

Decision of the FIBAA Accreditation and Certification Committee



11th Meeting on September 20, 2023

PROGRAMME ACCREDITATION

Project Number:	22/001
Higher Education Institution:	Universitas Padjadjaran, Indonesia
Location:	Bandung, Indonesia
Study programme:	Doctor of Psychology (Dr)
Type of accreditation:	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited with one condition.

- **Condition** (see chapter 3.2.): The University adjusts the Diploma Supplement according to the guidelines in the ECTS User's Guide 2015.

Proof of meeting this condition is to be submitted by June 19, 2024.

Period of Accreditation: September 20, 2023 until September 19, 2028.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Universitas Padjadjaran, Indonesia

Doctoral programme:

Psychology

Qualification awarded on completion:

Doctor of Psychology (Dr)

General Information on the Study Programme

Brief description of the study programme:

Psychology is the science that studies human behaviour and mental processes behind it. Doctoral students will learn how to develop knowledge and methodology in psychology through innovative, research-oriented methods to solve complex human problems taking a psychological and inter-, multi- or transdisciplinary approach. Graduates will be able to manage, lead and develop research in psychology with high levels of integrity and professionalism, based on research ethics, and publish their results in reputable journals.

Type of study programme:

PhD programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

4 years (8 semesters), 42 SKS credits/ 76 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme: no**Scope (planned number of parallel classes) and enrolment capacity:**

12 student intakes per year

Programme cycle starts in:

summer semester (August 15)

Initial start of the programme: 1984**Type of accreditation:**

initial accreditation

Accreditation in one cluster with:

Psychology (Bachelor) (S.Psi.)

Psychology (Master) (M.Psi.)

Professional Psychology (Master) (M.Psi. Psikolog)

Procedure

A contract for the initial accreditation of Psychology (Dr.) was made between FIBAA and Universitas Padjadjaran on March 2, 2022. On September 8, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Dipl.-Psych. Ute Beyer

Senior Expert Personnel Development/Competence Management in the Federal Employment Agency, Nuremberg, Germany
(Professional field expertise)

Paul Goesmann

Technical University Dresden, Germany
Student: Psychology: Human Performance in Socio-Technical Systems (M.Sc.)
(Student representative)

Prof. Dr. Astrid Schuetz

University of Bamberg, Germany
Professor, Chair of Personality Psychology and Psychological Assessment

Prof. Dr. Peter Sedlmeier

Chemnitz University of Technology, Germany
Professor of Research Methods and Evaluation in Psychology

Dr. Endang R. Surjaningrum

Airlangga University in Surabaya, Indonesia
Ass. Professor at the faculty of Psychology
(Country expertise)

FIBAA project manager:
Christiane Butler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on June 20 and 21, 2023 at the HEI's premises in Bandung, Java, Indonesia. The same cluster included an appraisal of the Psychology programme (Bachelor) (S.Psi.), the Psychology programme (Master) (M.Psi.), and the Professional Psychology programme (M.Psi. Psikolog). At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 25, 2023. The statement on the report was given up on September 7, 2023. It has been taken into account in the report at hand.

¹ The panel is presented in alphabetical order.

Summary

The Psychology programme (Doctor) offered by Universitas Padjadjaran fulfils with few exceptions the FIBAA quality requirements for doctoral programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 20, 2023 and finishing on September 19, 2028, under condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspect²:

- Doctoral Degree Regulation (the Diploma Supplements is not in line with the requirements of the ECTS User's Guide) and

They recommend the accreditation on condition of meeting the following requirement:

- **Condition** (see chapter 3.1): The University revises the Diploma Supplement to be conform with the ECTS User's Guide 2015³,

Proof of meeting this condition is to be submitted by June 19, 2024.

Furthermore, the quality requirements that have not been fulfilled –

- Positioning of the study programme in the research fields (see chapter 1.3) and
- Evaluation by Supervisors (see chapter 5)

– are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:

- The panel recommends improving coaching for students on how to publish a paper or an article (see chapter 3.2).
- The panel recommends including open science as another source of reference for student's scientific work and as another outlet for publishing their own research (see chapter 3.2).
- The panel recommends inviting more guest lecturers to talk about publishing (see chapter 3.4).
- The panel recommends increasing (international) networking of their doctoral students (see chapter 4.2).
- The panel recommends developing an anonymous questionnaire to be filled out by supervisors (see chapter 5).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

² These aspects are asterisk criteria which means that they are essential for the study programme.

³ See https://www.ehea.info/media.ehea.info/file/ECTS_Guide/77/4/ects-guide_en_595774.pdf, last access on July 13., 2023

There are some criteria in which the programme exceeds the quality requirements:

- Logic and Comprehensibility of the Didactic Concept (see chapter 3.4), and
- Equipment (Literature, Magazines, Databases) for the Library (see chapter 4.4).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Information on the Institution

Universitas Padjadjaran (hereinafter referred to as Unpad), established on September 11, 1957 is one of only 21 state universities (PTNBH) and has achieved level “A” accreditation from the National Accreditation Body for Higher Education (BAN-PT).

Unpad has a vision of “becoming a reputable global university and of impacting society”. In order to achieve this vision, Unpad establishes its mission as follows:⁴

1. achieving academic excellence and obtaining national and international recognition,
2. increasing the relevance and innovation of education, research and community service,
3. developing organisational autonomy by capitalising on internal resources and strategic partnerships,
4. increasing its contribution to solving problems so that the university has an impact on the welfare of the people of West Java and Indonesia,
5. developing leadership, based on a culture of collective, professional integrity to ensure the university’s sustainability management.

Faculty of Psychology

Unpad comprises one graduate school and 16 faculties, one of which is the Faculty of Psychology (hereinafter referred to as FAPSI). FAPSI Unpad was established in 1961 and offered the first psychology study programme in Indonesia. It aims “to become an international standard higher education provider in the research and the application of psychology for the welfare of mankind”.⁵ This vision is further elaborated in the following missions:

1. carrying out integrated penta dharma activities (teaching, research, community service, student activities and partnerships) which are regionally competitive and able to meet the demands of the community that uses higher education services.
2. conducting studies that are (a) internationally recognised, and (b) relevant to the demands of the development of science and technology and the needs of the community through strategic partnerships,
3. performing professional and accountable management of integrated penta dharma activity (teaching, research, community service, and student activities) to increase the reliability of FAPSI Unpad,
4. developing academics who have a leadership spirit and are oriented towards the nobility of local and national values of diversity in world cultures, and to a psychological code of ethics.

FAPSI Unpad implements five core values: sensitivity, care, responsiveness, respect, and spirit. These values are upheld in all academic, research and community service activities by lecturers, students, and administrative staff.

FAPSI Unpad, in its efforts to achieve its vision, focuses on four major strategies:

1. Learning and growth: developing human resources that are caring, committed and innovative, using interdisciplinary scientist-practitioner collaborations and sustainable succession planning.

⁴ See <https://www.unpad.ac.id/en/university/vision-mission-and-objectives/>, last access on May 19, 2023

⁵ See appendice “see RenStra FAPSI”

2. Internal processes: strengthening the quality of faculty governance by developing a positive organisational climate, a clean and obliging bureaucracy, academic quality assurance system, and integrated information system.
3. Financial: collaborating in teaching, research, and community service activities and utilization of grants/incentives from ministries/agencies.
4. Stakeholders: increasing the number of prospective students, cooperation agreements and grants, institutional excellence, quality assurance and expansion of access in academic and non-academic fields.

Further development of the programme, statistical data and evaluation results

FAPSI follows national regulations established by the Ministry of Education and Culture Republic of Indonesia (Kemendikbud) and the Indonesian Association for Psychology Higher Education Institutions (Asosiasi Penyelenggara Pendidikan Tinggi Psikologi/AP2TPI) in designing the study programmes (e.g., their curriculums, methods of delivery). The national curriculum for bachelor's, master's and doctoral degrees in psychology has been revised over the years to ensure that its quality is up to date with global and national demands. The curriculum and its implementation are evaluated regularly by the quality assurance department (at the level of HEI), the quality assurance unit (at the level of faculty), and the head of the study programme, based on inputs from faculties, students, graduates, alumni, employers, and other stakeholders. Based on the evaluation, the doctoral programme continuously improves its educational processes, for example redesigning its curriculum using the Outcome-Based Education (OBE) approach that focuses on measuring student performance through outcomes. This new curriculum was first implemented in the academic year 2021.

The statistical data for the doctoral programme is as follows.

Statistical Data

Study Programmes: Psychology Study Programme (Doctoral)

		2018	2019	2020	2021
# Study Places		12	12	12	12
# Applicants	∑	17	29	12	27
	f	9	18	9	20
	m	8	11	3	7
Application rate		141,67%	241,67%	100,00%	225,00%
# First-Year Students (accepted applicants)	∑	9	8	7	8
	f	6	6	5	5
	m	3	2	2	3
Rate of female		66,67	75,00	71,43	62,50
# Foreign Students	∑	0	0	0	0
	f				
	m				
Rate of foreign		0	0	0	0
Percentage of occupied study places		75,00%	66,67%	58,33%	66,67%
# Graduates	∑	4	0	0	0
	f	4			
	m	0			
Success rate		44,44%	<i>no graduates yet</i>	<i>no graduates yet</i>	<i>no graduates yet</i>
Dropout rate		0,00%	0,00%	0,00%	0,00%
Average		3 years	<i>no graduates yet</i>	<i>no graduates yet</i>	<i>no graduates yet</i>
Average grade		3,86	<i>no graduates yet</i>	<i>no graduates yet</i>	<i>no graduates yet</i>

Appraisal

From the statistics there is to point out that the rate of female candidates is higher than the rate of male candidates. This applies for applicants as well as first year students. Further information provided by Unpad lists 27 graduates from 2019 to 2022 and another 44 graduates who graduated in the period from 2014 to 2018. This gives an output of $(27+44/9)$ seven to eight graduates per year. Considering the average number of first year students the success rate of the programme is quite high.

There are more applicants than study places available. However, not all study places get filled. This together with the success rate of the programme, indicates a thorough selection process by the University.

There are no foreign students yet, but according to Unpad's strategy, more international collaborations will follow after the international accreditation, attracting foreign students in the future.⁶

⁶ See chapter 1

Description and Appraisals in Detail

1. Goals and Strategy

1.1 Objectives of the Doctoral Programme

The educational objectives of the programme are based on the Indonesian National Qualifications Framework (KKNI) level 9 and the decision letter of the AP2TPI.⁷ The vision of the faculty with this study programme is to become an excellent and leading education institution that holds a doctoral programme in psychology with international standards in developing psychology as a science that is oriented to the useful application for human welfare.

The mission of the study programme is:

- To administer a learning process with scientific, contextual, interactive, and holistic characteristics and orientation to critical thinking and independent actions;
- to develop a learning process that prioritizes research within the context of establishing mono- or multidisciplinary that is innovative, sustainable, based on the latest technology, and beneficial for the human welfare and national competitiveness;
- to enhance activities that encourage the use of results of psychological research for the better human welfare;
- to foster institutional cooperation, both nationally and internationally, for a better quality of learning, research, and community service.

The programme aims to produce Doctor of Psychology graduates who possess the following qualifications:

- High moral integrity, appreciation of diverse values, views, society and culture, and responsibilities in accordance with the demands of the profession and its related code of ethics;
- an ability to develop knowledge and methodologies in the field of psychology by conducting original, innovative, and complex research, aiming to solve problems in communities and improve their welfare;
- an ability to conduct research in psychology and publish the findings for the development of science and public welfare at national and international levels, and
- a commitment to lifelong learning in developing psychology as a science to improve human welfare.

The study programme works to achieve six main programme learning objectives (hereinafter referred to as PLO):

- PLO 1: Being capable of showing the attitude of a psychological scientist with integrity and great respect for humanity and human welfare.
- PLO 2: Being capable of advancing ideas for developing original, innovative and complex.
- knowledge through research that makes use of the latest technology with a strategic orientation towards human welfare.

