



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

EXPERTS' REPORT

- **PHYSICAL EDUCATION, HEALTH, AND RECREATION”
(BACHELOR OF EDUCATION)**
- **ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHER
EDUCATION (BACHELOR OF EDUCATION)**
- **SPORTS COACHING EDUCATION
(BACHELOR OF EDUCATION)**
- **SPORTS SCIENCE (BACHELOR OF ARTS)**
- **SPORTS EDUCATION (MASTER OF EDUCATION)**
- **SPORTS EDUCATION (DOCTORATE)**

Universitas Pendidikan Indonesia
February 2022



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DECISION OF THE AQAS STANDING COMMISSION ON THE PROGRAMMES

- PHYSICAL EDUCATION, HEALTH, AND RECREATION (BACHELOR OF EDUCATION)
- ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHER EDUCATION (BACHELOR OF EDUCATION)
- SPORTS COACHING EDUCATION (BACHELOR OF EDUCATION)
- SPORTS SCIENCE (BACHELOR OF ARTS)
- SPORTS EDUCATION (MASTER OF EDUCATION)
- SPORTS EDUCATION (DOCTORATE)

OFFERED BY UNIVERSITAS PENDIDIKAN INDONESIA

Based on the report of the expert panel, the comments of the university, 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, Health, and Recreation” (Bachelor of Education), “Elementary School Physical Education Teacher Education” (Bachelor of Education), “Sports Coaching Education” (Bachelor of Education), “Sports Education” (Master of Education) and “Sports Education” (Doctorate) offered by Universitas Pendidikan 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 AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (PhD) 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 March 2023**. The confirmation of the conditions might include a physical site visit.
3. The accreditation is given for the period of **six years** and is valid until **30 September 2028**.

Conditions:

For all programmes:

1. For all programmes, the impact of total student workload on credits has to be transparently documented in a way that a translation into ECTS is comprehensible.
2. UPI needs to demonstrate how the number of staff is able to deliver the many sports subjects as well as theoretical subjects in sufficient depth to ensure that learning outcomes can be achieved.

For all Bachelor programmes:

3. The number of course learning outcomes must be subject to review and reduction in order to assure all intended outcomes are achieved and assessed. In this context the coherence of descriptions should be improved and the literature references updated.

For the programme “Elementary School Physical Education Teacher Education” (Bachelor):

4. For all courses, it is required to provide and publish complete course descriptions.

For the programmes “Sports Coaching Education” (Bachelor) programme and “Sports Science” (Bachelor):

5. The faculty must ensure that the number of students does not exceed a manageable size for practical courses as well as for courses with laboratory based and research orientated learning. A supplementing concept has to be presented.

For the programmes “Sports Education” (Master) and “Sports Education” (Doctorate):

6. The scientific character and research orientation of the programmes needs to be developed and stronger reflected in the documentation of the programmes.

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

1. To support further internationalization in all programmes, the level of English proficiency of students and graduates should be developed, and mobility programmes (inbound and outbound) should be further strengthened.
2. For the Sports Coaching Education (Bachelor) programme, the number of sports taught should be reduced in order to ensure higher quality of the learning and teaching process.
3. For the Sports Coaching Education (Bachelor) and Sports Science (Bachelor) programmes, the contents and teaching approach of the practical courses should be adjusted to guarantee a better interdisciplinary approach between theoretical and practical courses.
4. For the Sports Coaching Education (Bachelor), the English wording of the general fields of courses should portray the content of the courses more clearly. It should become clear which elements/courses are offered exclusively for the Sports Coaching Education programme and which parts are used in the Sports Science programme.
5. For the Doctoral programme, an increase in research-orientation and -support that impact the programme are highly recommended.
6. For the Doctoral programme, an ethics committee should be established to oversee that research methods are in line with ethical regularities and safeguard the principles of good practice in research when it comes to the human subject.
7. A stronger collaboration with international stakeholders of the job market is advised to open possibilities for students to not only enter the national but also the international job market.

8. International guest lecturers should be invited to increase and internationally diversified scientific expertise in the programmes.
9. Opportunities for UPI staff to further pursue staff mobility programmes should be created and staff should be supported to enhance their English proficiency to facilitate future internationalization activities.
10. The expansion of e-learning offers is recommended.
11. More detailed information about existing opportunities for financial support should be made available to students and potential students in an easily accessible way.
12. The information presented on the website of the School of Postgraduate Studies should be updated regularly. If required, respective processes should be established assuring the provided information is up to date.

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

EXPERTS' REPORT**ON THE BACHELOR, MASTER AND DOCTORAL DEGREE PROGRAMMES**

- **PHYSICAL EDUCATION, HEALTH, AND RECREATION (BACHELOR OF EDUCATION)**
- **ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHER EDUCATION (BACHELOR OF EDUCATION)**
- **SPORTS COACHING EDUCATION (BACHELOR OF EDUCATION)**
- **SPORTS SCIENCE (BACHELOR OF ARTS)**
- **SPORTS EDUCATION (MASTER OF EDUCATION)**
- **SPORTS EDUCATION (DOCTORATE)**

OFFERED BY UNIVERSITAS PENDIDIKAN INDONESIA

Visit to the university: 22. November – 26. November 2021

Panel of Experts:

Prof. Dr. Madya Rozita Abdul Latif	Universiti Teknologi MARA (Malaysia), Chair of Sports Sciences
Prof. Dr. Aitor Coca Nuñez	Deusto University (Spain), Exercise Physiology
Prof. Dr. Alexander Ferrauti	Ruhr University Bochum (Germany), Chair of Training Sciences
Alexander Fuchs	Federal Sports Association of Berlin (Germany) (Labour market representative)
Jana Beckmann	Student of sport & health in prevention at German Sports University Cologne (Student representative).
Coordinator: Ronny Heintze	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 study programmes “Physical Education, Health, and Recreation” (B.Ed.), “Elementary School Physical Education Teacher Education” (B.Ed.), “Sports Coaching Education” (B.Ed.), “Sports Science” (B.A.), “Sports Education” (M.Ed.) and “Sports Education” (PhD) offered by Universitas Pendidikan Indonesia.

a. 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.

b. Approach and methodology

The initialisation

The university mandated AQAS to perform the accreditation procedure in February 2021.

The Universitas Pendidikan Indonesia (UPI) produced a Self-Evaluation Report (SER). In May 2021, UPI handed in a draft version of the SER together with the relevant documentation of the programmes and an appendix as well as statistical data on the programmes.

The appendix included e.g.:

- Overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts).
- 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 accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 31. May 2021. The final version of the SER was handed in October 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 October 2021 the before mentioned expert panel. AQAS informed the university about the members of the expert panel and UPI 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 digital site visit to the University took place from 22. November-26. 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 faculty, 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 UPI. 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

Universitas Pendidikan Indonesia (UPI) is a multi-campus university located mainly in Bandung, West Java. The higher education institution was founded in 1954 as a teacher education college and has since been

further expanded and developed into its current status as a state university. UPI offers a wide range of Bachelor's, Master's and doctoral programmes for both teacher education and other employment fields along six campuses. On its main campus, UPI runs eight faculties and one postgraduate school. In total, the university offers programmes for currently ca. 50,645 students (April 2021).

According to UPI, the university strives to implement a "Tridharma" of higher education, that is education, research and community service interrelated. Research aims to develop educational sciences, educational disciplines and other discipline programmes in a cross-fertilization approach.

Its strategic development has been defined by UPI in a Strategic Plan 2021-25. In particular, UPI formulates the following aims: 1) producing educators and educational staff, scientists and experts in all types and programmes of higher education, who have global competitive and comparative advantages; 2) producing, developing, and disseminating knowledge and technology to improve the welfare of the community; 3) creating community service programmes based on research results of vocational, technological, and engineering education and 4) developing both national and international collaborations with higher education institutions, research institutions, industrial services, professional associations, the government, and other scientific societies.

