Indonesia Good Practices
on Quality Assurance, Recognition
and Student Mobility Programs

Intermediate Senior Officials' Meeting (ISOM)

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MoRTHE's
Vision & Mission

Vision

- Support national competitiveness through **creation of higher <u>quality</u> education** combined with **science & technology, and innovation capability**.
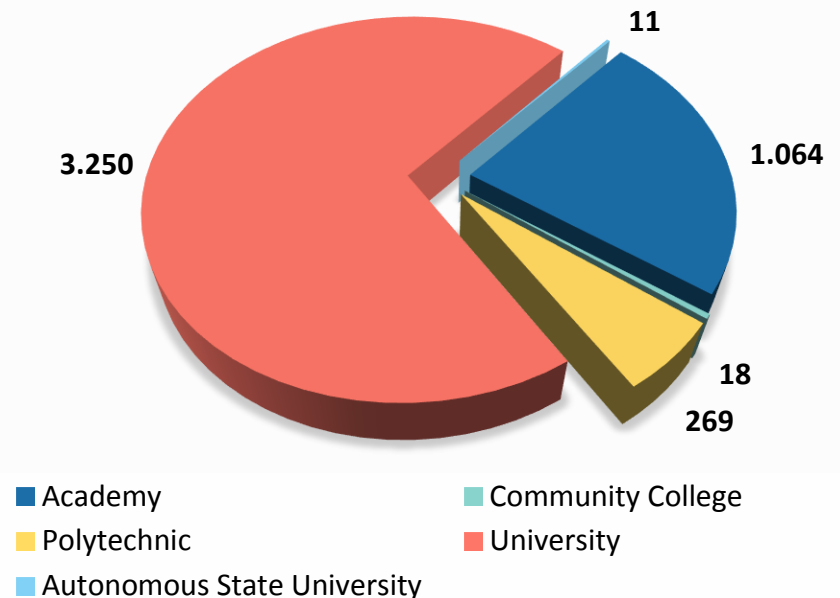
Mission

- Improve **access, relevancy, and <u>quality</u> of higher education** to **produce qualified human resource**; and
- Improve **innovation and science & technology capability** to **add value** of their product.

- **Indonesian Population: ~262 million people**

- **Disparity in Quality of Higher Education:**
  - Faculty: 275,173 (~13% Doctor).
  - Students: 6.9 million (Vocational/Polytechnic Students: 15.1%). Scholarship: 460,000.
  - GER (2017): 33.37 %
  - Quality achievement:
    - Accredited study programs: A: 11.3%, B: 39.9%, C: 22.1%, not yet accredited*: 26.7%.
    - Accredited study programs (health fields) : A: 10%, B: 64%, C: 26%
    - 149 study programs with international accreditation (ABET, JABEE,ASIIN, AACSB, etc).
  - World Rank (QS): 3 universities (Top 500: 277-401): UI, ITB, UGM.

*) not yet accredited: in the accreditation assessment process, in the process of changing the name of study program/ merger, not active, etc.

4,612 HEIs (Active)
27,241 Study Programs

- 11
- 1.064
- 3.250
- 18
- 269

- ■ Academy
- ■ Community College
- ■ Polytechnic
- ■ University
- ■ Autonomous State University