⁷ Elucidation of Decision Indonesian Association of Higher Education Institutions in Psychology (AP2TPI) No. 03/Kep/AP2TPI/2019; see AP2TPI 03/2019

- PLO 3: Being capable of managing and leading research activities in the psychological field with integrity and professionalism.
- PLO 4: Being capable of solving complex problems through psychological research with a mono- or multidisciplinary approach based on research ethics.
- PLO 5: Being capable of publishing results of psychological research nationally and internationally for the development of science.
- PLO 6: Being capable of implementing ethical principles in developing and publishing the results of psychological research.

These PLOs are in line with KKN level 9 and AP2TPI Decree.⁸ It is stated in the regulations that doctoral graduates should be able to develop knowledge and methodology in psychology through innovative, research-oriented methods to solve complex human problems using psychological disciplines through inter-, multi- or transdisciplinary approaches. They will also be able to manage, lead and develop research in psychology with high levels of integrity and professionalism, based on research ethics, and publish their results in reputable journals.

The study programme implements a multidisciplinary approach in order to achieve the objectives. The characteristics of the study programme are:

- Prospective students could be from various educational backgrounds, although they are required to have at least a degree in psychology (bachelor's or master's degree).
- During the study process, students develop interpersonal and networking skills from multidisciplinary perspectives. They initiate and maintain professional relationships with national and international collaborators from various disciplines.
- In the dissertation seminars, at least one of the reviewers/opponents is from other scientific fields related to research topics (e.g., medicine, nursing, management).
- Several courses are also taught by non-psychology experts (e.g., experts in psychiatry).
- Students work under joint supervision (i.e., one of their supervisors is an academic from abroad). The students are expected to learn to communicate in English, discuss their work with international supervisors with specific expertise such as psychiatry or criminology, conduct a qualified dissertation study, and publish in a reputable indexed journal.

Moreover, the students are facilitated so that they can scale up the results of their projects into public policies (e.g., in the ministry of education and culture, local government, etc.). They are also facilitated in disseminating the results of their research through conducting seminars and webinars for academic, professional, and lay audiences (e.g., wellbeing and mental health during the COVID-19 pandemic).⁹

Doctoral graduates are validated through a diploma – a “certificate of achievement” – signed by the Rector of Unpad and the Dean of FAPSI. This includes the diploma number and the name of the graduate registered with the Higher Education Database (PDDIKTI).

A specific characteristic of students of this programme, compared to those on the bachelor's or master's degree programme, is that most of the students already have a permanent job before they enrol. The top three types of students' occupations are:

1. lecturers in a public or private university,
2. managers in a company, and

⁸ Number 03/KEP/AP2TPI/2019

⁹ see Webinar with Alumni_Psychology for the Human Centered Society

3. expert consultants in an organisation.

Therefore, after graduation, students are likely to continue working at the same institution or find a higher position in a similar organisation. The profiles of the graduates' occupations are as follows:

- Academics: graduates who become professional academics in their fields by utilising their knowledge and principles of psychology in accordance with their main tasks.
- Researchers in psychology: graduates who develop knowledge in the field of psychology, both inter- and multidisciplinary, in the context of developing knowledge and gaining recognition through national or international scientific publications.
- Supervisors in a research programme: graduates who can lead in a research programme, manage multidisciplinary psychological research in the context of developing knowledge and gain recognition through scientific publications in national or international scope.

Appraisal:

The doctoral programme corresponds to level 8 of the European and level 9 of the national qualification framework. Furthermore, the programme includes multidisciplinary approaches by admitting candidates that have gained expertise outside the field of psychology either in their bachelor's or master's degree. This provides a direct entry for graduates of the interdisciplinary research master in psychology also offered at Unpad. Multidisciplinary skills are emphasized in the aims of the programme. Lecturers from other disciplines besides psychology teach in this programme enhancing the development of interdisciplinary skills. By implementing joint supervision, doctoral candidates must also consider the adequacy of their research on an international stage. The panel highlights the joint supervision of the programme as a strength compared to other HEIs in Indonesia.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			X		

1.2 Positioning of the Doctoral Programme in the education market

The doctoral programme in psychology has the following characteristics that attract students to enrol:

- Fourth-best national ranking in terms of national and international publications compared to doctoral study programmes at other universities in Indonesia;¹⁰
- level "A" accreditation from the BAN-PT (2017-2022; the programme is currently renewing its national accreditation);

¹⁰ See <https://sinta3.kemdikbud.go.id/departments/affiliations/73001>, last access on May 22, 2023

- a multi-entry policy (prospective students need to hold an educational degree in psychology either bachelor's or master's degree, meaning either bachelor's or master's degree can also be in another discipline);
- Since it is a research-based programme, students can choose their research project from various areas of psychology, namely (1) industrial and organisational psychology; (2) developmental psychology; (3) social psychology; (4) health psychology; (5) educational psychology; (6) clinical psychology; (6) military psychology; (7) experimental psychology, or another.
- Faculty members are well known in their respective areas of expertise nationally and internationally, as shown by their research networks, publications, and grant fundings (for example in the areas of parenting and family, human resources development and working morale, general and experimental psychology, health psychology and psychosocial intervention, medical psychology and psychotherapy, human and psychological capital, and behavioural statistics and methodology)¹¹.
- The programme has four external lecturers or supervisors (co-promoters) in a joint supervisory programme in which a student will be supervised not only by promoters from Unpad, but also by supervisors from internationally recognised universities in Asia (i.e., Universiti Kebangsaan Malaysia, and Universiti Malaysia Sarawak) and Europe (i.e., Maastricht University, and Radboud University, Nijmegen, NL). This arrangement will enhance the students' academic, personal, and international networks.
- The students, in collaboration with their promoters, can obtain grants/funding for their doctoral projects, including internal funding from Unpad as well as external support from Indonesian ministries.

Appraisal:

The doctoral programme is positioned convincingly in the postgraduate education market for the following reasons:

- It is highly ranked nationally regarding publication output, proving the high quality of education and staff and further convincing candidates of support structures for their own research and publications.
- It is open to candidates with a multidisciplinary background which expands their target group, and
- due to highly qualified academic staff, Unpad offers expertise in various fields of research within psychology.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.2	Positioning of the Doctoral Programme in the educational market			X		

¹¹ See <https://psikologi.unpad.ac.id/en/eligible-dissertation-promotor/>, last access on May 22, 2023

1.3 Positioning of the Doctoral Programmes in the Job Market for Graduates

In the research fields

As mentioned in chapter 1.1 (objectives of the doctoral programme), most of the programme's students worked before enrolling for the programme, mostly as academics (lecturers and/or researchers) or professionals (managers or consultants).

Some graduate profiles, as described in the academic script for the doctoral programme are:

- Educator: becomes a professional educator and scientist in the field by utilizing psychological knowledge and principles according to their main tasks.
- Psychological scientist: develops inter- and multidisciplinary knowledge in the field of psychology in order to gain recognition from scientific publications both nationally and internationally.
- Science Advisor: capable of holding a leadership role in research development, processing inter- and multidisciplinary psychological research to gain recognition from scientific publications both nationally and internationally.

In the last four years the doctoral students of this programme had an output of 59 publications, most of them in English and many in international journals. These have been co-authored by lecturers of the programme.

Outside the research fields

Besides careers in academic settings (such as becoming professors, deans, or heads of department), graduates might pursue careers as professionals in private/multinational companies or as public servants in either local or national government, according to their field of expertise. This is related to their ability to insert their research results into programmes and policies that can be applied strategically to various agencies at local and national levels. In their academic script, the University has described two graduate profiles outside the research fields:

- Practitioner: can develop and applying psychology into practices that promote human welfare individually, collectively, organizationally, and socially.
- Middle and Top Manager: can apply psychology for making strategies and policies with an orientation to improving competitiveness and promoting human welfare.

For example, in 2020, the dissertation of a graduate has been implemented as part of a policy of the Ministry of Education and Culture in Indonesia. Another graduate has been certified as a human resources management trainer and carried out the certification programme at his consultancy firm,¹² and a graduate has published several books on the topic of Islamic Psychology.¹³

Appraisal:

The doctoral programme with special focus on professional qualification for science and research is positioned convincingly in the national education market. The described graduate profiles are presented convincingly. However, the University could improve the positioning on the international market by pursuing more collaborative research programmes with universities abroad.

¹² See <https://gginternational.com/certification/>, last access on May 22, 2023

¹³ See p. 8 self-evaluation report

The doctoral programme is also strongly positioned on the professional market. Graduate profiles include advisors, consultants or/and in the middle and top management level in companies or the government.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	in the research fields			X		
1.3.2	outside the research fields			X		

1.4 Positioning of the Doctoral Programmes in the Strategic Concept of the Higher Education Institution

In 2008, when this programme was established, there were still very few similar doctoral programmes in Indonesia. Nevertheless, in 2015 the National Higher Education Standards regulated that lecturers in higher education institutions should have a doctorate. In addition, one of the must-have requirements of a managerial position in Indonesian HEI is also a doctorate.

Therefore, more people, especially those who work in the higher education field, need to continue their studies to doctoral level, and there has been great demand for the programme. It satisfies the KKNi level 9, as a continuation of level 6 of the bachelor's degree programme and level 8 of the master's degree programme.

The programme is designed with several strategies to support Unpad's objectives of becoming a world-renowned university making an impact on society.

The programme contributes by increasing:

- the amount of internationally recognised research and the number of publications,
- the involvement of faculty members and doctoral students in international scientific networks, and
- the application of research to policies and programmes that benefit Indonesian society.

The strategies are:

- Applying the university requirements for lecturers and promoters to this programme (for example, a main promoter needs to publish regularly in an indexed journal as a first author);
- Implementing the joint supervisor programme engaging scholars from a reputable partner university;
- Developing a doctoral student network so that participants can discuss and collaborate with scholars and students from other universities;
- Implementing joint degree programmes with Maastricht University, the Netherlands, and Dalhousie University, Canada, so that the quality of education programmes can be improved continuously based on international standards, and

- Conducting an academic writing course and workshops on scientific publication that helps each student to publish two or three articles as the first author in reputable international journals, in collaboration with his/her promoters as co-authors.

Appraisal:

The doctoral programme enhances Unpad's position on the educational market. With further efforts as mentioned in chapter 1.3 it also has the potential to strongly promote the University's mission to become known on the international stage as an institution offering high quality education and producing output in terms of publications.

Furthermore, the programme provides a direct continuation for Unpad's bachelor and master students in psychology. Like the research master in psychology, the doctoral programme also offers a multi-entry (open to other disciplines) with the aim to invite multidisciplinary into the programme. The fact that the government now encourages all lecturers at higher education institutions in Indonesia to pursue a doctorate, increases the popularity of the programme, meanwhile supporting the University's strong position on the educational market.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	The Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		

1.5 Gender Equality and Equal Opportunities

The implementation of Tridharma in Higher Education at Unpad is enshrined in the Guidelines for Academic Ethics.¹⁴ This regulates the principle of equality in the implementation of education and teaching without discriminating on grounds of religion, ethnicity, race, class, gender, or social status.