The Faculty of Sports and Health Education has five study programmes consisting of three educational study programmes (BA teacher education), two scientific study programmes (BA) and one Diploma-III level study programme (which is not part of this review). At the Master and Doctoral degree levels, programmes are managed by the Director of the School of Postgraduate Studies. Of the programmes under review the Physical Education, Health, and Recreation programme is the largest, with 4000+ enrolled students, while the PhD programme is the smallest with currently 96 enrolled students.

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>[ESG 1.2]</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>

Physical Education, Health, and Recreation (Bachelor)

Description

As outlined by UPI, the main objective of implementing the Physical Education and Recreation Study Programme is to produce Physical Education, Sports and Health teachers with pedagogical, personal, social, and

professional competencies. Therefore, in order to achieve these goals, the SER explains that the study programme curriculum is developed by considering various demands and needs of users in the field, latest developments in science and technology in physical education and sports, as well as cooperation and internationalization in the field of physical education and sports.

The curriculum structure consists of core and elective courses. The core courses aim to develop the main competencies of graduates, while the electives are supposed to strengthen the core competencies. The number of Semester Credit Units mandated on students of the Physical Education Health and Recreation Study Program is 144 with 128 for the core courses, and 16 for the electives. Furthermore, the number of credits for each semester is between 18-22 while the load of 1 credit is equal to 36 study hours per semester (16 meetings), with each 3 hours meeting consisting of face-to-face lectures, structured assignments, and independent assignments.

The first out of eight semesters includes courses such as Athletic Learning, Aquatic Learning, Art Education, and History and Philosophy of Sports. The second semester follows with Human Anatomy and Physiology, Rhythmic Gymnastics, Educational Psychology as well as the first elective courses. The following semesters continue with a balance of Faculty-Based Professional Courses and Study Program-Based Instructional Skill Courses, as well as Study Program-Based Core Professional Courses so that the eighth and final semester is reserved for the Thesis as well as Thesis examination and the field introduction to educational units.

For theoretical courses, learning is carried out at a student centre, with the lecturer as a facilitator tasked to ensure that the group discussion runs smoothly, to provide input and additional material that has not been understood. Meanwhile, practical sports courses are taught using technical, tactical, games, and teaching practice approaches. Apart from researching, to fulfil the final project, students are also involved in collecting research data carried out by the lecturer. Meanwhile, they also get direct experience in an area to run the Community Service Program for approximately one month.

Based on the curriculum, the SER describes that there are four employment fields of graduates for the programme, namely, 1) become a Physical Education teacher at school; 2) become a Special Teacher; 3) become a Sports Health Instructor; or 4) become an Extracurricular Trainer at school.

Experts' Evaluation

The curriculum was subject to a careful review considering the descriptions in the SER, the course outlines but particularly also discussing learning reality with students and graduates. It is worth mentioning, the experts appreciate the "Tri Dharma"-approach of the university, especially that students are obliged to go out into the community – with a special focus on rural areas within Indonesia. This may support the personal development of students and contribute to the societal development in the individual regions. Anchoring the university in all areas of society helps UPI to achieve a high level of popularity and recognition in the region and beyond. Furthermore, the pedagogical approach of UPI which is implemented in pedagogical courses in each non-educational programme is favorable and it constitutes a strength of the university.

The curriculum structure of the programme follows certain developments in pedagogy-related areas like education, physical activities, health, and development of children in the school environment. Students will gain relevant knowledge of the field in eight semesters / four years of study. The ideal typical course plan offers a useful overview of both mandatories and elective modules. Overall, it can be positively stated that the level of intended learning outcomes is shown to be appropriate and meets the requirements of the Bachelor level of the qualifications framework. The qualifications desired to be achieved during the bachelor's program are well presented as intended learning outcomes. Both are subject-specific and interdisciplinary in nature. However, it became quickly obvious to the experts that the number of course learning outcomes and aims of the courses provided in the coursebook exceed the number of learning outcomes that can realistically be achieved during

one course. Even with best case scenarios the density and intensity is too high to allow an achievement of all at the required level. Consequently, the faculty should revise the learning outcomes of the courses and adjust them in a way that each outcome be achieved and assessed. This will not lead to a reduction of quality but, to the contrary, enable an even better achievement of the programme learning outcomes. By eradicating too specific outcomes it will also become possible to let go some of the subject aims that do not strongly correspond with the course and content of the curriculum. In this updating process the faculty should also aim towards stronger coherence in the detailedness of descriptions and literature references should be considered to reflect current editions as some of the used literature meanwhile might be hard to retrieve. The department needs to update the latest version of references (**Finding 1**).

The arrangement of curriculum elements and order of courses supports student development and the achievement of the intended outcomes. Periodic reviews (once every 5 years) update the curriculum structure and are documented accordingly. Interviews also confirmed that overall the labor market is satisfied with the quality of graduates while the above mentioned streamlining of objectives might also be seen as a benefit. Overall, the majority of the modules belong to the program alone and there are no cross-programs even though some offer the same course (different coding). To that extent the documentation is clear.

During an internship, students are exposed to their future field of employment, which is an important part of the programme and the panel of experts clearly support it.

The final thesis/examination serves as strong evidence of the acquisition of the skills that are achieved in this programme. Upon completion of the programme, the achievement of the desired level of qualification indeed is demonstrated. The academic degree awarded to a graduate corresponds to learning outcomes and the appropriate National Framework level requirements. All elements of the curriculum are assigned a certain number of credits directly related to the Indonesian credits. The distribution of credits across the courses rests on common criteria and is balanced, however a comparability, an alignment or even a transparent and public definition of a translation with/into the ECTS could not be identified and consequently it remained unclear how student workload impacts credits. This should be established and implemented in a way that it is clear to relevant parties (**Finding 2**).

The language of the PGDS programme uses Indonesian as the medium of instruction in the delivery of knowledge. This meets local and regional requirements and is in line with the overall faculty strategy and needs of the society. To increase the level of internationalization and thus increase competitiveness of graduates but also the programme itself in comparison with others, the expert panel assess the level of English proficiency of the students as an area for future development. This will also facilitate a greater exposure to international programmes that will help the students. Therefore mobility programmes (inbound and outbound) should be further strengthened (**Finding 3**).

Conclusion

The criterion is partially fulfilled.

Elementary School Physical Education Teacher Education (Bachelor)

Description

The Elementary School Physical Education Teacher Education Study Program aims at preparing professional Physical Education, Sport, and Health (PESH) teacher candidates at elementary school level. According to the current academic guideline of the University, the completion of studies for students taking the bachelor's degree in the Elementary School Teacher Education Physical Education Study Programme is possible with

two different options, namely the bachelor thesis and non-bachelor thesis option. The student choosing a comprehensive programme (non-bachelor thesis) needs to take courses that are equivalent to 6 credits and produce a final report to replace the bachelor thesis. The SER outlines that 90% of the Physical Education study programme students take a bachelor thesis, while the comprehensive programme is usually taken by teacher students. The opportunity to write a bachelor thesis is widely open for those capable of administering a regular consultation.

The Elementary School Physical Education Teacher Education Study Programme focusses on an undergraduate level of education that aims to prepare Physical Education teachers to work in elementary schools. Therefore, the graduates are required to master knowledge on physical education, sports, and health, especially at the elementary school level. They also need to master basic movement, physical activity, games, sports, knowledge and skills of health program, education, and educational teaching skills (pedagogical content knowledge), using models, strategies, approaches, methods, and teaching skills. Furthermore, the SER explains that teachers need to have adequate knowledge of the Physical Education curriculum and lesson planning, technology and information to improve learning, as well as having the capacity and capability to cooperate in a competitive manner at the global level. The curriculum structure is described to be designed to strongly support graduates to play a role in augmented competencies, which tends to develop into a profession in the future.

