for the Bachelor's programme. The information about the doctoral programme is provided on a webpage embedded in a different website being part of the postgraduate school. Information about selection procedures and detailed information about learning, research and assessment procedures are missing (**Finding 18**).

Furthermore, meaningful information about current research topics is absent from the communication, which means that this opportunity for awareness-raising towards external stakeholders is not used at all (**Finding 19**).

Conclusion

The criterion is partially fulfilled.

V. Recommendations of the panel of experts

The panel of experts recommends

- to accredit with conditions

the study programme “**Physical Education**” (Bachelor) offered by **Universitas Negeri Jakarta (Indonesia)**.

The panel of experts recommends

- to accredit with conditions

the study programme “**Physical Education**” (Master) offered by **Universitas Negeri Jakarta (Indonesia)**.

The panel of experts recommends

- to accredit with conditions

the study programme “**Physical Education**” (PhD) offered by **Universitas Negeri Jakarta (Indonesia)**.

Findings:

1. The intended learning outcomes on the programme level for the Bachelor’s programme “Physical Education” must be specified in order to reflect the specialisation tracks and the pedagogical approach of physical education adequately.
2. The Bachelor’s programme “Physical Education” has to balance the curriculum towards pedagogical aspects and recent trends of the discipline (e.g., physical literacy and a pedagogical reflection of physical education).
3. More elective opportunities for sports management and coaching specialisation tracks should be included in the curriculum of the Bachelor’s programme “Physical Education”.
4. All programmes should foster communication skills in the light of physical education, being a valuable asset for graduates.
5. The course handbook for all programmes must be revised and updated to fully reflect the following points:
 - a. The intended learning outcomes on the course level must be revised. Special attention must be paid to the actual content of courses and a clear differentiation according to the respective levels must be visible.
 - b. The teaching method used in the courses must be outlined transparently.
 - c. The assessment method(s) for the final grade of the course must be outlined transparently.
6. The intended learning outcomes on the programme level for the Master’s and PhD programmes “Physical Education” must be specified outlining a clear differentiation between level 7 and level 8 of the European Qualifications Framework (EQF).
7. The Master’s programme should strengthen the development of methodological skills and qualitative methods to enable students to work more evidence-based and decision-making driven.
8. The curriculum of the PhD programme has to be amplified concerning discipline-specific courses that are in line with the established research lines.
9. The PhD programme should establish regionally focused research lines (in line with the Tri Dharma of Education) which are relevant to the society. These lines can be used to create a stronger connection between the research activities and the courses.

10. UNJ should improve the dissemination of actions taken based on the PDCA cycle to the relevant stakeholders within UNJ to increase acceptance and ownership of the QA cycle.
11. A formalised exchange for engaging with current labour market partners and Alumni of the programmes and with potential new partners should be implemented to detect the labour market needs in an efficient and structured way.
12. A stronger emphasis could be given with this regard by focusing on improving the students' teaching competencies in the context of physical education.
13. A more comprehensive range of applied teaching methods should include more project-based and case-based approaches, including Technology Proficiency Self-Assessment (TPSA) questionnaires.
14. The exchange between the programmes should be fostered to strengthen the study offer in the discipline at UNJ.
15. UNJ should strengthen its effort to foster internationalization in the programmes.
16. International expertise, including quantitative and qualitative research methodology, should be integrate in the further development procedures of staff.
17. Research equipment in the motion labs and gymnasiums should be complemented by adding technology for position and movement analyses for the Master's programme.
18. Information about selection procedures and detailed information about learning, research and assessment procedures should be transparently outlined on the homepages for all programmes.
19. It might be wise to outline current research topics in the external communication to raise awareness for external stakeholders.