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QUALITY ASSURANCE SYSTEM OF HIGHER EDUCATION IN INDONESIA

QUALITY ASSURANCE SYSTEM OF HIGHER EDUCATION
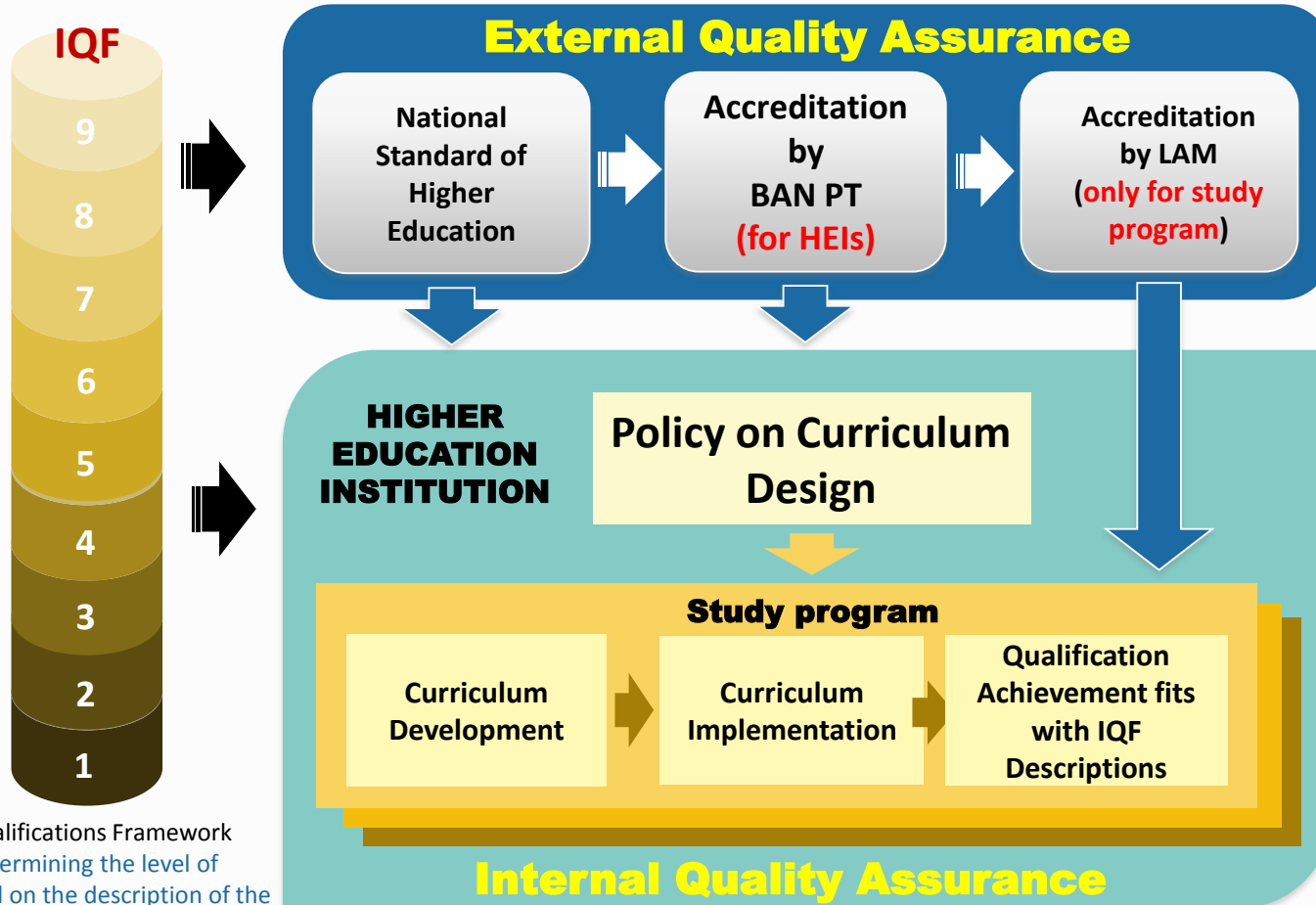
IQF

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8
7
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External Quality Assurance

| National Standard of Higher Education | → | Accreditation by BAN PT (for HEIs) | → | Accreditation by LAM (only for study program) |

HIGHER EDUCATION INSTITUTION

Policy on Curriculum Design

Study program

| Curriculum Development | → | Curriculum Implementation | → | Qualification Achievement fits with IQF Descriptions |

Internal Quality Assurance

IQF: Indonesia Qualifications Framework instrument for determining the level of qualification based on the description of the *Learning Outcomes*

Piloting of Independent Accreditation Body for Study Programs (Health Field)

Officially implemented since **March 2015**

Adopted/benchmarked by other fields: engineering, agriculture, veterinary, etc.

International recognition from WFME (World Federal of Medical Education)

Partnership with MoH, MoRTHE, WHO, SEAMEO, etc.

Indonesian Accreditation Agency for Health Higher Education (IAAHHE)

http://lamptkes.org

Self funded from member

Accredited 1,616 study programs (as of Dec 31, 2017)

54 specific instruments (vocational, academic, profession, specialist)

923 assessors, facilitators and validators from various health fields

National Competency-Based Examination : Ensuring Quality of Graduates

Challenge :
Disparity quality of inputs and education process:
Quality of the schools varies widely

MoRTHE Policy

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Input  →  Process  →  Output
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Input	Process	Output
National Quota for New Students	Nurturing program : (e.g. curriculum evaluation, internal QA)	**National Competency Examination (vocational & profession)**

National Competency Examination results as parameter for accreditation, national quota for new students, and nurturing program