The first year consists of fully compulsory elements and covers the following courses: Religion Education, Arts Education, Civic Education, Indonesia Language Education, Philosophy and History of Sport, Track and Field I, Aquatics I, Gymnastics I, Anatomy, Physiology & Biomechanics, English Education, Pancasila Education, Foundation of Education, Educational Psychology & Counselling, Games Instruction I, Track and Field II, Aquatics II, Gymnastics II, Sport Massage, Philosophy of PE and Physical Literacy, and Entrepreneurship Education. The second and third year continue with a mix of elective and compulsory courses so that in the final semester the study programme ends with a final project, and exam, a teaching practicum and field experience.

The SER also outlines that graduates of the Elementary School Physical Education Teacher Education Study Programme are also given various preparation techniques to carry out their profession in the future as prospective sport elementary school teachers. One of the programmes implemented is an exchange of prospective teacher candidates named SEA Teacher (pre-service student exchange in Southeast Asia). The students involved are expected to gain experience and improve their teaching competencies in the future, through this programme.

Experts' Evaluation

As mentioned for the PGDS programme, the experts appreciate the "Tri Dharma"-approach of the university. The approach may as well support the personal development of students of the PJKR programme and contribute to the societal development in the individual regions.

Similar to the curriculum structure of the PGDS programme, the PJKR programme follows certain developments in pedagogy-related areas education, physical activities and sports, health and development of children in the school environment. Students will gain relevant knowledge of the field in eight semesters / four years of study. The ideal typical course plan offers a useful overview of both mandatories and elective modules. In general, it can be stated that the level of intended learning outcomes is shown to be appropriate. The qualifications desired to be achieved during the Bachelor's programme are presented as intended learning outcomes. Both are subject-specific and interdisciplinary in nature. Unfortunately, course descriptions/lesson plans were not available for all courses taught in this programme which leads to the conclusion of incomplete documentation which could also not be clarified during the site visit (**Finding 4**).

At the same time, like in the PGDS programme, the number of course learning outcomes and aims of the courses that were provided exceed the number of learning outcomes that can realistically be achieved during one course. Even with best case scenarios the density and intensity is too high to allow an achievement of all at the required level. Consequently, the faculty should revise the learning outcomes of the courses and adjust them in a way that each outcome be achieved and assessed. This will not lead to a reduction of quality but, to the contrary, enable an even better achievement of the programme learning outcomes. By eradicating too specific outcomes it will also become possible to let go some of the subject aims that do not strongly correspond with the course and content of the curriculum. **(see Finding 1).**

As for the PGDS also in the PJKR the arrangement of curriculum elements and order of courses supports student development and the achievement of the intended outcomes. It is designed in a well balanced way and follows a comprehensive didactic approach. Periodic reviews (once every 5 years) update the curriculum structure and are documented accordingly. Interviews also confirmed that overall, the labor market is satisfied with the quality of graduates.

The curriculum also uses an internship to expose students to their future field of employment, which is an important part of the programme and the panel of experts clearly support it.

The final thesis/examination serves as strong evidence of the acquisition of the skills that are achieved in this programme. Upon completion of the programme, the achievement of the desired level of qualification is demonstrated. The academic degree awarded to a graduate corresponds to learning outcomes and appropriate National Framework level requirements. All elements of the curriculum are assigned a certain number of credits directly related to the Indonesian credits. The distribution of credits across the courses rests on common criteria and is balanced, however a comparability, an alignment or even a transparent and public definition of a translation with/into the ECTS could not be identified and consequently it remained unclear how student workload impacts credits. This should be established and implemented in a way that it is clear to relevant parties **(see Finding 2).**

Although currently strongly qualifying for a market that uses the Indonesian language and consequently not strongly prioritizing an internationalization of the programme the panel of experts believes that additional potential for further improvement could come through increased international exchange. To increase the level of internationalization and thus increase competitiveness of graduates but also the programme itself in comparison with others, the expert panel assess the level of English proficiency of the students as an area for future development. This will also facilitate a greater exposure to international programmes that will help the students. Therefore mobility programmes (inbound and outbound) should be further strengthened **(see Finding 3).**

Conclusion

The criterion is partially fulfilled.

Sports Coaching Education (Bachelor)

Description

The learning outcomes of the Sports Coaching Education Study programme aim at producing graduates as professional trainers, physical fitness instructors, physical education teachers, and sports entrepreneurs. Details regarding the graduates' profile of the sports coaching education study programme are as follows: Firstly, to produce professional sports coaching education graduates that master the profession supported by the development of science and technology based on superior character values. Secondly, to produce graduates capable of designing, developing, managing, applying, and evaluating the sports training process inside (scholastics) and outside the school, or during inter-school sports training (interscholastic). Thirdly, to produce

graduates capable of professionally managing market-driven sports training programmes in top organizations, companies, physical fitness centres, and community.

The curriculum in the Sports Coaching Education study programme takes eight semesters with a total of 145 credits. It consists of General Courses, Fundamentals in Education Courses, Faculty-Based Professional Courses, Study Programme-Based Instructional Skill Courses, Study Programme-Based Core Professional Courses, Study Programme-Based Elective Professional Courses, and Field Practice Courses.

The core expertise courses of the study programme cover 85 credits, and 16 elective credits, such as Martial Arts, Game Sports, Gymnastic, and Aquatic Sports Training.

Experts' Evaluation

All curricular elements and their placement during the curriculum are properly documented. The curriculum defines which elements are compulsory and which are elective and there is an idealized typical course plan available. This is beneficial for transparency and provides an idea about the structure of the programme and how skills and competencies should be developed.

At the same time, and this becomes particularly obvious in this programme, the curriculum includes an extensive variety of courses. With such a broad approach that is covered by a limited staff portfolio it remains questionable that a sufficient quality of skill and competency development can be achieved. Recognizing the good qualifications of existing staff still it becomes obvious that the curricular portfolio that must be covered by them hardly allows for the required depth of competency development. UPI must demonstrate how assessment and achievement of so many course learning outcomes (CLO) can be assured. Similar to the PGDS and PJKR programme CLO's should be reduced or simplified so that they will be manageable to achieve within 14 weeks (**see Finding 1**). In particular, the experts believe that the number of sports in the curriculum should be reduced to allow a more focused competency development of students and also reduce the necessity that one teacher has to cover a diversity of different sports (**Finding 5**).

The curriculum includes "Common Core Courses" which are mandatory by national regulation. However, the core units of the study program as central elements are primarily presented in an additive manner which limit the opportunities of experiencing interdisciplinary connections for the students. For instance, most of the practical courses (e. g. Track & Field, Swimming, Table Tennis) are taught during semester 1-3, while the theoretical foundation for a deeper understanding of motor learning, training adaptation and biomechanical rules are placed in the 3rd (e. g. Biomechanics, Psychology, Methodology of Training), 4th (e. g. Coaching), 5th (e. g. Training Periodization) and even 6th and 7th Semester (e. g. Motor Learning). The common understanding is that sport practical courses taught at university level are not just aiming at sport specific skill acquisition, but to make students understand the process of learning and the biomechanical and physiological fundamentals of these sports. The expert panel therefore recommends discussing and optimizing goals, contents and teaching approach of the practical courses and to guarantee a better interdisciplinary approach between theoretical and practical courses. It should be further reflected according to which structure scientific and sports disciplines are chosen and according to which preliminary considerations they are assigned to the different semesters (**Finding 6**).

In addition to the well-established broad basic education, the faculty might consider designing the programme in a way that specialization becomes possible. Based on the presented structure and intended outcomes possible specializations could lie in more recreational and high-performance fields in advanced semesters. Especially, the working field of elite sports surrounding, and athletes support could be addressed more clearly. In this regard it can be promoted to undertake the internships that are scheduled for semester eight in associations, sports clubs and companies.

