Diploma Supplement

Indonesian **Q**ualifications **F**ramework

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Indonesian Qualifications Framework **(Team Leader)**

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Ministry of Education and Culture (Member)
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ASEAN Qualification Reference Framework (Vice Chair)**

Outline

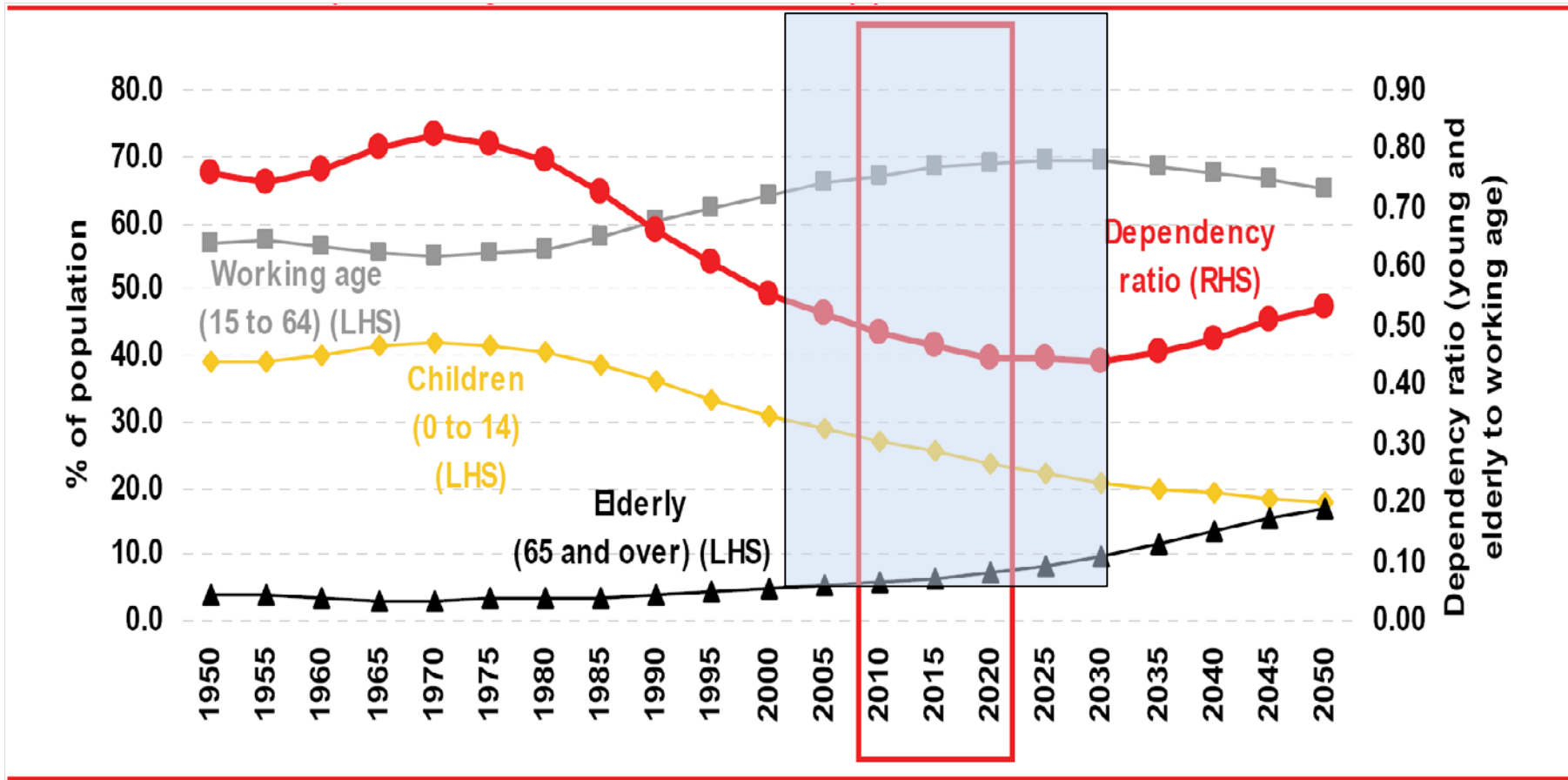1. Background - Indonesia Human Capital

2. Strategic Approach
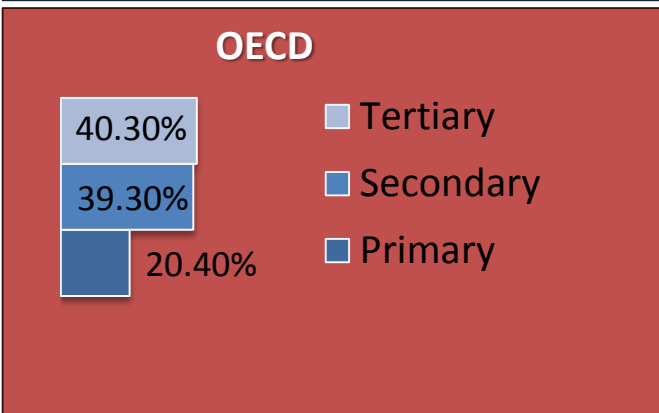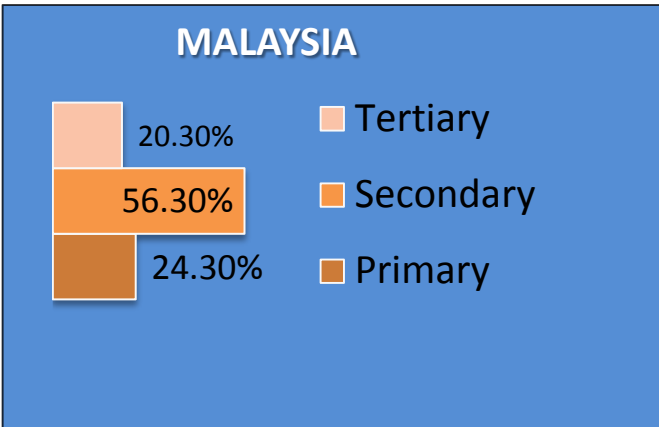