This applies for the enrolment process and for the participation in all academic and non-academic activities. The doctoral programme welcomes students from all provinces in Indonesia. Prospective students who have limited financial ability to enrol in the programme can apply for scholarships from the Unpad Doctorate Programme Scholarship or the government scholarship, the Indonesian Endowment Fund for Education, known as the LPDP scholarship, from the Ministry of Finance or the Ministry of Education and Culture, as well as scholarships from the Ministry of Defence or the Ministry of Religious Affairs. Scholarships from workplaces can also apply. In FAPSI Unpad, most students are female, including 80 % in the doctoral study programme.¹⁵

¹⁴ This is ratified in the Rector's decree number 3169/UN6.RKT/2012, see Appendix: Academic Ethics in the Management and Implementation of the Tridharma of Higher Education at Padjadjaran University

¹⁵ See statistical data in chapter 0

Appraisal:

The University has implemented guidelines to ensure equal opportunities and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. The majority of students and lecturers at Unpad (not only in the faculty of psychology) is female, confirming that the institution's study and work environment is particularly female-friendly.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.5	Gender Equality and Equal Opportunities			X		

2. Admission

Admission conditions and procedures

Prospective students can access all information regarding admission requirements for the doctoral programme online.¹⁶ According to the Rector's decree on the Universitas Padjadjaran Admission Test (SMUP), there is only one route for admission to the doctoral degree programme, and that is the Universitas Padjadjaran Admission Test – Postgraduate (SMUP-Pascasarjana). All submission processes are conducted online via the SMUP website.¹⁷ The doctoral programme in psychology is open to master's degree graduates from any scientific field (multi-entry admission) with the specific requirement that they must have at least one degree in psychology (either their bachelor's or master's).

The requirements for prospective students of this programme are as follows:

- Indonesian or foreign citizen
- Graduates of a master's programme accredited by the BAN-PT or whose international diploma (master's) is recognised by Kemenristekdikti as equal to a Master Degree
- A certificate of passing the Academic Ability Test (TKA) with a minimum score of 500
- A valid Unpad English Language Test (TKBI) certificate with a minimum score of 500, or an equivalent result in another English language proficiency test (e.g., TOEFL paper-based test of 500 points)
- Those who published in reputable international scientific journals (first quartile) according to SJR: Scientific Journal Rankings – SCImago as the first author – are not required to present TKA and TKBI scores when registering
- A statement of willingness from a promoter

The Rector of Unpad via the Dean of FAPSI Unpad decides regarding admission to the programme, assisted by the head of the study programme.

¹⁶ See <https://psikologi.unpad.ac.id/en/admission-doctoral-psychology/>, last access on May 22, 2023

¹⁷ See <https://smup.unpad.ac.id/> (in Indonesian), last access on May 22, 2023

There is a helpdesk providing information to prospective students.¹⁸ The student can use it for clarifying specific questions, gaining information regarding the registration of the TKA and TKBI, getting referrals needed, for example, for career-related issues, and other queries. This service is provided during office hours via phone or e-mail.

In addition to information offered through the website and helpdesk, the study programme conducts regular “virtual open house” events called “Let’s Get to Know Unpad” and there is a Padjadjaran Education Festival to help prospective students obtain detailed information.¹⁹

Selection procedure

After Unpad’s selection committee verified the applicants’ application documents it sends a list of eligible prospective students to the head of the study programme who arranges an interview session. Each eligible applicant is interviewed by his/her prospective promotor and one other interviewer with expertise in the research field.

Based on the documents and the interview, applicants are scored from one to ten on:

- Systematic thinking
- Self-concept
- Study motivation
- Article writing
- Time management
- Learning method
- Work experience
- Stress endurance
- Perseverance
- Academic interests
- Autonomy
- Interpersonal skills
- Financial support, and
- Pathological potential.

Candidates who achieve sum scores lower than seven (out of ten) per criterion will be declined from the application. The results are then sent by the head of the study programme to Unpad’s selection committee through a system called SIAT PADI and the Dean of FAPSI will confirm the results through his/her account in the same system. The result is verified and accepted by the academic office at Unpad as the basis of publishing a letter of acceptance and announcing the decision to the applicant.

Appraisal:

The admission requirements are defined and comprehensible. They are based on the national requirements and published on the website. Interview questions are reasonable and well thought out. A helpdesk is offered for all questions regarding the admission procedure. The decision on admission is communicated in a letter of acceptance published on the online registration platform.

¹⁸ Can be reached via <https://smup.unpad.ac.id/>, last access on May 22, 2023

¹⁹ See <https://www.instagram.com/p/CPGWJ3UI0bh/>, last access on May 22, 2023

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
2.	ADMISSION					
2.1	Admission conditions and procedures			X		
2.2	Selection Procedure			X		
2.3	Transparency of the Decision on Admission			X		

3. Implementation

3.1 Structure

Structural setup of the doctoral programme

Student workload follows regulations issued by the Ministry of Education and Culture (Kemendikbud), which stipulates a minimum of 42 credit points (CP) for the doctoral study programme.²⁰

Each academic year consists of two semesters. Each semester consists of at least 16 weeks (equal to 16 meetings) per semester. One CP is equal to 45.33 working hours (170 minutes per week), compared to 25 working hours per semester in the ECTS system. Therefore, one CP equals 1.81 ECTS. This calculation follows national regulations.

One course can have one, two or more CP and these CPs can represent various learning activities. For example, two CPs could consist of:

- 2 CP lecture/tutorial/seminar, or
- 1 CP lecture/tutorial/seminar and 1 CP practicum, or
- 2 CP practicum.

Projected study time	3-4 years
Number of Credit Points (CP)	42 SKS credits / 76 ECTS credits
Workload per CP	170min/week equals 45,33 hours per SKS credit divided into: 1) Lectures, tutorials: a. Teaching contact hours: 50 minutes/week; b. structured assignments: 60 minutes/week; c. independent learning: 60 minutes/week. 2) Seminars and others: a. Teaching contact hours: 100 minutes/week; b. independent learning: 70 minutes/week. 3) Practicum: 170 minutes/week.
Number of courses	11

²⁰ decree Number 03/2020

Number of contact hours	1.904 (466,7 hours of teaching in class, 1.437,3 hours of independent learning)
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Based on the Academic Guidelines 2021, the doctoral programme employs an Outcome-Based Education (OBE) curriculum, consisting of 42 SKS CPs in a study period spanning a minimum seven to eight semesters to a maximum of 14 semesters. Each academic year consists of two semesters. Each semester consists of at least 16 weeks (equal to 16 meetings) per semester. One SKS CP is equal to 45,33 working hours (170 minutes per week), compared to 25 working hours per semester in the ECTS system. Therefore, one SKS CP equals 1.81 ECTS credits. This calculation follows national regulations.

The curriculum is divided into three clusters:

1. First cluster: Doctoral Qualification Competency courses (minimum twelve credit points); this comprises the development of

- research skills,
- knowledge dissemination/development skills, and
- personal development skills.

2. Second cluster: publication in reputable international scientific journals (nine credit points) with a minimum of three international manuscripts being published and presented at national or international scientific conferences.

3. Third cluster: dissertation research (total of 21 credit points), which consists of:

- research proposal seminar (five credits),
- research results seminar (five credits),
- dissertation manuscript review (six credits),
- doctoral promotion session (five credits).

Dissertation research is carried out under the guidance of the promoter team (the promotor and co-promotor), with students conducting original and innovative research that is oriented to improve the welfare of the community, in accordance with research ethics principles.

There are two types of doctoral programme:

1. the regular programme (promotor team consists of only faculty members of FAPSI), and
2. the joint supervisory programme: In the joint supervisory programme, students are supervised by the internal promotor and co-promotor, as well as by an external co-promotor from an overseas university who is a part-time employee of FAPSI Unpad and has an employee serial number (NUP) from the Kemendikbud. The academic supervision process is carried out from the first semester until the completion of the dissertation and final exam.

Doctoral degree regulations

The following regulations are the foundations of the doctoral programme:

- Presidential Decree Number 08/2012 and Minister of Education and Culture Decree Number 03/2020: the curriculum of a doctoral degree should relate to KKN level nine, which is to equip students with appropriate knowledge, skills, and attitude for prospective doctoral candidates.
- They need to:
 - consider the social impact of their studies,
 - manage their research process systematically, and

- publish the results of their studies in reputable national and international journals.
- The Decree of the AP2TPI: the purpose of the doctoral study programme is to produce graduates who can develop psychological theory and apply it for the welfare of mankind.
- Decree of the Rector Number 38/2021: this regulation for the implementation of a doctoral study programme in psychology is derived from the guidelines for doctoral education at Unpad.
- Academic guidance for the doctoral programme in 2020/2021 and 2021/2022, which provides technical information.

Status of the doctoral students

All students of the doctoral programme are enrolled as full-time students.

Students can also apply to the Enhancing International Publication programme, which allows them to visit overseas partner universities to write their manuscripts under the supervision of international collaborators.

Module description

As mentioned above, there are three clusters in this programme.

First cluster

Doctoral qualification competency courses (minimum twelve CPs), consist of six courses:

- advanced research methods (two CPs);
- philosophy of science and research ethics (two CPs);
- advanced statistics (two CPs);
- development of psychological measurements (two CPs);
- academic writing (two CPs);
- independent study (two CPs).

In this cluster, students must participate in mid-semester and end-semester exams. All exams must be taken by students before they perform activities in other clusters. The aims of this cluster are to increase their research and dissemination ability as well as personal development. For independent study, the students can take courses that relate to their dissertation topics as well as to personal development, e.g., teaching assistant in master's or bachelor's programme.

Second cluster

Consists of one course: Scientific publication (nine CPs).

In this cluster, students must write and publish three articles in reputable international journals (indexed by Scopus at least top 25 %; first-third quartile or Web of Science). Each article is worth three CPs, and all articles should draw on components of the doctoral research.

Furthermore, before submitting their dissertation book to be defended in the doctoral promotion, the students need to have:

- at least one published article,
- one accepted article, and
- an article under review.

Third cluster

Dissertation (21 CPs), consists of four courses:

1. research proposal seminar (five CPs);
2. research results seminar (five CPs);
3. dissertation manuscript review (six CPs);

4. doctoral promotion session (five CPs).

Each cluster/activity has a detailed description which includes course name, course code, course type, level of the course unit, duration, credits points, lecturer's name, learning outcomes, mode of delivery, prerequisites, course content, required reading resources, learning activities and teaching methods, assessment methods and criteria.

Appraisal:

The programme structure is based on national standards. The programme consists of courses and assigns credits per course based on a threefold distinction of workload, also regulated by the government (in class time, time for structured assignments and individual study time). To further structure the programme to support students in achieving the programme's objectives, it is split into three sequential clusters. These clusters prepare students step by step for writing their doctoral dissertation. The courses are described according to content, scope/duration, requirements, required reading, degree, and the qualifications/competencies (outcome oriented) to be achieved.

Doctoral students are enrolled as full-time students at Unpad. Upon graduation students receive their transcript of records and Diploma Supplement. The Diploma Supplements provide information about the respective programme, the learning outcomes, the grades and also extra-curricular activities. A few aspects are missing and must be added to ensure conformity with the ECTS User's Guide 2015:²¹

- "Mode of study" (full-time with obligatory class attendance, or other special characteristics of the programme),
- "grade distribution table" that indicates the student's performance compared to the study cohort (or compared to the last two to three years of students, if the study cohort is very small),
- "Access to further study" is not filled out correctly: for the undergraduate programme it says "undergraduate", however, an undergraduate degree should lead to an access to postgraduate studies and for postgraduate studies to a doctoral degree (if applicable),
- Access to regulated profession (if applicable) (e.g., graduates of the Professional Psychology programme are qualified to be professional psychologists).

The panel recommends the following **condition**:

Condition: The University revises the Diploma Supplement to be conform with the ECTS User's Guide 2015.

²¹ See https://www.ehea.info/media/ehea.info/file/ECTS_Guide/77/4/ects-guide_en_595774.pdf, last access on July 13., 2023

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulations				X	
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		

3.2 Content

Logic and conceptual consistency

This is a research-based doctoral programme (a doctor by research).

The **first cluster** (twelve CPs) is conducted in the first and second semester. Outputs from this cluster can be a research proposal, an adaptation of a measurement tool, an ethical clearance document, or a preliminary study. Thus, after finishing the first cluster, the students will be ready to perform tasks in the other two clusters: publishing their first article (**second cluster**), and; conducting dissertation research (**third cluster**).

The types of first publication can be:

- an adaptation of their dissertation measurement tool,
- their dissertation literature review,
- their dissertation preliminary study, or
- their study protocol.