The panel of experts recognized that – probably as a result of translation – the English wording of the general fields of courses (e. g. Faculty-Based Professional Courses, Study Program-Based Core Professional Courses ...) does not clearly portray the content of the courses. Curriculum and titles of courses sound very similar between the *Sports Coaching Education* and the *Sports Science* programme. Consequently, when reconsidering the intended outcomes of the courses and thus updating the course descriptions, it has to be described more transparently which elements/courses are offered exclusively for the *Sports Coaching Education* programme and which parts are used in the *Sports Science* programme. Similarities and differences need to be emphasized in a way that the external reader understands to which extent they differ or are potentially used in both programmes. Also, the wording of the name of the courses should be aligned (e. g. What is the difference between “Basis Educational” and “Introduction to Education”?) **(Finding 7)**.

Besides its best efforts during the discussion with the staff and faculty as well as students, the experts were unable to find reasonable evidence to assure that within the practical courses the number of students does not exceed a manageable group size to assure good quality of teaching. With the evidence presented in the SER, considering staff numbers and student numbers, and due to the broadness of the curriculum, the manifold different sports on offer seem difficult to manage and additional reconfirmation would have been required during the discussions. Due to the virtual nature of the site visit, it did not become evident in the videos shown, if the group size of practical courses was appropriate. Consequently the panel of experts believes that due to the highly practical nature of the field of learning, a confirmation visit is advisable. UPI should make sure that the number of students does not exceed a manageable size for practical courses. The same applies to laboratory based and research orientated learning as the quality of education depends on group sizes and on access to measurement devices. **(Finding 8)**.

Particularly recognizing the labour market requirements in the area of coaching, the panel believes that a higher level of internationalization and English exposure in the programme will be of benefit for the future graduates without contradicting the medium of instruction to remain Indonesian **(see Finding 3)**

Conclusion

For the Sports Coaching Education (Bachelor) the criterion is partly fulfilled.

Sports Science (Bachelor)

Description

The Sports Science Study Programme is directed at educating future sports analysts, research assistants, fitness consultants, non-medical health experts, and sports activity coaches. The curriculum of the Sports Science Study Programme consists of 146 credits, namely 124 credits for core courses and 22 credits for general courses taken in 8 semesters. Furthermore, the subjects are grouped into General Courses (14 credits), University-Based Professional Courses (2 credits), Faculty-Based Professional Courses (6 credits), Study Programme-Based Core Professional Courses (102 credits), Field Practice Courses (4 credits), and elective Expertise courses (18 credits). Each semester lasts for 16 weeks, with a load of 18-22 credits.

Semesters 1-4 are associated with basic courses and prerequisites. Students are not allowed to take advanced courses in the following semester before having passed the prerequisite. In addition to the theoretical courses, the curriculum structure is also equipped with practical courses to support the expected graduate outcomes. Basic courses are given in semesters 1 and 2 and comprises Religious Education and Pancasila Education, Introduction to Education, History and Sports Philosophy, and Athletics, Gymnastics, Scientific Writing, Anatomy, Basic Physiology, Information and Communication Technology, English, Swimming, Volleyball, Kinesiology, Recreational Sports. The course structure for semesters 3 and 4 focusses on Sports Biochemistry, Motor

Development and Learning, Football, Badminton, Nutrition, Adaptive Sports, Sports Analyst, Sports Coaching Science, Sports Technology, Sports Physiology, Physical Condition, Pencak Silat, Sports Management, Basketball, Sports Entrepreneurship, Elderly Sports, Testing and Measurement, Organizational Management and Competition Administration.

As explained in the SER, one of the learning activities required by sports science students is the Field Experience Practice programme as an implementation of academic outcomes in the work world. Students are expected to carry out Field Experience Practice at government agencies such as the Ministry of Youth and Sports, provincial and district/city youth and sports services, health offices, Central/Provincial/Regency/City Indonesian National Sports Committee, private agencies that have fitness clubs, fitness clubs, etc.

Experts' Evaluation

The experts positively recognize that the Sports Science study programme is dedicated to a more scientific application of sport science in different important working fields. The general goals associated with the program are very much appreciated: 1). Ability to utilize and adapt science and technology; 2). Mastering theoretical concepts; 3). Ability for data-based decision making; 4). Ability to take over various responsibilities.

The curriculum is adequately structured into basic and advanced contents and more clearly focused on the different working fields, including specializations for (1.) Sports Analyst, (2.) Sport Research Assistant, (3.) Fitness Consultant, (4.) Non-Medical Health Expert, and (5.) Sport Activity Developers. It is appreciated that these specializations are taught in the final stages of the program (7th and 8th semester).

Overall, the desired qualifications to be achieved during the programme are properly presented as intended learning outcomes. Nevertheless, the documentation of the programme includes deficits and UPI is advised to work towards more coherence and completion considering the lesson plans and the modules of the course guidebook while carefully considering the high number of learning outcomes for the courses in light of the need to assess each of them (**see Finding 1**).

The *Sports Science* study programme should keep a central and important element of the faculty's education structure. The presentation of the course contents and the training facilities were overall very convincing. The academic degree awarded to the graduates corresponds to the learning outcomes and the requirements of the appropriate level of the European Qualifications Framework. For instance, the single contents fulfil the defined application requirements in typical graduate master programs.

Nevertheless, a final evaluation just based on a virtual site visit remains difficult, as research orientated learning strategies have only been demonstrated by videos. The videos shown to the experts indicated a sufficient laboratory equipment, but a confirmation visit would be more helpful in ensuring the sufficiency. For example, the course descriptions of "Motion Mechanical Analysis" and the "Sports Nutrition Practicum" sound very impressive. Nevertheless, it remains unclear how far each student gets access to the respective measurement devices and UPI should ensure that students perform laboratory work in a reasonable size of groups so that they get access to measurement devices each (**see Finding 8**).

All curricular elements and their placement during the curriculum are properly documented. An impressive completeness regarding all sport scientific topics can be pointed out. The curriculum further defines which elements are compulsory and which are electives. The distinction between basic contents and specific elective courses according to the labour field specific demands is much appreciated. The practice field experience internship is also of great importance.

As mentioned in the *Sports Coaching Education* study programme the relation between practical courses in different sports and the education in theoretical sport scientific disciplines has to be linked more closely, since

the practical courses offer a perfect surrounding for the application of scientific measurements (**see Finding 6**).

As mentioned above for the other Bachelor programmes a higher level of internationalization and English exposure in the programme will be of benefit for the future graduates without contradicting the medium of instruction to remain Indonesian (**see Finding 3**)

Conclusion

For the Sports Science (Bachelor) the criterion is partially fulfilled

Sports Education (Master)

Description

The curriculum development for the Sports Education (Master's programme) is directed at strengthening the graduate's quality, hence it reflects on the academic ability of students to act professionally with integrity. The aim of the curriculum is further directed to produce students with adequate pedagogical, personal, social, and professional competencies in the field of sports education, which is skilfully open for development into the concentration of physical education and sports, coaching education, as well as sports science and management. The curriculum is based on Level 8 of the Indonesian National Qualifications Framework and therefore, the graduates are expected to be able to develop science and technology through cross-disciplinary research innovation, tested in sports, such as education, science, coaching, and management.

The programme has a curriculum taken by students for 2 years (4 semesters) with a total of 38 credits for those with linear educational backgrounds and 50 credits for undergraduates without linear sports education backgrounds – depending on admission and the field of undergraduate education. The courses offered in the programme consist of (1) Postgraduate-Based Professional Courses (3 courses), (2) Study Program-Based Core Professional Courses (5 courses), (3) Study Program-Based Elective Professional Courses (24-32 Courses), and (4) so-called Aanvullen courses/prerequisite courses that need to be taken by students with a non-sports education undergraduate background.

The programme offers four different specializations that are realised through specific electives in the second and third semester. The specializations are Physical Education and Sports, Sport Coaching Education, Sports Science, and Sports Management. The final semester is fully reserved for the thesis in all specializations and independent from being a linear or non-linear student.