3. Diploma Supplement

4. Internationalization Policy

1. BACK GROUND

Demographic Bonus

Human Capital

INDONESIA
- 7.20% ■ Tertiary
- 22.40% ■ Secondary
- 70.40% ■ Primary

MALAYSIA
- 20.30% ■ Tertiary
- 56.30% ■ Secondary
- 24.30% ■ Primary

OECD
- 40.30% ■ Tertiary
- 39.30% ■ Secondary
- 20.40% ■ Primary

Education level

workforces

OECD → Research based industries

Malaysia → Middle to heavy industries

Indonesia → Middle to light industries
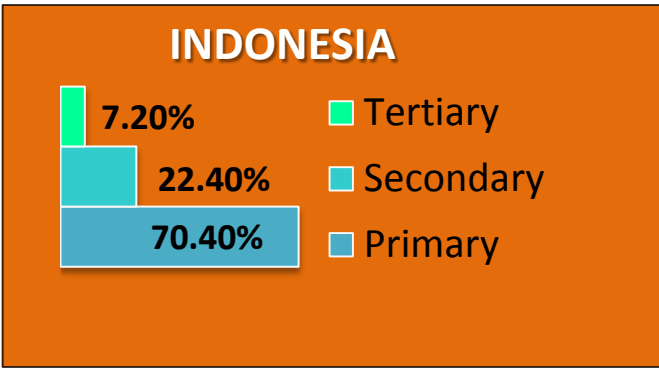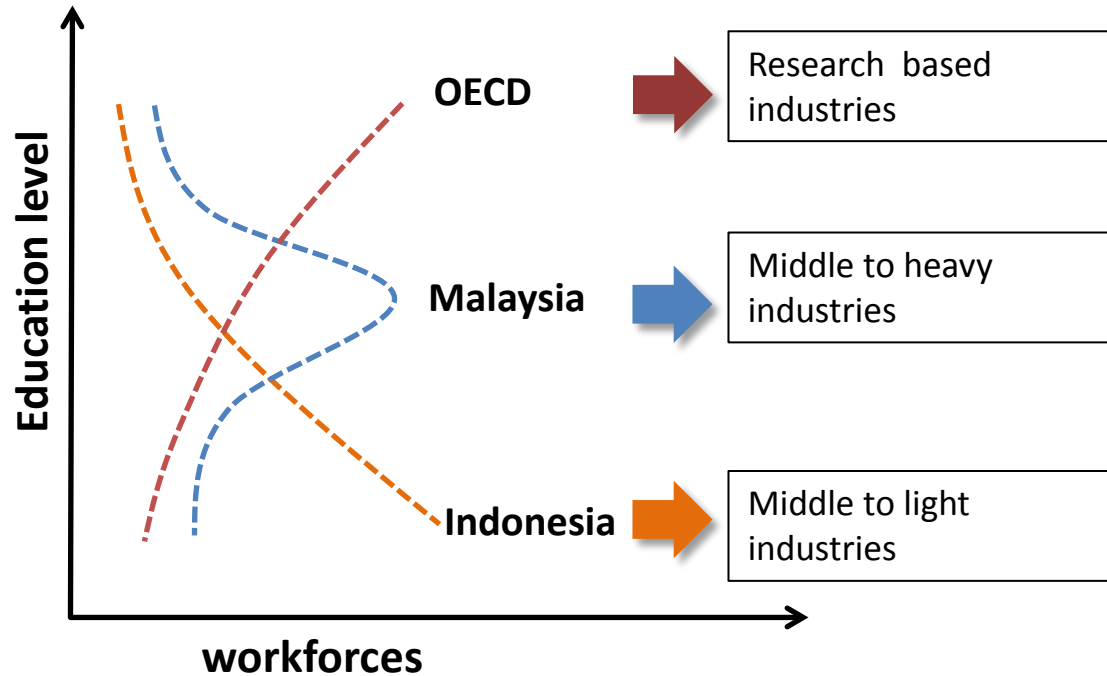
Global & National Challenges for HEI