They might start to write the document while attending courses in the first cluster. For example, if they want to publish an adaptation of their dissertation measurement tool, the publication might represent part of their assignments in the development of psychological measurements course, and in the academic writing course.

The PLOs²² are designed to enable students to conduct research and to apply scientific findings to society. The curriculum facilitates students from the learning of skills in conducting research up to publishing research findings.

Students can choose from a variety of research areas of interest (developmental psychology, social psychology, industrial and organisational psychology, health and clinical psychology, educational psychology, and military psychology). Additionally, the joint supervision programme also includes co-promotors from different areas of expertise (e.g., research in the military psychology field will involve a co-promotor and an expert opponent from the Army Psychology Service with relevant academic qualifications) as well as from different countries.

²² See chapter 1

The curriculum of the Doctoral study programme is as follows:

No	Course	Credit Hours	Semester
First cluster: Doctoral Qualification			
1	Philosophy of Science and Research Ethics	2 (1-1)	1
2	Independent Class	2 (0-2)	1 and 2
3	Advanced Research Methods	2 (1-1)	1
4	Development of Psychological Measurement	2 (1-1)	2
5	Advanced Statistics	2 (1-1)	2
6	Academic Writing	2 (1-1)	2
Second cluster: Publication of Scientific Article			
7	Publication of Scientific Article in a Reputable International Journal	9 (0-9)	3 to 8
Third cluster: Dissertation			
8	Research Proposal Seminar (SUR)	5 (0-5)	2 to 3
9	Research Result Seminar (SHR)	5 (0-5)	4 to 6
10	Dissertation Draft Review (PND)	6 (0-6)	5 to 8
11	Doctoral Dissertation Defense (SPD)	5 (0-5)	6 to 8, max. 14
TOTAL		42 credits	

The roadmap for the study programme is depicted on the next page.

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Dissertation Research Methods 	Dissertation Research Methods 	Research Proposal Seminar (SUR) 	Scientific Article Publication 	Scientific Article Publication 	Scientific Article Publication 	Scientific Article Publication 	Scientific Article Publication
Philosophy of Science & Ethics 	Dev. of Psychological Measurement 	Scientific Article Publication 	Research Result Seminar (SHR) 	Research Result Seminar (SHR) 	Research Result Seminar (SHR) 	Dissertation Draft Review (PND) 	Dissertation Draft Review (PND)
Independent Class 	Research Proposal Seminar (SUR) 		Research Result Seminar (SHR) 	Dissertation Draft Review (PND) 	Dissertation Draft Review (PND) 	Doctoral Dissertation Defense (SPD) 	Doctoral Dissertation Defense (SPD)
	Independent Class 				Doctoral Dissertation Defense (SPD) 		
	Advanced Statistics 						

Science and research-based teaching

The doctoral programme aims to produce graduates who can develop the field of psychology through research that benefits the well-being of society. To achieve this, in the first cluster courses, students are obliged to take several courses that increase their research knowledge and skills, as well as their skills in disseminating research findings. In this cluster, the students attend lectures, interactive group discussions, individual/group assignments, attend seminars/conferences as presenters, and case studies. The individual assignments might be related to their dissertation topics. All lecturers from all courses give students opportunities to directly discuss their research plans related to the course they are currently attending.

Independent study can be pursued by students attending related courses in master's or bachelor's degree programmes, attending seminars/conferences/workshops/training relevant to their own research topics, or following a personal development programme. In the academic writing course students write a literature review from journals updated to reflect the last five years.

Moreover, the faculty regularly invites reputable scholars from abroad to share and discuss with faculty members and doctoral students their research experiences, updated research and statistical analysis methods, and publishing in journals.

Furthermore, the students have to disseminate their studies at both national and international conferences. The faculty conducts biannual international conferences called Padjadjaran Psychology Conference Series (PPCS)²³ (last one held in 2021) to help students discuss and create a scientific network with reputable scholars and students from other faculties or universities. The students can also participate in academic events organised by other related faculties at Unpad, at other universities or abroad.

Focus of the curriculum on qualification and competency development

The curriculum is designed to gradually develop research competence and qualifications as researchers. The programme learning outcomes (PLO) are imbedded into courses and achieved through three interrelated steps (referring to the three clusters).

Courses in the first cluster are aimed at developing research and dissemination skills, and personal development. Outputs from the cluster can be used by the students to perform activities in the second and third cluster: conducting research for their dissertations and publishing articles in reputable journals.

In the second and third clusters, students are supervised by at least three promotors: the main supervisor and the daily supervisors. The supervisors guide their students on how to conduct good research, and they discuss the conceptual/theoretical background of dissertation topics. However, the students perform all research and publication steps independently. This arrangement gives students the opportunity to develop their competence in conducting doctoral or other studies after they have graduated from the study programme.

²³ See <https://www.unpad.ac.id/agenda/the-2nd-padjadjaran-psychology-conference-series-ppcs-2021/>, last access on May 22, 2023

At the end of the programme, the students need to have at least one published paper to demonstrate that they have attained the level of competence of doctoral degree graduates and will be able to replicate all research activities as well as publication steps.

To further improve their knowledge and skills, specifically in managing and leading research activities, students pursue higher education in this programme (with courses like “advanced research methods”, “advanced statistics” and “psychology for public policy”).

Students can also enrol in various courses offered by other study programmes in FAPSI (bachelor’s and master’s degree programmes) if considered relevant to their research project.

The study programme, in collaboration with another unit in FAPSI Unpad, also offers various structured programmes to support students in conducting their research projects. For example, a series of workshops on publishing in international journals was conducted in collaboration with the Centre for Psychological Innovation and Studies at FAPSI Unpad. This workshop series consisted of lectures on and practice in different stages of writing and submitting a manuscript to an international indexed journal.

The content of the workshop is:

- (1) formulation of research ideas,
- (2) writing introduction, methods, results, and discussion sections of a manuscript, and
- (3) the submission process to the preferred journal, including how to write a rebuttal letter and the resubmission process.

Each student is obliged to work on a specific paper with his/her supervisors, assisted by an external reviewer. This workshop series is held for approximately five months with the aim of producing a ready-to-submit manuscript. Students get various inputs that contribute directly to improving the quality of their manuscript, and those can be carried forward for writing further articles, and later their dissertation.

After graduation, students can continue the dissemination of their studies and other opportunities to build scientific networks that are facilitated by the FAPSI study programme. The opportunity to write proposals to gain scholarships or to embark on other programmes for doctoral students helps students to write bids for research funding from our government and to conduct international research collaborations.

Technical offer

Besides the three compulsory clusters, the study programme offers students technical guidance such as individual advice on statistical data processing of their results if needed. The Department of Statistics helps the students in the central library. They are facilitated in mastering several tools for reference management, literature review, and qualitative data analysis. The programme also provides additional workshops such as how to analyse quantitative data using the R-Studio programme, qualitative data using NVivo Qualitative Data Analysis, or other updated programmes. Students are also encouraged to present their research findings at international conferences hosted by FAPSI (like the PPCS mentioned above). In addition, students are invited to attend the public policy workshop, where they learn how a research topic can be developed for public policy, and how to write a policy paper based on research findings.

Multidisciplinary qualifications

The study programme provides a curriculum to shape multidisciplinary qualifications for students in several ways. First, the programme is open to students from non-psychology backgrounds.

Secondly, students are required to participate in several multi/monodisciplinary conferences at a national and international level. The doctoral alumni association also organises a scientific meeting and invites student participation. These activities enhance opportunities to meet and discuss their work with participants from different academic backgrounds (non-psychology), such as from social sciences or health sciences. Thirdly, the students might disseminate their knowledge and research findings to the community as experts, training/webinar facilitators and contributors to the mass media.

Each examination is attended by the promotor team, the reviewers, and expert opponents from local and overseas locations, and from various fields (e.g., medicine, human resources management, pedagogy and education, nursing, and environmental engineering).

The examination officials are acknowledged for their expertise, both as scientists/academic experts or as practitioners. The expert opponents as reviewers and examiners give their thoughts and feedback from their fields so that the students can revise and improve their research and its findings. At the end, the feedback might be beneficial for students in giving more comprehensive public policy recommendations. Hence, the feedback and suggestions from expert opponents from the non-psychology fields improve the multidisciplinary skills of doctoral graduates in psychology.

Appraisal:

The concept of the doctoral programme (multidisciplinary approach, research focused) and the concrete implementation match the formulated learning objectives. The programme is designed to prepare students to conduct research and publish it on their own. There is a challenge for students to publish their research in reputable scientific journals. The panel **recommends** improving coaching for students on how to publish a paper or an article (e.g., the process, approaching publishers). The workshop on how to publish is a valuable start. In addition, the University should invite more speakers to talk about publishing and to provide students with more contacts, so that they can expand their network. The panel also **recommends** including open science as another source of reference for student's scientific work and as another outlet for publishing their own research.

The courses are clustered into three sequences (clusters) aimed at developing student's research skills. Different research methods and approaches to science are taught in the first cluster and must be completed before starting the second cluster. The structure and level follow the national qualification framework.

Technical offers add to the student's research competency (e.g., data analysis with R and NVivo). The panel was very impressed by the multiple public speaking opportunities students get (at conferences, during presentations, during thesis defence). It especially enables the doctoral students to discuss the knowledge gained in the specialised fields with their colleagues, to present it in front of an academic audience and to communicate it to laymen. It promotes the ability to manage a team and to carry forward the social, scientific, or cultural progress in their respective professional environment.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.2	Content					
3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		

3.3 Examination Procedures

Examinations

The examination procedures are written in the Doctoral Programme Academic Guidelines. In the doctoral qualification competency courses of the first cluster (12-14 credits) examination comprises mid-semester examination and final examination at the end of the first and second semester. Examination forms can be a case analysis, simulation, presentation, group assignment, report, and research proposals.

The third cluster examination includes:

- research proposal seminar (aimed at evaluating the quality of the proposed research and to provide feedback to improve the research proposal),
- research results seminar (aimed at evaluating the research methods and findings),
- dissertation manuscript review (aimed at reviewing and grading the dissertation manuscripts by the examiners and promotor), and
- doctoral promotion session/public defence (aimed at examining and promoting the research findings) by the expert opponents, and the academic and practitioner communities.

The passing grade for the examinations in both the courses and in the scientific publication and dissertation research categories is 68-79 (B) and 80-100 (A). If the score is below 68, the student must retake the exam. Examination scores for every semester are recorded in the SIAT.

All students are required to publish one or more papers in an indexed journal. In publishing in the journals, the students receive feedback from external reviewers with specific expertise.

Research is conducted under the supervision of the promotor team. The supervision process must be recorded as proof of the learning process, and the head promotor must submit the student's study progress report by the end of each semester to the Dean with the acknowledgement of the head of the doctoral programme. The head of the doctoral programme monitors the supervision process, providing a basis to conduct performance review of both the students and the promotor team through evaluating the study progress as well as the students' log books. The

head of the programme also monitors the students' study progress through meetings with all students twice each semester since he/she is the academic advisor.

The scores and pass categories (judisium) are written in the diploma's appendix transcript. The judisium ranges are satisfactory, very satisfactory, and with distinction (cum laude). For the "cum laude" category, in addition to the GPA, students should publish their research in an international journal that is indexed by Scopus in at least the first or second quartile. Research dissertation guidelines are communicated in writing and available for students.

Organisation of the examination procedure

Examinations for the doctoral qualification competency and the dissertation research clusters have separate procedures.

Procedure for the research proposal seminar:

- Seminars should be conducted between the second and fourth semester.
- The proposal should have been approved by the promotor team.
- Students need to submit the seminar application form to the study programme.
- During the seminar, students must present and defend their research proposal in front of the examiners and the promotor team.
- The research proposal seminar is led by the head promotor. The examiner team consists of three persons:
 - two internal examiners (from inside the faculty and university),
 - an external examiner (from outside the university).
- Students who passed the seminar (score given by the examiners higher than 68) may conduct the proposed research.