Experts' Evaluation

The panel of experts concurs with the description that the Master programme's aim is to produce graduates who have adequate pedagogic, personality, social and professional competencies in the field of sports education and an expansion of the knowledge gained at the undergraduate level. UPI equips the students with the ability to develop science and technology through cross-disciplinary research innovation that is tested in the field of sports and education, as well as in science, coaching and management. This is also represented in the formulated learning outcomes on the programme level. During the virtual interviews it could also be explained how the intended learning outcomes were updated according to current developments in the labour market and academic field, as stakeholder groups are involved in its design. The academic degree awarded to the graduates corresponds well to the formulated and also achieved learning outcomes. They meet the requirements of the Master level of the European Qualification framework.

Even more than for the reviewed Bachelor programmes, the Master programme would benefit if the number of international students is increased. Unfortunately, the language barriers and the low exposure to

international programmes hamper this goal. The university is seeking international recognition and in order to achieve it they are providing funding for international research projects, student exchange in master programmes and partner programmes at the doctoral level and there are grants for international students. All these actions will hopefully be fully developed in the next few years and will provide a better internalization of the programmes. In line with that, the expert panel assess that to pursue the goal of internationalization, the level of English proficiency of the students should be increased. A greater exposure to international programmes will help the students, and mobility programmes (inbound and outbound) should be further strengthened (**see Finding 3**).

The panel of experts found a clear strength of the programme to be on its applied side which enables graduates a smooth entry into practice afterwards and also found good recognition from the labour market during the discussions in the virtual site visit. When considering the scientific character of the programme and its research orientation, interviews as well as student work indicate that the reality of the programme also implements these features while the documentation of the programme with regard to its scientific character and research orientation is not clear enough (as for the Doctorate programme as well) and needs to be developed and stronger reflected in the relevant programme documentation. (**Finding 9**).

While the total workload of the programme is clear and well documented the comments on ECTS translation and the link from total expected student workload to credits was also not fully transparent (**see Finding 2**).

Conclusion

For the Sports Education (Master) the criterion is partially fulfilled.

Sports Education (Doctorate)

Description

According to the SER the curriculum of the Sports PhD is based on level 9 of the Indonesian National Qualifications Framework which explains that doctorate graduates in Sports Education are able to (1) develop new knowledge, technology and art in their scientific fields to produce creative, original and tested work, (2) solve problems in science, technology, and art in their scientific fields through inter-, multi-, and trans-disciplinary approaches, and (3) manage, lead and develop processes beneficial to science and mankind, to obtain national and international recognition. In completing the Sports Education Doctorate Program, students are expected to carry out research in accordance with their study field such as physical and sports education, coaching education, sports science, management, etc. Besides the dissertation-related research, the SER explains that students also collaborate with lecturers to carry out independent research in accordance with the lecturer's expertise and the student's interests.

For students with a linear education background the curriculum comprises 46 credits, while nonlinear background students must achieve 58 credits. The first semester includes courses in Science Data Statistics, and a seminar on pedagogical Issues in Sports for all students. The second semester holds compulsory courses in Philosophy of Science, Pedagogical Studies, Applied Sports Research Methods, and a variety of elective courses to choose from such as Sports Training Analysis and Innovation, Elite Athlete Group Behaviour Management, Assessment of Talent Identification and Development in Sports. The third semester foresees only electives to allow a specialization of the students allowing the fourth and final semester to be exclusively reserved for the dissertation.

In completing the Sports Education Doctorate Programme, students are expected to carry out research in accordance with their study field such as physical and sports education, coaching education, sports science, management.

Experts' Evaluation

The panel found that generally the concept of learning outcomes is well implemented also in the Doctorate programme. A clear strength of the Doctorate can be seen in the high relevance of application for the topics which also add to the value of the programme for society and not only the employment market. The available dissertations also indicate that the intended outcomes are achieved and the experts confirm that overall the EQF level of the doctorate is achieved. However, the documentation of the programme (as described above) requires some development to better reflect its existing academic character as well as research orientation (**see Finding 9**). Additionally, for the Doctorate it becomes obvious that there are no specific research-oriented seminars and workshops. While of course individual consultation supports the achievement of the required outcome, the panel believes that here clearly future development should aim at an improvement. This could also be done with congresses and journals or publications supported by the university. Whichever way the faculty finds to fit them best, increasing research orientation and support that impacts the programme is highly recommended (**Finding 10**).

The panel of experts recognize with appreciation that during the past years the number of dissertations is impressively high, while at the same time the number of staff, particularly professors, remained rather at the minimum level to cover the required workload connected with doctoral students. While this issue will be discussed in a different standard the experts believe that the impact on quality of Dissertations should not be ignored as well as the impact on opportunities for their own research that then impacts the research orientation of the programme. Professors may need to supervise more doctoral students than the number needed for a high-quality research development process (see chapter "Teaching staff"). With that in mind the panel of experts accessed the available dissertations and still found them to be appropriate while a stronger methodological and research orientated approach in teaching (see above) would probably further increase the quality of the student work.

With the required high level of their own research and reflection, the panel believes that for the Doctoral programme the above-mentioned comments regarding internationalization on the one hand are most relevant while on the other hand also in the best position to address them due to the more advanced level of students with an already better developed skillset (**see Finding 3**).

As many dissertations include the human subject in their research, it is advised to set up an ethics committee to oversee that research methods are in line with ethical regularities and safeguard the principles of good practice in research. (**Finding 11**).

Conclusion

For the Sports Education (Doctorate) the criterion is partly 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</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</i></p>

<p><i>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>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>
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Description

Generally, the quality assurance policies at UPI rest on national and internal regulations, as stated in the self-evaluation report. UPI has implemented a Strategic Plan 2021–2025 in which policies, key performance indicators, annual targets, responsible parties and implementing units are defined and fixed.

Internal quality assurance is carried out centrally by the University Quality Assurance Unit and at faculty level by the faculty /School of Postgraduate Studies Assurance Unit. At the study programme level, quality assurance is carried out by the Study Programme Quality Assurance Unit. The SER describes that to ensure the performance of each process and defined quality requirements, the university established process performance indicators, and methods to ensure its effectiveness. One of the regular monitoring and evaluation systems is the Internal Quality Audit (AMI). The study programs incorporated in the Sports Education cluster also set international quality management system standards, namely the ISO 9001: 2015 Quality Management System Standard CERT TUV Rheinland Germany.

The university also uses a system specifically designed for lecturer performance evaluation and carried out by evaluating the Employee Performance Unit (SKP) and Lecturer Workload (BKD) documents. At the study programme level, the quality of lecturer performance is measured by conducting a student satisfaction survey in each semester, and a study programme coordination which discusses the monitoring and evaluation system for lectures at the end of each semester. Furthermore, the SER explains that UPI has developed an information system capable of providing information related to student progress and success rates, graduate eligibility, educator effectiveness, and population data.

Procedures are explained to follow a PDCA(Plan-do-check-act)-cycle. Key-performance indicators, for example, will be checked regularly and their achievements are published in a Quality Target Achievement Report.

UPI also explains to involve the feedback of the labour market into the development of its programmes. For example, professional associations and users are involved in curriculum preparation and discussions in developing the latest improvements implemented into programmes and formulating strategic steps to improve the quality of learning so that graduates achieve national and global competitiveness.

Experts' Evaluation

The quality assurance system is very elaborate. It contains sufficient tools and mechanisms of collecting feedback and student data (e. g. tracer studies, student questionnaires, regular meetings). There are quality assurance units on the university level, faculty level and programme level. Meanwhile, the external supervision is performed by the National Higher Education Accreditation Board or Badan Akreditasi Nasional Perguruan



Tinggi (BAN-PT), ASEAN University Network Quality Assurance (AUN QA), and the International Organization for Standardization (ISO 9001: 2015). The international accreditation process is used as well as a procedure for quality assurance. Internal supervision of the university is carried out by the Internal Control Unit for the financial management, assets and facilities sector and Quality Assurance Unit for implementing quality assurance in the academic, administrative and management field.