GATS

AFTA

TECHNOLOGY

Knowledge Based Economy

Life Long Learning

Socio-Econ-Welfare

High Unemployment

Gap in access & equality

Gap in Quality

Demographic Bonus
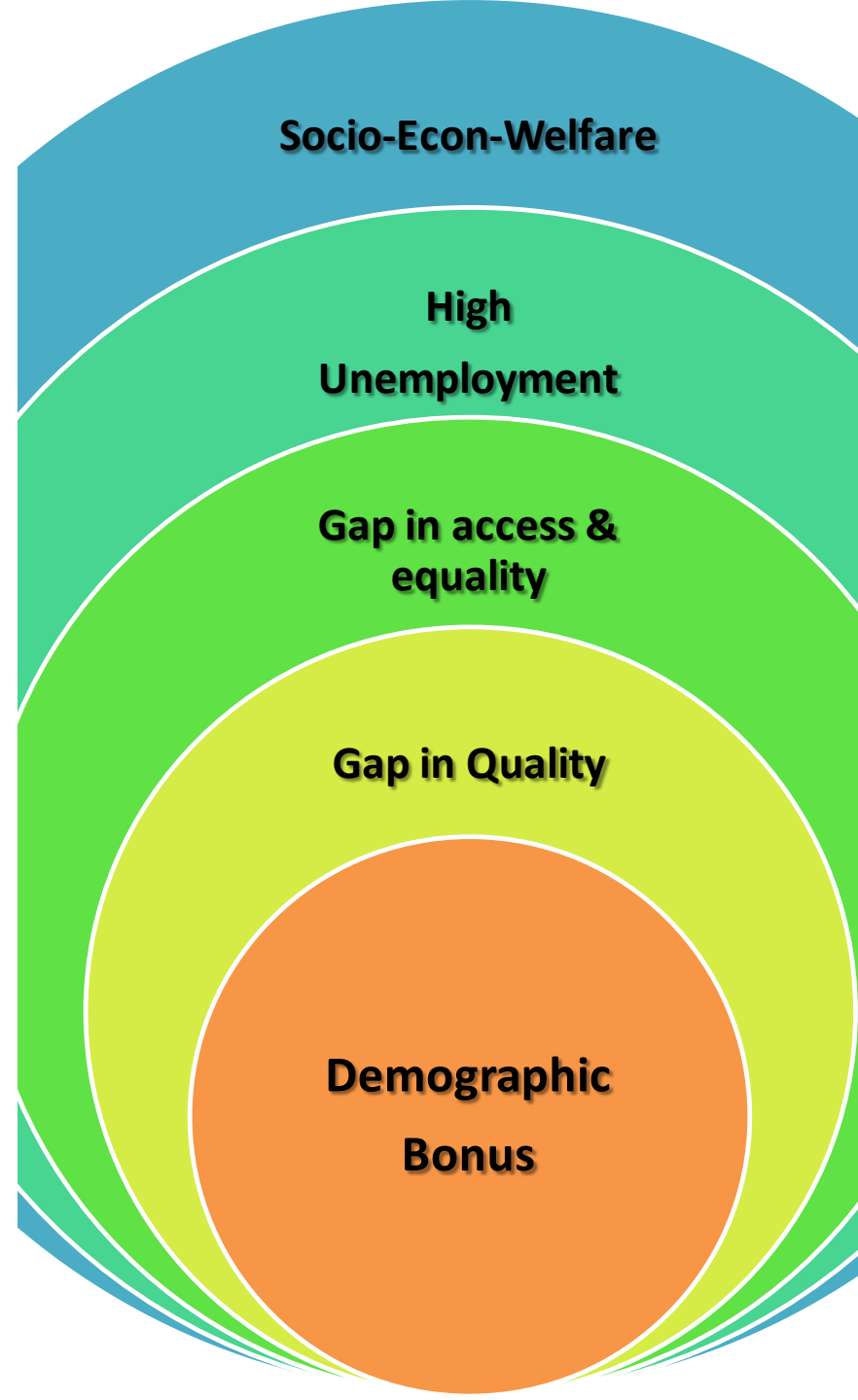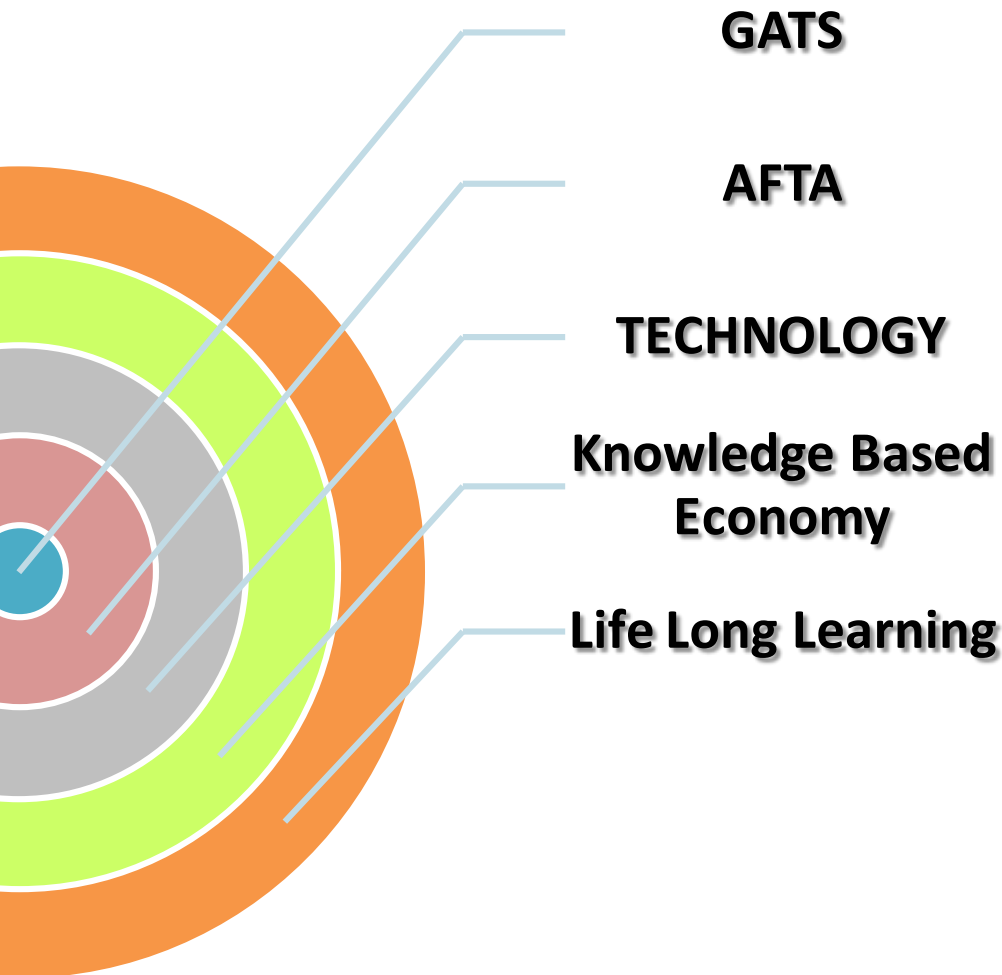
A New Master Plan for Economic Transformation