Procedure for performing the research results seminar:

- Seminars should be conducted after doctoral students have finished collecting data, analysed the data, and written the results.
- Students should have written from Chapter I (Introduction) to the Chapter IV (Results and Discussion) of the dissertation manuscript and have approvals from the promotor team.
- During the research results seminar, students must present and defend their research findings in front of the examiners and the promotor team.
- Students may continue the examination process to the dissertation manuscript review if they pass the seminar with a minimum B grade (score of 68 and higher).

Procedure for performing the dissertation manuscript review:

- The dissertation manuscript review should be conducted after the manuscript is finished, has been approved by the promotor team, and has been submitted by the doctoral student to be reviewed by the reviewer team.
- Based on the suggestions of the head promotor and the head of the doctoral programme, the Dean assigns three lecturers to be members of the reviewer team that assesses whether the dissertation manuscript qualifies for further processing. The review process takes no longer than one month.
- The reviewer team gives the manuscript a qualification score on a scale of 0-100.
- The student is deemed worthy of conducting the doctoral promotion session (SPD) if s/he gets a mean score of at least 68.

- The student revises the dissertation manuscript based on reviewer team feedback; revisions for the manuscript are discussed with and approved by the promotor team.
- After getting approval from the promotor team, the student can continue to SPD.

Requirements for performing the doctoral promotion session/public defence (SPD):

- Candidates have passed the dissertation manuscript review with a minimum score of 68.
- Candidates have submitted proof of publication of at least one research article in a reputable international journal:
 - the published article(s) consist of one scientific article or more written by the candidate as first author during his/her study in the doctoral programme, and as part of the dissertation research,
 - the journal is defined as an international journal indexed by Scopus at least within the third quartile category, that has an impact factor, and is not discontinued by Scopus at the time the paper is published.
- Candidates revise their dissertation manuscripts based on feedback from the reviewer team. Revisions must be discussed and approved by the promotor team.
- After receiving approval from the promotor team, the student is allowed to undergo the doctoral promotion session/public defence.

Procedure for performing the doctoral promotion session/public defence:

The doctoral promotion session is open to the public and the scientific community. In the public defence, examiners decide whether the doctoral candidate is eligible to receive the psychology doctoral degree. The session can also be attended by the candidates' families and relatives, students, academic staff, and other members of the community that have received an invitation.

The doctoral promotion session committee is assigned based on the Decree of the Dean of FAPSI. The committee consists of:

- the head and the secretary of the session,
- three promotors,
- three expert opponents, one of them an external examiner,
- one representative of the university professors.

Leaders of the doctoral promotion session consists of:

- as head of the session, the head of the doctoral programme, at least, leading the session procedurally and representing the Dean of FAPSI Unpad,
- the promotor team, who grade the student's academic performance,
- the examiners comprehensively evaluate and grade the student's academic performance.

The doctoral promotion session is conducted for no longer than two hours in a strict rundown. The candidate pass in one of three categories of judisium: (1) cum laude; (2) very satisfactory, and (3) satisfactory.

The registration procedure for undergoing the examinations, and all other procedures, are written as standard operating procedure for the examinations. In certain circumstances, if candidates experience difficulties that have an impact towards the examinations and academic process, they have the right to apply for academic leave for one semester.

The University has implemented the Tridharma in the Guidelines for Academic Ethics. This regulates the principle of equality.

Appraisal:

The examination forms are very diverse and allow for a thorough assessment of the achieved qualifications and competencies of students. As a requirement, doctoral candidates must publish an article in a reputable international journal during their doctoral studies. This is proof of student's deep understanding in their respective research field(s) and the value of their contribution on an international level for the scientific community.

The examinations are properly organised, and all procedures are written down in the dissertation guidelines and the educational/academic guidelines for the study programme. The University's ethical guidelines regulate equality in the study programmes. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students in special circumstances are particularly assisted.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.3	Examination Procedures					
3.3.1	Examinations			X		
3.3.2	Organisation of the Examination Procedure			X		

3.4 Didactic Concept

Logic and comprehensibility of the didactic concept

The main learning outcome (PLO) of the programme is to develop the students' ability in conducting research and disseminating the results so that they can contribute to the welfare of society. In all clusters, student-centred learning (SCL) is applied. This develops the autonomy and independence of the students by putting responsibility for the learning path in their own hands, imparting to them skills as a basis for how to learn, and the schemata required to measure up to the specific performance requirements.

Through SCL, the students are:

- actively participating,
- always challenged to employ critical thinking,
- able to analyse and solve problems through novelty of research.

Study methods applied are case studies, seminars, interactive discussions, and lecturing. Within each method, the students need to explore, judge, interpret, synthesise, and analyse problems independently to achieve the learning outcomes. The students are encouraged to gather and integrate the novelty of knowledge based on their experience during activities in "real" life. Especially the courses in the doctoral competence qualifications (first cluster) use the problem-based learning method.

The introductory seminars that precede the research proposal and research results seminars help the students to clarify and share their ideas, and to air feedback, in a forum that consists of lecturers, examiners and other students. This allows them to develop abilities relating to critical and systematic thinking, as well as problem-solving. Discussion is conducted interactively among the promotor team, the examiners, and the student. During the discussion process, students share their opinions, process, and accept feedback that can sharpen their analytical skills, and construct ideas that they might have.

The supervision process by the promotor team is an ongoing process throughout their doctoral studies. Where experts from abroad facilitate courses and workshops in the programme, the promoter team helps students to broaden their horizons, and improve their ability to develop innovative research using the latest research methods.

These various methods are conducted both in person or through blended learning (both synchronous and asynchronous learning) using the learning management system (LMS) LiVE Unpad and other online meeting platforms. Unpad has described its blended learning concept in a Handbook of Blended Learning. The didactic materials are also evolving, not only visual aid presentations but also video content, interactive video material, and online quizzes.

Doctoral students' networking

The doctoral programme also encourages and promotes exchange programmes between Unpad's psychology doctoral students with psychology and non-psychology students outside of Unpad. One of the programmes to facilitate this experience is the Sandwich Like programme. This programme is included in the scholarship scheme from DIKTI, which is aimed at promoting research collaboration between doctoral students with researchers from overseas universities, and at increasing the quality of the doctoral students' international publications. This programme has been running for five years, building relationship with overseas universities, for example the Vrije Universiteit and the Tilburg University in the Netherlands, and the University of Tennessee, Chattanooga.²⁴ The students and their research partners conduct advanced research or paper writing for three months in the overseas universities with their research partners. The study programme also conducts mandatory scientific meetings for students, such as academic refreshment. These activities involve students from various universities and educational backgrounds, with guest lecturers from local and overseas universities. During these activities, students present and discuss their ideas or their research findings, giving one another feedback and sharing their experiences to increase their research knowledge.

Scientific supervision

Assigning supervisors (promoters) for the doctoral students is in accordance with the procedure set out in the psychology doctoral programme academic guidelines. It is conducted by the doctoral programme considering the supervisor and student allocations formally issued in the Decree. The programme designs a supervision process monitoring system between student and promoters in the form of an electronic logbook, providing a gauge for quality assurance. In this logbook, students must incrementally report the research supervision process as approved by the promoters. In addition to the e-logbook, the monitoring process is conducted by students:

- reporting their research proposal revisions (after the research proposal seminar),

²⁴ See <https://www.researchgate.net/publication/311427390> Values and migration motives in three ethnic groups in Indonesia, last access on May 22, 2023

- submitting to the University ethical clearance that has been approved by the promoters and the head of the doctoral programme,
- submitting to the doctoral programme administrator, by the due date, revisions to the manuscript as approved by the promoters and decided in a written form.

Study planning and implementation, especially dissertation research, are monitored by faculty (through the faculty quality assurance unit) and the head of the programme through academic guidance. The head of the programme also acts as the students' academic advisor and communicates regularly with the students (at least twice in each semester) in person/online to discuss their progress, setbacks, or obstacles – academic or non-academic – related to their research and study. Subsequent evaluation results in an action plan which is communicated to the promoters.

Appraisal:

The didactical concept is student-centred using diverse teaching methods like projects and case studies to teach students. Through the three-fold class structure (lecture, structured assignment, individual study time)²⁵, students are encouraged to take an active role in creating the learning process.

Additionally, the didactical methods are systematically derived from the study programmes' objectives. During their course of studies, students carry out research on their own, defend the research on multiple occasions (in seminars with fellow students, in continuous meetings with their promoter team and supervisors and their final defence), and publish an article in an international respectable journal. During this process, they receive feedback and incorporate the feedback in their research. They also gain new insights and ideas from peers and their promoters, and lecturing supervisors which they are able to synthesise and evaluate.

The didactic concept of the doctoral programme is developed in accordance with the objectives. It is particularly aimed at enabling doctoral students to be able to carry out critical analyses, evaluations, and syntheses of new and complex ideas.

The University also uses blended learning methods and has published a handbook for carrying out blended learning activities. The learning methods support the achievement of the study programmes' objectives.

The programme promotes the exchange of experiences and research results among the doctoral students during the research proposal seminars. This contributes towards the broadening of student's research horizons.

Being allocated to a supervisor and a promoter team secures a continual and intensive professional, methodological and scientific supervision of the doctoral students. Moreover, the panel underlines the benefits students gain from sharing their research with different faculties as at least one promoter stems from a research field different from psychology.

Lecturers/promoters could help out more with publishing. The requirement to publish in an international reputable journal (during student's second cluster), is a very challenging task. The panel **recommends** inviting more guest lecturers for talking about publishing and as additional contacts for students.

²⁵ see chapter 3.1

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept		X			
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		

3.5 Professional Competencies/Employability

The main objective of the doctoral programme is to produce graduate who become:

- Academics,
- Researchers, or
- Supervisors in a research programme.

To support them, the students collaborate with the promoters in conducting their research.

Students are able to obtain research funding and manage their research process until it is completed, which is another essential skill for their future as a researcher.

In general, graduates become scientists that can manage their own research and develop novelty in psychology. Most of the doctoral students have worked as lecturers and researchers in many institutions, universities, schools, or even industry and as consultants. Results of the tracer study (TS) of doctoral students indicate that graduates have adequate abilities and skills (averaging 4.0 on a scale of 1-5) to support them in their roles as lecturers and researchers in universities or in consulting firms/institutions.²⁶

Moreover, during their study, the students can choose several personal development programmes, such as teaching assistant at master's and bachelor's level programmes in FAPSI. For example, a student was a teaching assistant in the advanced experimental psychology course for the bachelor's programme. They can serve on the organising committee for scientific meetings conducted by the study programme, the alumni association, and the faculty. They can become a moderator for the guest lecturers' courses, and webinars.

Students can also develop their individual interests through the independent study course (first cluster). The promoters direct students towards choosing activities within the course that correspond to their specific research. The study programme also facilitates interest in individual research topics by providing suitable co-promoters.

²⁶ see Tracer Studies and p. 27 self-evaluation report

Furthermore, doctoral students are encouraged to participate in national and international scientific conferences relevant to their research topics. This is very pertinent, because one of the competencies of doctoral students is having the skill to disseminate research plans and results. Since these scientific dissemination activities are part of the curriculum, students will get credit points for their participation when they can show the certificate of attendance and presentation.

Appraisal:

Students in the doctoral programme gain professional skills during teaching assignments, as moderators for guest speakers, and in doing collaborative research with their promoters. The tracer studies are proof that students have the relevant skills for the job market. The panel was very impressed by the multiple public speaking opportunities students get (at conferences, during project/research presentations, during thesis defence, teaching in other study programmes, moderating webinars).