The program is designed to support the accomplishment of the learning outcome in line with the academic level of the graduates based on the National Qualification Framework of Indonesia that refer to the Higher Education National Standard No. 44/2015, Law No 12/2012, combined with the typical general attitudes and skills of UPI's graduates, which is clearly mandated on the Academic Senate Decree No.002 / SENAT AKD / UPI-HK / 6/2018. The experts conclude that UPI and its faculties pursue a consistent and effective quality assurance strategy. The university has an integrated task force, the Quality Assurance Unit, that is supported by the faculty's Quality Control Unit.

The faculty along with its quality assurance procedures is certified to the ISO 9001: 2015 standard. UPI follows a clear and elaborate quality-oriented structure. In addition, the feedback from students to staff members is very open so that improvements can take place. A semi-annual and an annual report is provided by each study programme. The experts perceived a good feedback culture in the programmes.

In every semester, students are filling out an online questionnaire at the end of the term. The questionnaire is anonymously conducted by the Quality Assurance Unit. Students cannot receive their grades before the questionnaire has been completed. In this way, representative samples can be drawn. In addition, graduates are able to provide their feedback in a tracer study. Afterwards, the results of the study are discussed with professional associations.

Major curricular revisions are scheduled every 5 years; minor changes on the course level are implemented regularly. Against the background of fast-changing trends in the professions particularly in the fields of sports the experts encourage UPI to consider to also enable shorter time-spans for the major curricula revisions, when quality assurance procedures indicate that such action might be helpful.

Student data is collected and managed in UPI's management information system, in which academic activities, research, service, and other supporting activities are integrated. The information is made available to the stakeholders through the university's website. There is no doubt that the university reacts to the feedback collected and results provided by the quality assurance units. However, a stronger collaboration with international stakeholders of the job market is advised to open possibilities for students to not only enter the national but also the international job market (**Finding 12**).

Additional remarks related to Doctoral programme

Research and publication of research results play an important role in raising the name of the university at the national level and worldwide. In order to maintain the quality of research among students and lecturers, research proposals need to be evaluated by a research ethics committee. Research Ethics is a best practice in uplifting research core principles of ethics in protecting human rights and safety and ecosystems for the sake of universal well-being while complying with all rules and legislation. Research involving humans and living things needs to get the approval of an ethical position before the research is carried out. Currently, UPI obtains research approval through ethics committees from other universities in Indonesia to review and approve the proposal. UPI is advised to form a research committee to facilitate this process and be able to help other universities in Indonesia in doing so (**see Finding 11**).

Conclusion

The criterion is 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

According to UPI, the learning process in the programmes is conducted using a variety of strategies and techniques that challenge students to think critically, explore, be creative and experiment using various learning resources. The teaching and learning process in the programmes under review is divided into theoretical and practical learning. Theory learning is carried out inside or outside the classroom to increase knowledge and positive attitudes related to science in the field of physical education, health, and recreation, while practical learning is carried out in sports fields, laboratories, and partner schools. Furthermore, practical learning in the laboratory is to assess and test the relevance of theory and practice, especially related to physical education, sports, and health learning. UPI also outlines the importance of the link between different forms of learning, namely intra-curricular, co-curricular, and extra-curricular.

With the aim of encouraging students' active participation, several teaching and learning methods are said to be applied, among those methods that can be applied individually and in groups. Overall, the learning process is supposed to implement student-centred and problem-based learning models which emphasize High Order Thinking Skills (HOTs) and Character Strengthening Education (PPK).

Furthermore, the learning process comprises lectures, responses, tutorials, internship, field practice, blended learning, and the use of Learning Management System-based learning. As forms of assessment, UPI outlines, that it uses process assessment and outcome assessment, which includes formative and summative assessments. Process evaluation is measured through the level of student participation in the learning process such as in discussions and individual and group recitations. Meanwhile, the evaluation of results uses a standardized assessment pattern such as quizzes, assignments, midsemester examination, and final examination. A grade for each course is calculated as the cumulative result of the components of assessments, namely the assignments, midterm and final examinations, activities, and other assessment components.

Several persons, such as the lecturer him-/herself, the head of study programme or the dean, are listed to which students can turn to when they have complaints.

The programmes are responsible for conducting the examinations which is carried out with the help of the integrated online learning system of UPI. The scheduling of the examinations is done in accordance with the examination timetable provided by UPI in the academic calendar. Information on the examination schedule is posted in the academic calendar and students are informed via social media accounts of the programmes and course lecturers.



Experts' Evaluation

The didactic concept is strongly oriented towards the target group of students and it includes different measures for flexible learning options through: different forms of teaching, practical relevance, scientific orientation and communication and cooperation. The aim of the study programme is to develop both cognitive and motoric abilities, emphasizing the relevance of theory and practice.

Different forms of teaching provide a good balance between self-study and independent learning as well as the transfer of knowledge and skills by lecturers.

The examination concept in the programs is considered to be successful overall. The forms of examination vary within but also across the semesters and conclude with a final examination. Students are familiar with the requirements for the examinations. The workload and the examination load are plausibly specified for a module related to the intended learning outcomes and learning content. It is presented transparently to the students, meeting the national regulation. In using process and outcome assessment the university focuses both on the development in the learning process but also on the specific outcome after each semester. In the practical courses, the aim is not to be able to practise a sport perfectly at the end of a semester, but rather to be able to teach it in a didactically meaningful way. Some increase in precision in matching the many learning outcomes to realistically possible assessments as indicated above will further strengthen the alignment of intended outcomes and assessment methods.

As discussed and confirmed also with the students during the virtual visit the study operation is plannable and reliable. In the event of questions, ambiguities or uncertainties, students can contact the relevant responsible offices. Students greatly appreciate this low-threshold offer.

In the research and learning process students get the opportunity to take an active role: Lecturers encourage them to engage in mini-research and to broaden their horizon on various research methods. Students also get the opportunity to be integrated in the individual research of lecturers. In addition, learning in small groups is supported, enabling students to get into intensive exchange co-designing their learning atmosphere.

Especially in the PhD program students get the opportunity to study published articles from reputable journals. They can discuss the topic and what kind of gaps possibly exist, what was the idea to make it more innovative in terms of research topic, etc.

Conclusion

The criterion is 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></p> <p>[ESG 1.4]</p>	<p><i>The institution is entitled to award a doctorate.</i></p> <p><i>Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.</i></p> <p>[ESG 1.4]</p>

Description

Admission

According to national regulations, admission to **Bachelor's programmes** is based on different procedures: national selection, joint selection of state universities and independent selection of UPI. National selection to enter state universities is a national admission route for undergraduate education programmes through the selection of academic achievements, health tests and portfolios at the school level. Joint selection to enter state universities is a pathway for admitting new students to undergraduate education programmes which is carried out jointly with other state universities through computer-based written examinations and portfolios in arts and sports (specifically for arts and sports). Independent selection for prospective undergraduate students is carried out by UPI itself. For the programmes under review all three pathways take place parallelly and allow access to the programmes. Additionally to administrative and academic requirements, applicants for the Sports Coaching Education Study Programme as well as the Sports Science Study Programme have to demonstrate certain physical and motoric skill requirements which are tested through direct portfolio assessments and tests.

Admission requirements for the **Master's programme** are a Bachelor's degree or equivalent from an accredited study programme and/or university with a GPA of at least 2.75 or otherwise deemed equivalent from a linear educational background as well as proficiency in one of the UN official languages. Furthermore, there is a School of Postgraduate Studies Entrance Examination Selection.

Admission requirements for the **Doctoral programme** are a Bachelor's degree or equivalent from an accredited study programme and/or university with a GPA of at least 2.75 or otherwise deemed equivalent from a linear educational background as well as a Master's certificate or equivalent from the accredited Study Program or tertiary institutions with a GPA of at least 3.00. Diplomas from foreign tertiary institutions require recognition by the Ministry of Research, Technology and Higher Education for Masters and Doctoral Programs.