Best Practices
National competency examination as <u>exit exam</u>

Health Field
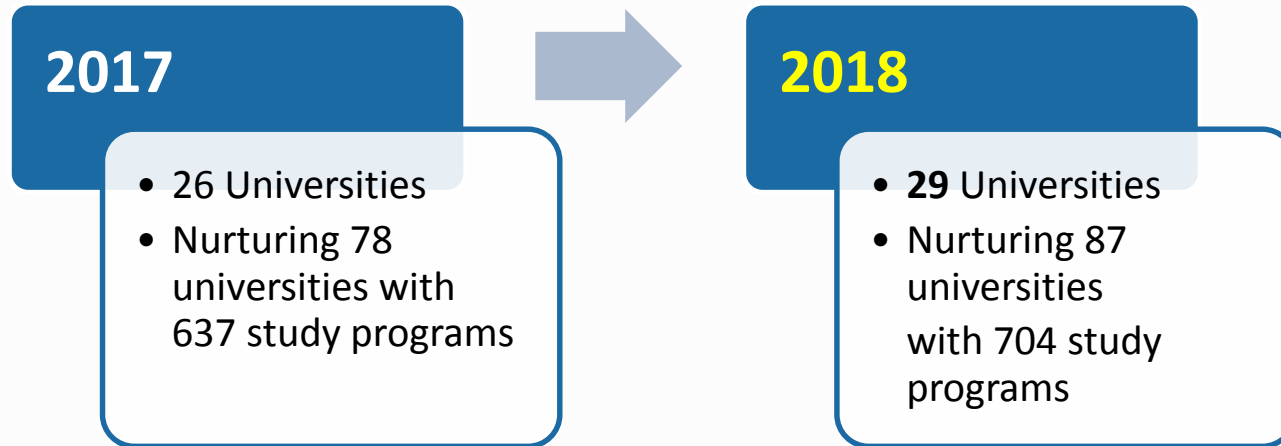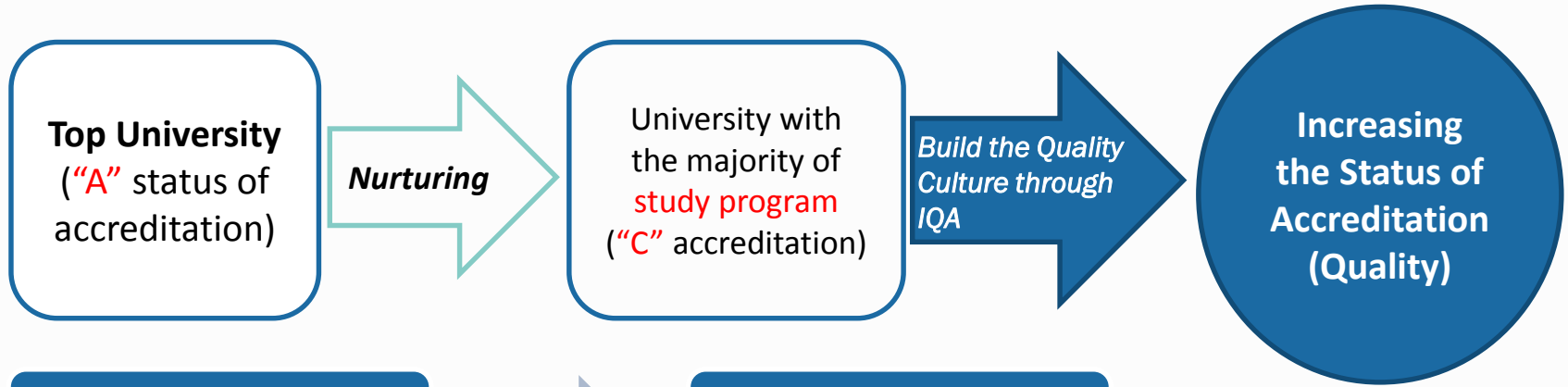**Medical, dental,** nurse, midwife, pharmacist, nutritionist

Teacher

Implemented by national committee of national competence examination (appointed by Minister)

In Process :
Other health workers, Lawyer, Accountant, Engineer, Veterinary

- *Students who pass NCE will get certificate of profession/certificate of competency from HEI*
- *Particularly for medical and dental will get both of certificates (from HEI and professional org)*

Good practices program to address the Disparity in Quality:
NURTURING PROGRAM

Top University ("A" status of accreditation)

Nurturing

University with the majority of study program ("C" accreditation)

Build the Quality Culture through IQA

Increasing the Status of Accreditation (Quality)

2017

- 26 Universities
- Nurturing 78 universities with 637 study programs

2018

- **29** Universities
- Nurturing 87 universities with 704 study programs

Recognition of Qualifications

IQF

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Potential benefits:
- Facilitate mobility
- Strengthening of human resource development and capacity building
- Better transparency for individuals and employers
- Exchange information and enhance cooperation
- Promote adoption of best practices on standards and qualifications

IQF: Indonesia Qualifications Framework instrument for determining the level of qualification based on the description of the *Learning Outcomes; Align the IQF with international qualifications frameworks*