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.5	Professional Competencies / Employability			X		

4. Scientific Environment and Framework conditions

4.1 Teaching Staff

Structure and number of teaching staff

The doctoral programme is the flagship for conducting investigations and creating innovations in quality research. Its academic services are supported by lecturers who have a focus on psychological research in various fields. In total, there are 20 lecturers (57 % female, 43 % male), 16 of them full-time, and four of them international, employed part-time. Their functional positions are professor (three), associate professor (13), and assistant professor (four). The lecturer-student ratio is 1:3.3.

Co-promoters in the doctoral programme especially need to exhibit research capability and expertise in their field. Unpad collaborates with other HEIs (Radboud University Nijmegen, Maastricht University, Vrije University, Universiti Kebangsaan, Malaysia) to administer a joint supervisor programme that allows students access to reputable supervisors from collaborating HEIs. These supervisors are chosen according to their expertise, and they direct each student while giving her/him the breadth to innovate.

Scientific qualifications of the teaching staff

According to Ministerial Regulation of the Minister of Education and Culture,²⁷ lecturers hold academic positions starting from assistant professors, to associate professors, to full professors.

²⁷ article one Number 08/2014

The appropriate educational qualifications and academic positions are a prerequisite for faculty members' assignments.

“Tri Dharma Perguruan Tinggi” is the main paradigm for Indonesian faculty members, and it delineates the three main roles of academic staff:

1. professional educators,
2. scientists with the main task of transforming, developing, and disseminating knowledge, technology, and art through education and research, and
3. doing community service.

Indonesian academic staff progress through academic positions from lecturer to assistant professor, associate professor, to professor. Qualifications for each position are set out below:

- **Professor** or “Guru Besar” is the top academic staff position in an HEI for someone still actively teaching. A candidate for professor should have the following qualifications:
 - a doctoral degree from a reputable HEI for at least three years, and
 - impactful research work published in reputable journals as first author.
- **Associate professor** or “Lektor Kepala” are academic staff members who meet the following criteria:
 - a doctoral degree,
 - scientific publications in reputable journals, and
 - have supervised at least 40 students in undergraduate programmes.
- **Assistant professor** or “Lektor”, or “asisten ahli” is an academic staff member with:
 - scientific publications in reputable national journals as first author, and
 - at least a master’s degree.

Lecturers must also meet the qualifications listed in the 2019 “Operation Guide for Promotion of Faculty Members”. All faculty members should hold doctoral degrees related to, and conduct research on topics related to psychology. Research topics are included in the working group programme under the research centre (Centre for Psychological Innovation and Research/PSIPP). Therefore, the topics should be aligned with the academic vision, with the aim of developing courses in the faculty.

Faculty’s scientific activities

Lecturers at FAPSI Unpad besides university teaching and learning also, actively participate in academic activities such as research collaborations, appearing as keynote and invited speakers, and reviewing scientific papers for overseas organisations and educational institutions. Collaboration institutions include the EuroQol Group and Radboud University, Nijmegen, in the Netherlands, Universiti Malaysia Sarawak (UNIMAS), the Symbiosis College of Arts and Commerce in India, Gdansk University in Poland, Purdue University in the United States, and other international institutions from all over the world.

Prominent faculty members are acknowledged and recognised as leaders in their academic forums, such as: the Association of Indonesian Psychological Higher Education Providers (AP2TPI); the Indonesian Association of Clinical Psychologists (IPK), West Java region; the Indonesian Psychology Association, West Java region (HIMPSI Jabar); the ASEAN Regional Union of Psychological Societies (ARUPS), and EuroQol. Furthermore, faculty members are recognised as reviewers in leading international journals and appear as keynote or invited speakers in scientific gatherings.

Pedagogical qualifications of the teaching staff

The pedagogical and didactic qualification criteria for becoming a lecturer are the instructional techniques training (PEKERTI) and the applied approach (AA). PEKERTI and AA are training programmes organised by the Directorate General of Higher Education (Dirjen Dikti) to improve the professional competence of academic staff. PEKERTI and AA are mandatory under Indonesian law. PEKERTI is intended for new academic staff to train them to prepare learning programmes, acquire teaching skills, and evaluate PLOs. AA is intended for senior academic staff, to enhance their insight and skills to develop the quality of the learning process and student learning outcomes. The AA programme is a continuation of PEKERTI.

Unpad intends to be a pioneer hybrid university in Indonesia. Hence, a mastery of blended and hybrid learning by academic staff is essential. To ensure the continuity of blended and hybrid learning methods, Unpad conducts various types of training for faculty related to handling and delivering blended and hybrid learning. Furthermore, Unpad appointed champions to serve as agents of change, encouraging fellow faculty members to apply blended learning methods.

To ensure that the teaching process is carried out to a high standard, every semester each faculty member's quality of teaching is assessed by students through PACIS. In addition, Unpad monitors academic staff regarding the implementation of teaching tasks and their burdens. Each semester, academic staff are required to report workload plans (Beban kinerja dosen-BKD) for the next semester, and report on performance for the previous semester (Laporan kinerja dosen-LKD) through SIAT, and this determines remuneration for each academic staff member.

Internationality of the teaching staff

There are twelve lecturers who graduated from international HEIs in the Netherlands, UK, Australia, USA, Austria, Japan, and Germany. In addition, the programme has five international lecturers from different universities in the Netherlands and Malaysia. Furthermore, academic staff are invited to partner universities as guest lecturers to share their knowledge and expertise on various topics. Currently, there are four lecturers who were appointed as guest lecturers at four different Universities in Malaysia, India, and the Netherlands (at Radboud University, Nijmegen on the topic of pain perception, at Symbiosis College of Arts and Commerce on the topic of well-being at work, and at Universiti Malaysia Sabah and Universiti Malaysia Sarawak on educational and developmental psychology).²⁸

The academic staff participate in various international conferences, regularly publish international peer-reviewed journal articles, become reviewers in international journals, and collaborate with multi-centre research around the world. One lecturer received a research grant from Euroqol Group to conduct research on the quality-of-life measurements.

At least seven faculty members are involved in international collaborative research. This includes broader research topics, such as: Gen Z research with Wright State University; quality-of-life research with EuroQol and Vrije University; development of TRKB test kits with Radboud Universiteit, Nijmegen, and a Polish version of TRKB with Cardinal Stevan Wjsjynski University, Warsaw; publication pressure with VU University, and statistics anxiety with the University of Sussex, affective appraisal of food images with several countries in Netherland, Canada, Bulgaria, Korea, Thailand.

²⁸ See <https://psikologi.unpad.ac.id/en/faculty-of-psychology-at-universitas-padjadjaran-cooperated-with-radboud-university-nijmegen-held-a-hybrid-practicum/>, last access on May 22, 2023

Internal cooperation within the faculty

FAPSI holds pre-semester preparatory meetings and mid-semester meetings, attended by all lecturers, that focus on coordinating academic activity. At the beginning of the semester, a coordination meeting between the lecturers is held that is focussed on the programme's learning objectives and education objectives, to reinforce their alignment with the course curriculum and ensure the achievement of the program's educational outcomes. The meeting also involves coordinating schedules, distributing teaching materials, and determining joint assignments. This is intended to avoid repetition or excess in assignments given to students.

Monthly coordination meetings are held between faculty management, heads of department, and heads of study programmes aimed at sharing information, planning programmes, and improving performance. Faculty meetings with all faculty members are held every three months (twice every semester). Social gatherings are held to continue to create togetherness among lecturers.

FAPSI has nine working groups coordinated by the Centre for Psychological Innovation and Research.²⁹ Within (and sometimes among) the working groups, the academic staff work together to conduct research, and scientific development in the field of psychology. These working groups are fluid; members come not only from the same departments (e.g., human capital and entrepreneurship studies, intergenerational studies, positive psychology, political psychology, social anxiety, social cognition, social and community, statistics and education, and health psychology). The working groups collaborate with various institutions in the context of psychological assessment and intervention: e.g., the human capital and entrepreneurship studies working group operates in various fields, such as employee selection, potential review, and employee training and development. Several elective courses were developed according to topics raised in the working groups.

FAPSI also has the Centre for Psychometric Studies, which collaborates with various institutions to develop measuring tools or psychological tools, and the Centre for Industrial and Organisational Studies.

Appraisal:

The structure and number of the faculty correspond to the doctoral programme's requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time, part-time, and visiting lecturers, guarantees that the necessary professional breadth and depth in scientific education are fully satisfied. The University also collaborates with other institutions for co-promoters to ensure qualified supervision of its doctoral students. Unpad employs more female than male lecturers in the programme.

The University verifies the academic and pedagogical qualifications of the faculty by means of an established procedure based on national regulations. Several lecturers have earned their PhD abroad. Specific measures for the further qualification of the faculty members are implemented (e.g., PEKERTI and AA). The panel underlines the special skills of the faculty regarding hybrid and online teaching.

The international composition of the faculty is very good – there are several lecturers who studied and obtained their degrees abroad, international guest lecturers are invited and some conduct

²⁹ See <https://psikologi.unpad.ac.id/working-group/>, last access on June 3, 2023

research on an international level. The jointly taught virtual classes are another example for international lecturer collaboration. Lecturers are encouraged to go abroad. However, more funding is needed to fulfil that wish of the University and accommodate all lecturers who pursue further education abroad.

The faculty members cooperate with each other and with PhD students on publications and/or to jointly teach classes (information given during the interviews, list of publications of doctoral students provided by the University). Several working groups have been established for collaboration within and among different departments of the faculty. Lecturer meetings take place regularly and more than once per semester.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty			X		

4.2 Cooperation and Partnership

Scientific integration of doctoral students

FAPSI Unpad expands its networks by collaborating with various HEIs in Indonesia and abroad. Below is a list of collaborations that involve the doctoral programme directly (e.g., joint supervision, visiting lecturers) and indirectly (e.g., short courses open to all students, including doctoral programme students). These collaborations have been legalised both in the form of a memorandum of understanding and by Decree of the Dean of the Faculty of Psychology.

No	HEI and academic institutions	Country	Scope and nature of cooperation
1	Yamano College of Aesthetics	Japan	Joint course
2	Tsukuba University	Japan	Visiting lecturers
3	Universiti Malaysia Sarawak (UNIMAS)	Malaysia	Visiting lecturers
4	Universiti Malaysia Sabah (UMS)	Malaysia	Visiting lecturers, Joint seminars
5	Symbiosis College of Arts and Commerce	India	Visiting lecturers

6	Taipei Medical University	Taiwan	Visiting lecturers
7	Leibniz Institute for Educational Trajectories	Germany	Short course
8	Radboud University	The Netherlands	Joint course, visiting lecturer, short course
9	Vrije Universiteit Amsterdam	The Netherlands	Visiting lecturers
10	University of Gdansk	Poland	Visiting lecturers
11	York University	Canada	Visiting lecturers and international conference
12	International Survey Children's World	Multi countries	Short course
13	Yayasan Pendidikan Maryana - Sekolah Bunda Asuh Nanda	Indonesia	Professional Psychology Work Practice
14	Yayasan Bangun Tunas Bangsa	Indonesia	Professional Psychology Work Practice
15	Thursina Internasional Islamic Boarding School	Indonesia	Professional Psychology Work Practice
16	Faculty of Psychology Universitas Kristen Maranatha	Indonesia	Visiting lecturers, joint courses, student exchange
17	Faculty of Psychology Universitas Islam Indonesia	Indonesia	Visiting lecturers, joint courses, student exchange
18	Fakultas Psikologi UIN Sultan Syarif Kasim Riau	Indonesia	Visiting lecturers, joint courses, student exchange
19	Kamikinde Playschool Bandung	Indonesia	Professional Psychology Work Practice
20	SOS Children's Villages Indonesia	Indonesia	Professional Psychology Work Practice

Moreover, foreign collaborators were involved in various activities held by the faculty and the doctoral programme, like the following:

- joint co-promoters for doctoral students,
- lecturers in the ethics course with faculty members of Unpad,
- participating as speakers in a workshop on writing international scientific articles,
- speakers on a short course: six foreign collaborators have participated as speakers in the short course on families during the pandemic, which was attended by doctoral students.