Those willing to follow the doctoral programme by research need to have an educational background in the same field.

Information on the admission requirements and procedures is provided on UPI's website.

Progression

Student's progression is monitored via academic supervisors (see below) and the student directory system, which is accessible to the head of the programme, as outlined by UPI.

Recognition and Certification

UPI outlines procedures for credit transfer. At the end of studies, UPI issues a diploma and a transcript.

Experts' Evaluation

Bachelor/Master programme

Within the Bachelor and Master programmes, formal admission requirements of the courses are different. Specific requirements relevant to individual courses (e.g. language skills or work experience) can be found in the admission criteria published on the website. Each individual course is based on transparent and defined criteria.

In general, the requirements for applying students include administrative, academic, and medical tests concerning the physical health status of any applicant. One can highlight positively that UPI provides scholarship facilities for outstanding students from economically disadvantaged families. The requirements for international students are similar with a medical test and interviews like requirements for master and doctoral students, leaving the faculties with the final decision of selecting students.

The admission requirements are or have been adjusted, if necessary, based on the changes at the national level, at state level or within UPI itself. The admission processes and procedures are based on regular databases, further regulations for the recognition of competences gained at other higher education institutions, such as degrees or coursework, are recognized.

The admission requirements have to be adjusted from time to time, especially when the number of prospective students willing to enter the Graduate Program increases significantly every year as shown by UPI. Students with special achievements receive a degree with a "CumLaude" predicate. Graduates from the Graduate Program receive a certificate, value transcripts, and a diploma companion certificate which affirms the workability, mastery of knowledge, and their moral attitude. These documents also can be seen as a proof that the institution of UPI is recognized by the Indonesian National Qualifications Framework.

Doctoral programme

In terms of the mechanism of dissertation, students make a proposal after they pass the qualification examination, to measure their comprehensive competences. The progress is monitored after every semester. Internal and external examiners from outside the university are also part of the certification process. Furthermore, participants of the doctoral programme are liable to publication regulations: they have to publish at least one article in an acquainted international journal, they have to present in an international conference and they have to publish in national journals.

UPI fulfils the necessary legal requirements to award an official degree to all graduates. There is an academic framework by which policies and procedures justify the award of a doctorate. In addition, UPI fulfils the legal requirements that apply at the national level in Indonesia.

All academic and administrative requirements (Certified diploma and final education transcript of a bachelor degree and language skills) as well as information of further procedures are published on the website.

Conclusion

The 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>[ESG 1.5]</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>[ESG 1.5]</p>

Description

Teaching staff is employed either as civil servants or non-civil servants. Staff may hold positions of lecturer, assistant professor, associate professor and full professor. The number of teaching hours varies between 6 and 12 SCU credits per semester.

For the development of its lecturers, UPI encourages lecturers to participate in doctoral programs. Other than participating in formal education, they can participate in seminars and workshops. The programmes state they have a professional development programme for their lecturers. The university also offers a capacity building programme for administrative staff.

The selection and recruitment of civil servant lecturers and education staff follows national regulations, while UPI carries out the selection and recruitment of non-civil servant personnel internally.

All programmes state that they invite guest lecturers from other universities and the professional practice.

There are 29 lecturers in the **Physical Education, Health and Recreation Study Programme**, consisting of 24 Civil Servant lecturers (two professors, 11 senior lecturers, seven lecturers, and four expert assistants), and five permanent university lecturers.

The **Elementary School Teacher Education Physical Education Study Programme** is implemented by 12 lecturers consisting of two associate professors, four senior lecturers, four assistant professors, and two lecturers.

Sports Coaching Education comprises a total of 26 lecturers, with nine senior lecturers, nine lecturers, three expert assistants, and four teaching staff.

There are 23 lecturers in the **Sports Science Study Programme**, consisting of four professors, four senior lecturers, eight lecturers, three expert assistants, and four teaching staff. These lecturers are divided into 4 Scientific Field Groups, namely applied sports science, physical activity, health science, sport science and society.

The **Sports Education Graduate Programme** involves a total of 25 lecturers, consisting of six full and 19 assistant professors. Specific topics are supported by external lecturers of which almost all hold at least a PhD or are professors coming from other faculties.

Six full professors and ten assistant professors are involved in the delivery of the **Doctoral Programme in Sport Education**.

For each programme the SER contains a list explaining the involvement of individual teaching staff in the programmes and the academic short CV's are presented as annexes to the SER.

Experts' Evaluation

From the expert panel's point of view quantity of professorial staff is a challenge for the faculty. The number of available Professors is relatively low. While overall the quantity can be assessed to meet minimum requirements, the spread of staff to the different courses, the resulting course load but also match of staff qualification to course outcome was hard to assess during the virtual site visit. Some examples were discussed where individual teaching staff would have to cover a large number of different sports (e. g. Gymnastics, Swimming, Hockey, Futsal, Football, Music and Motion Learning taught by one lecturer), which either indicates a shortage of staff or – in case this is an acceptable practice from the faculties' position – raises questions to which extent the defined learning outcomes in these diverse and different courses can be achieved. The same can be assumed for the theoretical subjects. UPI needs to demonstrate how the number of staff is able deliver the many sport subjects as well as theoretical subjects in necessary depth to ensure that learning outcomes can be achieved **(Finding 13)**.

Especially to achieve the Masters' and Doctorate level it can be argued that increasing the number of full professors will prove a benefit to the postgraduate programmes. This will also cater towards a better workload for the lecturing staff as well as a better supervision. However, the experts also recognize that the virtual site visit format brought limitations to the extent in which these important questions could be clarified, and a real visit would have lowered the concerns by allowing a deeper understanding of workload distribution.

As outlined in different chapters above internationalization remains an area of development for the faculty and so it does not come as a surprise that also the number of international peer reviewed papers (first authorships) in recognized journals is quite low. While this does not at all indicate a lack of quality of the teaching staff, it may however point towards possibilities for enhancement of the scientific development of the teaching staff. As staff development is not necessarily a short-term process, including further and internationally diverse scientific expertise in the programmes by inviting international guest lecturers is urgently recommended as a first step. Possible subjects where guest lecturers would significantly improve the programmes are the fields of Sport Medicine and Sports Biomechanics **(Finding 14)**.

However, this short-term approach should not limit UPI's efforts to also create opportunities for UPI staff to further pursue staff mobility programmes. The increased international exposure will also reduce concerns of academic staff to actively make use of their English language skills and increase the level of English proficiency of the lecturers as based on the interviews this should also to be strengthened to enable greater possibilities of internationalization **(Finding 15)**.

Conclusion

For all programmes the criterion is only 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><i>[ESG 1.6]</i></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><i>[ESG 1.6]</i></p>



Description

Learning Resources

UPI is state-funded and charges tuition fees for its programmes. As outlined in the SER, there are several scholarship opportunities for students. UPI funds are allocated to the faculties and programmes and an Annual Activities Budgeting Plan is set up. Programmes are supposed to be independent in using their budget.

The programmes are offered on UPI's campus in Bandung, which includes classrooms, libraries, laboratory rooms, computer labs as well as sports facilities. The facilities are described as accessible for students with disabilities with e.g. elevators in stories-building, ramps to access places with different heights or wider pedestrian roads.

Other learning resources available in the study program include 10 lecture rooms (equipped with white-board, infocus, and air conditioning), 1 conference room, 1 library, practicum laboratory (consisting of a fitness laboratory, physiology laboratory, biomechanics laboratory, and massage laboratory), thesis exam room, office and lecturer rooms. Furthermore, the learning resources available for practical teaching and learning include a sports hall, swimming pool, softball field, gymnasium, athletic track and soccer field, golf course, indoor and outdoor tennis court, and a micro-teaching room.

Student Support Services

Each student has an Academic Advisor that assists and guides them during the lecture period. Lecturers provide time for consultations with students which are carried out regularly every semester. Student consultation or guidance is carried out based on an agreement between them and the Academic Supervisor.