IQF ⟷ **AQRF**

Referencing
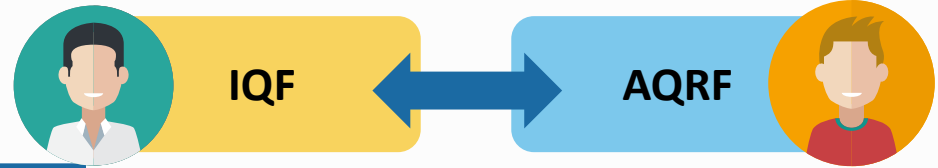
Harmonization on Qualification

Recognition of Qualifications → **ASEAN MRAs**

ASEAN Mutual Recognition Arrangements

Mobility of Professionals

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INDONESIA PARTICIPATION IN
ASEM EDUCATION PROCESS

STUDENT MOBILITY PROGRAME

Student Mobility Program (HE)

Programs: ASEAN International Mobility for Students (AIMS), Joint Degree/Double Degree, Joint Curriculum, Credit Transfer, Credit Earning, Fast-track, ODL (Online/Blended Learning)

- Improve the competitiveness of Indonesian students at international level in the 21st century.
- Enrich and equip students with the experience of scientific exposure, culture, environment and different systems (global credentials)
- Prepare and increase student competence in the global/international integration.
- Expand and strengthen cooperation with a network of higher education and community partners.
- Continuous self-development for students.

Student Mobility:
Target of Credit Transfer Program
(National & International)

2019 — 5,000
2018
2017 — 3,000
2016 — 2,000
1,500 students
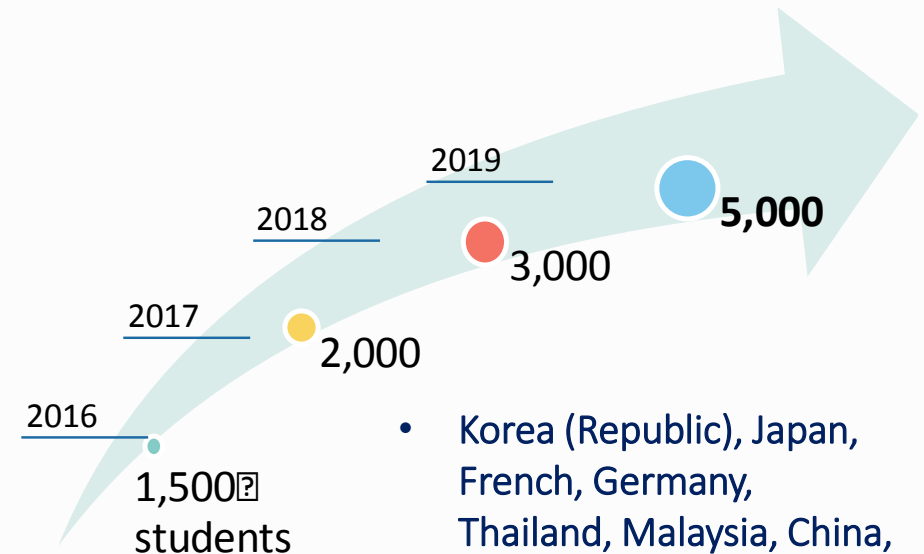
- Korea (Republic), Japan, French, Germany, Thailand, Malaysia, China, Philippines, Vietnam, Belgium, Egypt, the Netherlands, Czech, Brunei Darussalam.

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MAJOR ISSUES, RECOMMENDATIONS, AND FUTURE DIRECTIONS

Major Issues and Challenges

Recommendations

Quality Assurance

- External quality assurance that drives internal quality assurance
- Issues related to regional and international accreditation
- National competence examination as feedback for learning process and input

Recognition and Student Mobility

- Fulltime vs part-time students
- Socio-cultural uniqueness
- Visa and health issues
- Imbalances between incoming and outgoing participants
- Differences in academic calendar
- Variety of grading systems
- Assessment of course equivalency
- Granting degree and diploma
- Funding

Quality Assurance

- Facilitate the development of independent accreditation body for each field
- Recognition from international accreditation body
- National competence examination as exit exam for vocational and profession study programs

Recognition and Student Mobility

- The growing interests amongst students to participate in credit transfer through student exchanges or double degrees.
- Readiness of several universities to adopt and implement credit transfer system.
- Improving quality assurance on each university to accelerate students and academic administrators' participation in the credit transfer.
- Regional policy on credit transfer is required to accelerate the adoption in broader scope.
- Provide funding

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Image: shutterstock.com

Thank You

Education is the most powerful weapon which you can use to change the world
(Nelson Mandela)