The involvement of these international experts and collaborators provides students with knowledge of research in psychology and its current trends, skills in writing international journal articles, and the opportunity to work with their international counterparts.

Furthermore, doctoral students are encouraged to participate in national and international scientific conferences relevant to their research topics. This is very pertinent, because one of the competencies of doctoral students is having the skill to disseminate research plans and results. Since these scientific dissemination activities are part of the curriculum, students will get credit points for their participation when they can show the certificate of attendance and presentation.

Another programme that can strengthen students' research competencies is the collaborative research programme with scholars from other universities, both national (i.e., the universities where doctoral students work) and international (i.e., Maastricht University, Radboud University,

Vrije University). This gives students the opportunity to produce reputation-enhancing scientific journal articles. For example, two students were involved in cross-country research conducted in Canada, South Africa, Norway, Spain, and several countries in Asia (India, the Philippines, China).³⁰ Some students have also collaborated as members of the International Society for Child Indicators (ISCI).³¹

Appraisal:

The University collaborates with other HEIs and institutions to offer students a wide range of expertise including different perspectives. At least one co-promoter must be from a university abroad. Students are explicitly encouraged to participate as speakers in conferences to disseminate their research, an integral part of the curriculum and learning objectives.

Doctoral students also often engage in collaborative research with their co-promoters. However, this is not an obligatory part of the curriculum. The panel **recommends** increasing (international) networking of their doctoral students. The collaborative research programme is very beneficial to in this regard. In addition, doctoral students could be invited to the working groups at the Centre for Psychological Innovation and Research where lecturers within and among these working groups collaborate with each other on joint publications.³² The supervisors should include doctoral students in their professional/academic networks.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		

4.3 Programme Management

Structural organisation

The doctoral programme is led by the head of the study programme, who is responsible to the Dean and coordinates daily work with the vice dean of academic, student affairs and research. The head of the study programme is responsible for:

- planning, conducting, developing, controlling, and monitoring the quality of teaching that is aimed at achieving the PLOs,

³⁰ Publication: „The Work-Family Interface in Global Context”, 2017, Routledge

³¹ See <https://iscweb.org/about-us/researchers-and-partners/the-teams/indonesia/>, last access on May 22, 2023

³² See chapter 4.1

- establishing and executing strategic planning, programming, and budgeting for the study programme, and
- organising and developing the curricula.

To ensure successful teaching activities, the head of the programme cooperates with the head of the human resources department.

In cooperation with the quality assurance unit, the head of study programme organises learning evaluations on a regular basis and uses the results to improve the quality of the programme.³³

The head of the study programme is required to report all relevant information directly to the Dean.

Management support

FAPSI is committed to providing resources, finance, and budgeting to support various activities in the doctoral programme. Two administrative staff are dedicated to support the graduate programme, with professors prioritised to handle doctoral students before others. The study programme has committed its programme and budget to financing various visiting lecturers to broaden horizons for students while exposing them to prominent scholars. The faculty conducted academic refreshment activities to enhance student and lecturer knowledge in research and teaching. To stimulate and motivate students and lecturers to produce good quality scientific work, there is a continuous programme to guide academic writing and dedicate funds to support publishing.

Documentation of the doctoral programme

A written explanation of the doctoral programme appears on the website³⁴, and a yearbook is distributed to new students. This includes a general description of the study programme, and of the curriculum, outlining courses and numbers of credits. Information listed includes the lecture curriculum, graduate learning outcomes, career/graduate information, and information on academic services.

In addition, Unpad has an AKU (Ayo Kenal UNPAD – Let's Get to Know UNPAD) programme, publicly available via YouTube.

During doctoral study, students are obliged to record their study process using a logbook and planning card. All necessary documents and forms can be downloaded from the study programme website and are collected as a requirement of thesis defence. All filled-out documents are recorded by the academic administration and can be accessed by an interested party.

Appraisal:

A programme manager coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The processes are embedded in the University's quality assurance system.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined.

Information on the study programme is documented and available via the website to all interested parties.

³³ See chapter 5

³⁴ See https://psikologi.unpad.ac.id/en/home_english-page/, last access on May 22, 2023

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.3	Programm Management					
4.3.1	Structural Organisation			X		
4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		

4.4 Material Resources

Quality of classrooms and working environment

There are six classrooms on the third floor of Building 3 (the RM. Soemarto building) dedicated to the postgraduate programmes. Postgraduate students can use individual workspaces and discussion room facilities in the faculty and central libraries.

Facilities include access to public amenities such as toilets, student services (administration, counselling room, ULT), pantry, prayer room, and canteen. Transportation (odong-odong) is also provided to facilitate student mobility within the campus.

The learning environment of FAPSI is barrier-free; i.e. there are supporting facilities for people with disabilities, especially for wheelchair users and blind people. Ramps or special paths for people with disabilities connect the buildings. This design was initiated to provide comfort and ease of access for people with disabilities.

In order to become a hybrid university, Unpad has facilitated hybrid classes that allow parallel online and offline learning approaches. There are two hybrid classes and one podcast room in the K room on the second and third floors of the Mar'at Wiraatmaja building. This hybrid class has capacity for 20 people, and is equipped with multimedia technology, and comfortable tables and chairs. Multimedia facilities allow online participants to view the entire class.

Wifi facilities are available throughout the campus area under the Unpad Wifi network that can be accessed by student or staff identification number via single-sign-on (sso) authentication. Students or staff can access internet facilities 24 hours a day, seven days a week by connecting to pintas.unpad.ac.id. There are also extra hotspot facilities through eduroam, as Unpad participates in the international roaming service.

Psychology laboratory facilities

To support the learning process, FAPSI provides a laboratory on the second and third floors of Building 2. This laboratory is used to facilitate practicum activities, including research and development of psychometric tools. Facilities available in the laboratory include 40 individual lab rooms equipped with one-way mirrors and CCTV, five observation rooms with one-way mirrors, a lab

equipment display room, an administration room, a CCTV monitor room, a workshop, EEG laboratory, and VR laboratory.

To support practicum activities and professional skills, psychological test tools are provided in the laboratory, including a digital speed anticipation reaction tester and simple reaction time tester, a depth perception box, a Muller-Lyer illusion tester, a Poggendorff illusion tester, a steadiness tester, wiggly block, visual motor coordination tester, mirror tracing apparatus and other cognitive tests.

To support academic activities that need computers, a central lab is provided in the Blue House (Gedung Biru). This lab can be accessed by all Unpad students on courses under the guidance of a lecturer.

Equipment (literature, magazines, databases) for the library

All students and lecturers are library members and need to activate their accounts by registering through the online library.³⁵ Each year, the libraries ask faculties to provide a suggested list of books, journals, and databases needed by the students.

Offline: Students can visit the faculty and central libraries every weekday (Monday to Friday) from 8 am to 3 pm. FAPSI's library has a collection of 15,754 psychology titles. The central library holds 62,427 books for all faculties. Books can be read on the spot or borrowed to take them home.

Online: Students can access the public website. Through their personal account (their own PAUS ID), students and lecturers can access online magazines, databases, journals, and ebooks.

- Final assignments (thesis, master's thesis and dissertation) can be accessed online.
- Unpad provides facilities for students and academic staff to access the latest journals and ebooks.³⁶ Access is provided to Cambridge Core, Scopus, EBSCOHost, Emerald, Oxford, SAGE Journals, SAGE Research Method, Springer Link, Springer Experiment, Nature, WestLaw, and Clarivate Analytics. Journals and ebooks are available anywhere using PAUS ID.
- Students have unlimited access to JPSP, a scientific publication in psychology that uses the online journal system (OJS). This journal contains scientific articles on research results related to the basic science of psychology and its application by psychologists. The fields of psychology include: clinical psychology for adults, children, and adolescents; industrial and organisational psychology; educational psychology; social psychology, and; general and experimental psychology. Students can easily access the literature they need to support their studies. In addition, there are several other supporting facilities such as Kandaga, the faculty library repository. JPSP can be accessed online.³⁷

The library staff are professional librarians with relevant academic qualifications and are certified to manage the central and faculty libraries.

Students can use the Turnitin service to detect plagiarism in research and access a proofreading service which supports them to publish their studies in reputable journals.

The "Statistics Corner" is a place to conduct consultations or discussions related to statistical analysis.

³⁵ See https://lib.unpad.ac.id/index.php?select_lang=en_US, last access on May 22, 2023

³⁶ See <https://pintu.unpad.ac.id/>, last access on June 3, 2023

³⁷ See <https://jurnal.unpad.ac.id/jpsp/>, last access on June 3, 2023

Appraisal:

The panel was impressed with the facilities and equipment of the faculty. The quantity, quality, media, and IT facilities go beyond the standards required for the programmes. They include innovative features such as a virtual reality room, or the hybrid teaching room with a 360-degree camera that automatically adjusts to the teacher's movements and offers two perspectives for the students on the screen – they can see the teacher and the classroom. The teacher can also manually adjust the camera setting with simple hand gestures. Moreover, the panel visited the podcast room and laboratories at the faculty. These are also up to modern standards.

The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. Enough group rooms are available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g., electronic media, databases) is ensured. The panel highlights the very good access to a large number of reputable and high impact online journals.

Access to relevant digital media is available from the students' home. Furthermore, sufficient financial means are available to update the portfolio on a yearly basis. The research interests of the doctoral students are taken into account. There are specific consulting and research opportunities (e.g., qualified library staff, software like Turnitin and proofreading software, statistics corner and laboratories).

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library		X			

4.5 Finance Planning and Financing

Finance planning and financing of the doctoral programme

Unpad is a state University (PTNBH) that is financed by the Indonesian government. The government is committed to dedicating 20 % of the state plan budget to education. As a second stream of income, Unpad is privileged in being able to collect public funds such as student tuition, collaboration with various partners, and alumni funds. Furthermore, Unpad can manage budgeting and financing independently to ensure that all academic activities in all study programmes are funded. Each study programme is asked to make a yearly budget that merges into the faculty budget, including practicum costs and expenses of part-time and visiting lecturers. Every semester, usage of the study programme fund is evaluated along with the programme implementation. All financial activities in the faculty and the University are supported by the Oracle finance system to ensure accountability.

Financial support and scholarship programmes

The University provides three kinds of scholarships for its doctoral students:

- A high-profile research grant called the Unpad Doctoral Research and Dissertation (RDDU) which can be accessed by promoters as a source of research and to fund a doctoral student's tuition fee.
- The Beasiswa Program Doktorat Padjadjaran (BPDP) or The Padjadjaran Doctoral Programme Scholarship, is a scheme which can be accessed by prominent doctoral candidates on agreement that they will work as lecturers at the faculty after completing their education. The candidates need to be younger than 30.
- The Beasiswa Unggulan Pascasarjana Padjadjaran (BUPP) or the Padjadjaran Excellent Postgraduate Scholarship is a doctoral scholarship scheme that can be accessed by prominent doctoral students who have conducted research proposal seminars.

The external institutions that provide scholarships for the students are:

- The Ministry of Finance, which provides LPDP scholarships for any Indonesian doctoral candidates who apply to programmes that have obtained national accreditation at grade "A"; this includes the psychology doctoral programme.
- The Ministry of Defence, which provides scholarships for any candidate from the Indonesian Army, including from the army's psychological unit.
- The Ministry of Religious Affairs and the Ministry of Education and Culture, which provide scholarships for their staff who pursue higher degrees.

Doctoral students have access to further financial support:

- A publishing fee from the University when their articles are published in an accredited and reputable international journal, and affirmed as part of the Faculty of Psychology,
- Payment for proofreading services from the University for articles to be published in an accredited and reputable international journal, and affirmed as part of the Faculty of Psychology, and
- The Ministry of Higher Education provides grants related to writing the dissertation, such as the enhancing international publication programme, or the doctoral dissertation grant.