Experts' Evaluation

With regard to the room and material equipment, the department benefits from a wide range of facilities, being accessible to all students. From the students' point of view, the campus offers enough freedom to learn independently or to work in interactive groups, even in addition to compulsory courses. The learning resources available for practical teaching is particularly noteworthy here (sports hall, swimming pool, softball field etc.).

The supply of literature and information in the library and test library is adequate.

In light of a rapidly changing Higher Education Sector due to digitalization, lecturers are to be encouraged to constantly improve on their software skills as well as integrating digital teaching formats into the teaching learning process. Training for software skills also should be regularly offered to the students. The expansion of e-learning offers - not only in the context of the COVID pandemic but also in the light of an international level - seems indispensable at this point and should receive special attention (**Finding 16**).

Regarding the financial support system, students address the relatively low number of scholarship opportunities. Recognizing the natural limitations of financial support offers, a first step could be an increased transparency about existing support services because it was indicated to the panel that there are good support mechanisms while not all (potential) students are aware of them. Therefore it is recommended to provide more detailed information about existing opportunities as outlined in the SER, suggesting that this information is made available at central information points (**Finding 17**).

Student Support Services

The individual counselling and support services as well as the close contact with professors and lecturers reflect the high level of student satisfaction in this area. Students appreciate the high level of commitment of the lecturers. The motivation and satisfaction of the students is also rated very positive.

In order to facilitate a study-related stay abroad and to increase mobility among students, it is recommended to provide further information on the organisation and possible time periods with the involvement and support of the university management. The awareness of the benefits of such a stay abroad could be strengthened, especially among teachers. In addition, the introduction of international study modules could highlight the attractiveness of a stay abroad even more clearly. Relevant counselling services could be made better known and expanded in line with needs of the students.

At this point, however, it is pointed out that the low take-up of study-related stays abroad is not least due to the mobility restrictions in the context of the Corona pandemic.

Conclusion

The criterion is fulfilled.

7. Information / Public Information

Bachelor/Master Degree	Doctoral Degree
<p><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.</i></p> <p>[ESG 1.8]</p>	<p><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.</i></p> <p>[ESG 1.8]</p>

Description

Information on the programmes, i.e. the learning objectives, the curriculum, the admission criteria and procedures, is available on the UPI website, according to the university. Learning material and the course handbooks can also be accessed via the Online Value System SINO.

UPI explains that the internet is the central source of information used to provide information to potential students as well as to the different stakeholder groups. The website itself is explained to serve as evidence for this.

Experts' Evaluation

UPI's public and online presence in general is very extensive. The public information on the website includes all faculties and schools, the UPI regional campuses and all forms of education offered at UPI.

As the experts learned during the site visit from staff but also students, there is also an intranet for students and teaching staff and a section for alumni of the university. Very important for the further impulses and development opportunities of the university: the website is available in English, not just in Indonesian. Further information can be found on the website. The experts believe that this is highly important and particularly the availability of programme learning outcomes and course descriptions in the English language is an important element to increase the awareness of UPI's educational offer but also to facilitate exchange abroad.

Additionally, all faculties have their own websites, where the details of the Bachelor and Master courses are listed and described. The information made public on those websites are partly available in various languages, including German, Chinese, Arabic, Russian or Dutch.

Bachelor programme

You can find all public information online about the university's Bachelor programs. In addition, the details of the programmes are available in the university's integrated information system and, as described, on the



websites of the different faculties. Admission requirements or selection procedures, all relevant procedures concerning teaching, learning or assessments can also be found within the integrated online learning system. The experts have identified that learning outcomes, including course or module descriptions for the Bachelor programmes can also be found there. .

Master and Doctoral programme

The master and doctoral programmes and the school of postgraduate studies are accessible via their website which consists of a tool in handling the overall management of academic data. Following a careful review by the experts the public information is available in Indonesian and in English and some of the presented information could be updated more regularly as it seemed to the experts that not all information provided here is still up to date (**Finding 18**).

For those who take part in the Master's and Doctoral programmes all requirements set by the School of Post-graduates can also be found online in a special section covering student admission. In addition, the study programmes provide tracer studies for alumni as a source of information related to graduates which is an important element of information from the expert's point of view. The website presenting the tracer study is only accessible in the Indonesian language which at this time seems appropriate and meets the requirements of those who use it.

Conclusion

The criterion is fulfilled.

V. Recommendations of the panel of experts

The panel of experts recommends accrediting the study programme “**Physical Education, Health, and Recreation**” (Bachelor of Education) offered by **Universitas Pendidikan Indonesia** with conditions.

The panel of experts recommends accrediting the study programme “**Elementary School Physical Education**” (Bachelor of Education) offered by **Universitas Pendidikan Indonesia** with conditions.

The panel of experts recommends accrediting the study programme “**Sports Coaching Education**” (Bachelor of Education) offered by **Universitas Pendidikan Indonesia** with conditions.

The panel of experts recommends accrediting the study programme “**Sport Sciences**” (Bachelor of Arts) offered by **Universitas Pendidikan Indonesia** with conditions.

The panel of experts recommends accrediting the study programme “**Sports Education**” (Master of Education) offered by **Universitas Pendidikan Indonesia** with conditions.

The panel of experts recommends accrediting the study programme “**Sports Education**” (Doctorate) offered by **Universitas Pendidikan Indonesia** with conditions.

Summary of findings:

1. For all Bachelor programmes the number of course learning outcomes must be subject to review and reduction in order to assure all intended outcomes are achieved and assessed. In this context the coherence of descriptions should be improved, and the literature references updated.
2. For all programmes the impact of total student workload on credits should be transparently documented in a way that a translation into ECTS is comprehensible.
3. To support further internationalization in all programmes the level of English proficiency of students and graduates should be developed, and mobility programmes (inbound and outbound) should be further strengthened.
4. For the Elementary School Physical Education Teacher Education (Bachelor) programme it is required to provide and publish course descriptions for all courses.
5. For the Sports Coaching Education (Bachelor) programme the number of sports taught should be reduced in order to ensure higher quality of the learning and teaching process.
6. For the Sports Coaching Education (Bachelor) and Sports Science (Bachelor) programmes the contents and teaching approach of the practical courses should be adjusted to guarantee a better interdisciplinary approach between theoretical and practical courses.
7. For the Sports Coaching Education (Bachelor) the English wording of the general fields of courses should portray the content of the courses more clearly. And it should become clear which elements/courses are offered exclusively for the *Sport Coaching Education* programme and which parts are used in the *Sport Science* programme.
8. For the Sports Coaching Education (Bachelor) and Sports Science (Bachelor) the faculty must assure that the number of students does not exceed a manageable size for practical courses as well as for courses with laboratory based and research orientated learning.
9. The scientific character and research orientation of the Master and Doctorate programmes needs to be developed and stronger reflected in the relevant programme documentation.
10. For the Doctoral programme increasing research-orientation and -support that impact the programme is highly recommended.
11. For the Doctoral programme an ethics committee should be established to oversee that research methods are in line with ethical regularities and safeguard the principles of good practice in research when it comes to the human subject.
12. A stronger collaboration with international stakeholders of the job market is advised to open possibilities for students to not only enter the national but also the international job market.
13. UPI needs to demonstrate how the number of staff is able deliver the many sport subjects as well as theoretical subjects in necessary depth to ensure that learning outcomes can be achieved.
14. International guest lecturers should be invited to increase and internationally diversify scientific expertise in the programmes.
15. Opportunities for UPI staff to further pursue staff mobility programmes should be created and staff should be supported to enhance their English proficiency to facilitate future internationalization activities.
16. The expansion of e-learning offers seems indispensable at this point and should receive special attention.
17. More detailed information about existing opportunities for financial support should be made available to students and potential students in an easily accessible way.

18. The information presented at the website of the school of Postgraduate studies should be updated regularly. If required, respective processes should be established assuring the provided information is up to date.