Appraisal:

The University is securely funded by the government. The head of the doctoral programme prepares a budget plan on a yearly basis including expenditures for visiting lecturers. Each cohort of students starting within the accreditation period can complete the study programme.

Doctoral students have access to scholarships from Unpad and the government (ministries). The Ministry of Higher Education also offers grants for doctoral dissertations. Doctoral students can further earn income through teaching, proofreading, and publishing their own articles.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Programmes			X		

5. Quality Assurance

Quality assurance in terms of content, processes and results

Generally, there are two systems of quality assurance at Universitas Padjajaran: internal and external. The internal system is organised by the quality assurance department (at the level of the University) and the quality assurance unit (at the level of the faculty). External quality assurance systems include national and international accreditation.

The concept of quality assurance at Unpad is established based on national regulations.³⁸ The concept includes five main important elements: planning, implementation, evaluation, control, and quality improvement. The concept and standards of quality assurance at Unpad are formalized in the “Quality Policy” and the “Quality Standard”. The policy describes quality assurance regulations and strategies at Unpad, while the standards include specific criteria for graduates, learning contents, learning processes, assessments, academic staff, and infrastructure.

To satisfy the first element (**planning**), Unpad defines its strategic planning in the Rencana Strategis Unpad. Accordingly, FAPSI specifies its specific targets and strategies.

The second element, the **implementation** aspect, is conducted by the working units at FAPSI, including the dean and vice deans, managers of academic, student, and alumni affairs, managers of research and cooperation, study programmes, the centre for psychological innovation and research, the centre for psychometrics, assessment, and evaluation, and the studio for continuing education in psychology. Each working unit has specific responsibilities, for example the manager of academic, student, and alumni affairs is responsible for student activities and alumni, while the job description of manager of research and cooperation includes managing collaborations.

The third element **evaluation and monitoring** at FAPSI, is conducted on a regular basis by the quality assurance unit, which consists of academic staff supported by selected students.³⁹ The annual report book includes information on admissions, learning contents, processes and outcomes, research, and community service, as well as the achievements of students and faculty at FAPSI. It is handed out to the students, academic staff, alumni, and stakeholders during the FAPSI’s annual Dies Natalis event.

³⁸ Kemenristekdikti, Number 62/2016

³⁹ Students with interest and motivation to engage in this unit, can apply and will be selected after an interview. Their main tasks are data analysis and writing evaluation/ assessment report.

In addition, internal (by students and academic staff) and external (by alumni and stakeholders) evaluations are conducted by each study programme and Unpad. Internal evaluation covers study workload, learning outcomes of each course, general learning processes, satisfaction of the faculty, recommendations for further improvements from students and faculty. All of these aspects are contained in a questionnaire distributed to all students. External evaluation includes (but is not limited to) information about the perspectives of alumni, success rates, graduate employment, employer satisfaction and recommendations from alumni and stakeholders for further improvements. Questionnaires are sent to alumni and stakeholders annually.

All evaluation results are considered as part of the fourth element **control**. Control is directly organised by the dean and vice deans, who also ensure that measures are implemented. During the control process, issues and strategies are clearly defined and discussed with the specific working unit, including study programmes.

The last element **improvement** is coordinated by the dean and vice deans. During this process, all improvement points are defined, and technical procedures explained. Improvement points, as well as all points that are not modified, are set as the next target (as is the first element, planning) and these are subject to evaluation; therefore, quality assurance can be viewed as a cycle for improving quality (see below).

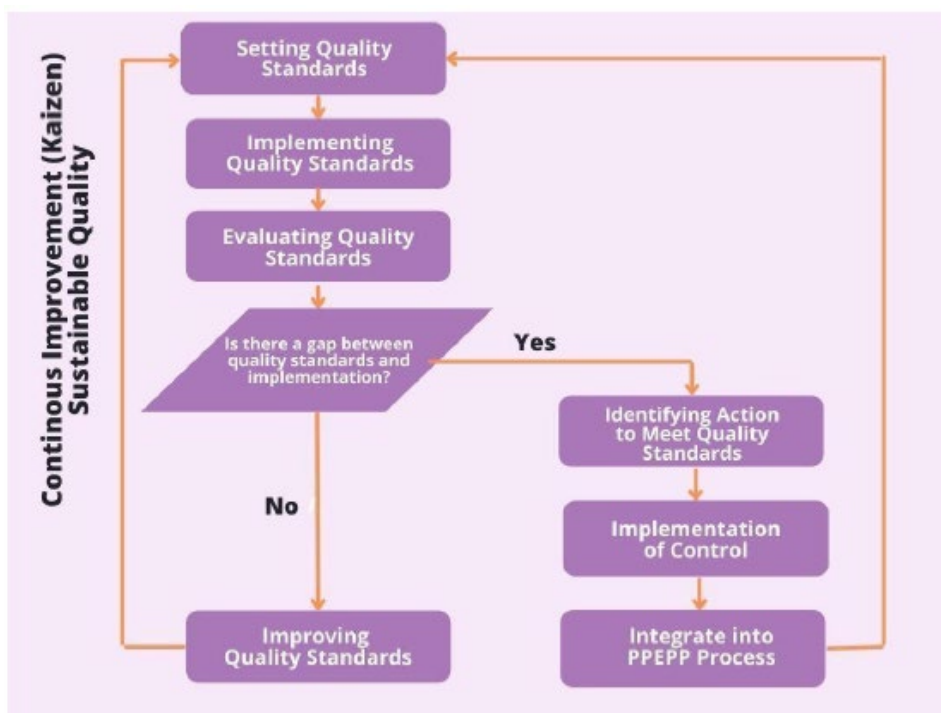


Figure 1: Internal Quality Assurance System of Unpad

Inclusion of quality assurance in a superordinate quality concept

The University has involved the study programme in the quality assurance process through the following procedures:

- The University gave feedback towards the outcomes (e.g., students' publication, see supporting document and the process (e.g., number of registered students each year
- The university mandates each faculty, including the Faculty of Psychology, to have an Ad Hoc Committee of Postgraduate Study (KAPP-Komite Adhoc Pendidikan Pascasarjana).

This is based on the Rector's decree number 38 issued in 2021. This committee has the function of ensuring the implementation of high-quality postgraduate education process in accordance with these guidelines via at least three areas:

- publication process
- graduation process, and
- the process of granting judiciary.

This committee, via the head of the study program, can exchange information and discussion with the Directorate of Research and Community Service in the university level.

All study programmes at Unpad follow the quality assurance procedure described above. Study programmes, including the doctoral programme in psychology, regularly submit their reports about actual conditions, developments, and issues to Unpad. Evaluation reports and the documentation of measures are subject to monitoring and evaluation by the quality assurance unit, which reports directly to the dean of FAPSI. The dean is responsible for the control and improvement elements, and reports on these to Unpad.

The educational guidelines for the programme stipulate that the research conducted by students refers to the focus of the latest research topics developed by the faculty.

Evaluation by Doctoral Students

Evaluation by students is conducted every semester in two forms. First, the students are required to fill out an online questionnaire available through their PACIS account to assign final scores to each course. This evaluation includes feedback on lecturers' teaching performances. Secondly, students provide their evaluation of courses they have attended via a Google form organised by study programme and monitored by the quality assurance unit. Each questionnaire consists of three aspects.

- educational activities, including clarity of PLOs, appropriateness of workloads, learning materials and learning outcomes, transparency, and objectivity of assessment of the courses,
- self-regulated learning, self-management, and self-engagement,
- evaluating academic staff (lecturer's competence, student-lecturer interactions, and effectiveness of supervision).

The evaluation results are analysed both by the study programme and the quality assurance unit and are discussed during semester preparatory and evaluation meetings held every January and August with all academic staff. In addition, each academic staff member obtains individual evaluations of their teaching performance in their google drive folder. The evaluation results are also communicated every semester to students during an event called Ngariung Dekanat. Potential improvements, including modification and adaptation of all learning aspects, such as content, workload, methods, and processes, are specified and are implemented in the next semester. Both evaluation results and discussions with both faculty and students are documented by the study programme, quality assurance unit, and vice dean of resources and organisation. The results of this discussion were also reported to the teaching staff.

Evaluation by supervisors

Every semester, supervisors are invited to discuss the processes and development of the research projects they supervise. They offer feedback in the form of a focus group discussion (FGD)

that is organised by the doctoral programme. Emerging issues are discussed in detail, including potential solutions. The doctoral programme defines these solutions as adaptations and implements them in the next semester. These modifications are evaluated at the end of the next semester by the study programme and a new process begins. All processes including the results of FGD, descriptions of modifications, and evaluation results are documented by the doctoral programme.

Evaluation by third parties

The evaluation by stakeholders, including alumni and their superordinates, is carried out annually within the tracer study (TS). The TS are conducted by the CDC and FAPSI during the faculty's Dies Natalis in October each year.

Every alumnus is sent two questionnaires:

- 1) one to be filled out by him/herself as an alumnus of the study programme, and
- 2) one to be filled out by his/her superordinate.

The following information has been collected during TS sessions: perceptions of the employers about the competencies, working habits, and commitment of the alumni; the affiliations of the alumni; career development of the alumni.

To ascertain the achievement of the PLOs, an evaluation of the curriculum is conducted every five years. FAPSI invited alumni, students, academic staff, users, and HEI stakeholders to participate in the curriculum evaluation. This evaluation serves as the base for developing the outcome-based education (OBE) curriculum.

In addition, third parties, including the public, provide their evaluation of FAPSI incidentally after special events. The quality assurance unit analyses the data and reports the results of the TS.

The results are considered as part of the control and improvement process. Potential improvements, including technical details, are discussed with academic staff, students, and representatives of the alumni. Study programmes implement modifications, and these become subject to evaluation in the next semester (the cycle of quality assurance). All processes and procedures are documented by the quality assurance unit.

Appraisal:

The quality assurance and development procedure follow a plan, do, check, act cycle. This includes monitoring all processes systematically and continuously to develop the quality of the programme (contents, processes, and outcomes). The panel underlines that the University has employed very qualified staff members for this purpose.

Quality assurance is based on multiple evaluations including students, lecturers and third parties (alumni, graduate users). The evaluation results are thoroughly analysed. Important performance indicators such as student workload, success rate, and graduate employment as well as the profile of the student population are taken into account. Faculty members and students participate in the evaluations. The results are documented in the annual report book which is distributed to faculty, students, and all interested parties. Responsibilities are clearly defined. Faculty members and selected students are part of the quality assurance unit. The panel suggests involving students even more, for example when looking at evaluation results and brainstorming measures for improvement.

The quality assurance of the doctoral programme is embedded in the quality concept of the University and in the concept for the research of the faculty and the higher education institution.

The evaluation by supervisors is done via a focus group discussion. The panel critiques that this process is not anonymous and **recommends** additionally, developing an anonymous questionnaire to be completed by doctoral students and supervisors.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors				X	
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		

Quality Profile

Institution: Universitas Padjadjaran

Programme: Psychology (Doctor)



Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			X		
1.2	Positioning of the Doctoral Programme in the education market			X		
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates			X		
1.3.1	In the research fields			X		
1.3.2	Outside the research fields			X		
1.4	The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		
1.5	Gender Equality and Equal Opportunities			X		
2.	ADMISSION					
2.1	Admission conditions and procedures			X		
2.2	Selection procedure			X		
2.3	Transparency of the Decision on Admission			X		
3.	IMPLEMENTATION					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulation				condition	
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		
3.2	Contents					

3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		
3.3	Examination Procedures					
3.3.1	Examination			X		
3.3.2	Organisation of the Examination Procedure			X		
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept		X			
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		
3.5	Professional Competencies/Employability			X		
4.	SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty			X		
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		
4.3	Programme Management					
4.3.1	Structural Organisation			X		

4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library		X			
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programm			X		
4.5.2	Financial Support and Scholarship Programms			X		
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors				X	
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		