- **Transform Indonesian economy by 2025** to reach:
  - **Nominal GDP** of $6.4-$8.1 billion
  - **Nominal GDP per-capita** of $20,600-$25,900
  - Significant improvement in **poverty and human development indicators**

- **Transform the structure of Indonesian economy** in 2030 by increasing secondary and tertiary economic activities:
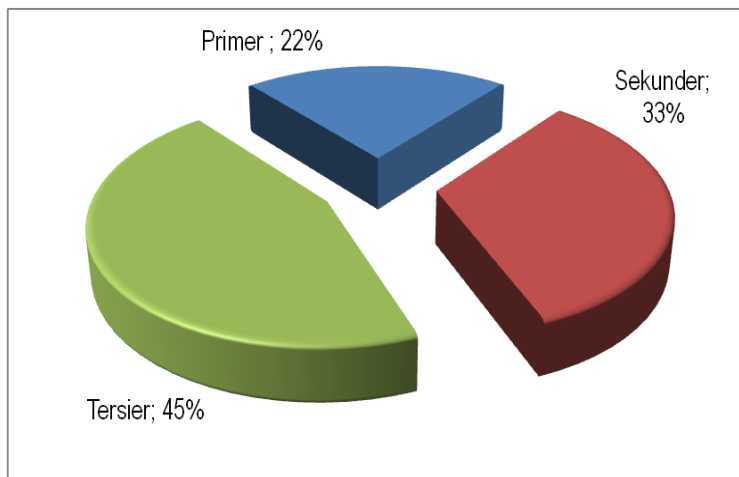
INDONESIA (Lower middle income country) Economic Structure 2009

Primer ; 22%
Sekunder; 33%
Tersier; 45%

DEVELOPED COUNTRY Economic Structure 2025

Primer ; 10%
Sekunder; 36%
Tersier; 55%

pcerdaninfantes@worldbank.org
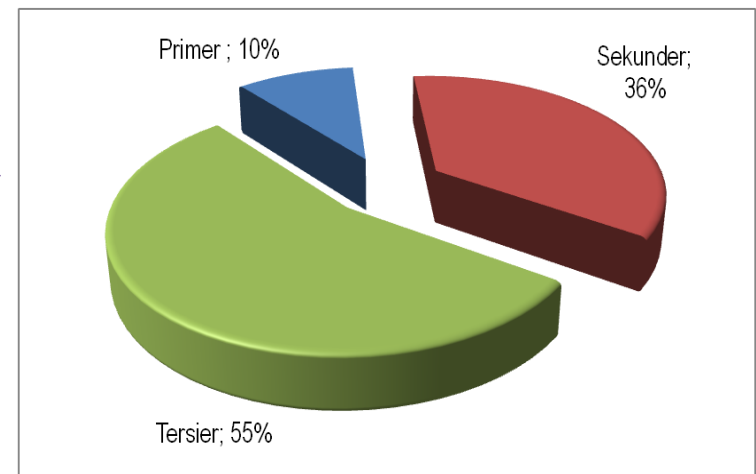
2. STRATEGIC APPROACH

Indonesian Human Capital

Development through **career path system in industries and other work places**

Development through **formal education institutions**

Development through **informal education institutions**

Development through **non-formal education institutions**

IQF

Indonesian Workforce already qualified through IQF assessment

Education, training and working experience will be developed to meet IQF leveling

Indonesian Qualification Framework

- The **IQF** is a reflection on human resources quality in Indonesia.

- **IQF** acts as **a neutral reference** that can equalize learning outcomes resulted from formal or non-formal education, as well as learning outcomes acquired through job experiences.

- At the international stage, **IQF** serves as a **device** that can recognize and translate international workforce or students qualifications to the Indonesian qualifications system.

Presidential decree no 8 – 2012; Higher Education Law no 12 – 2012; Education and Cultural Ministrial Decree no 73 - 2013
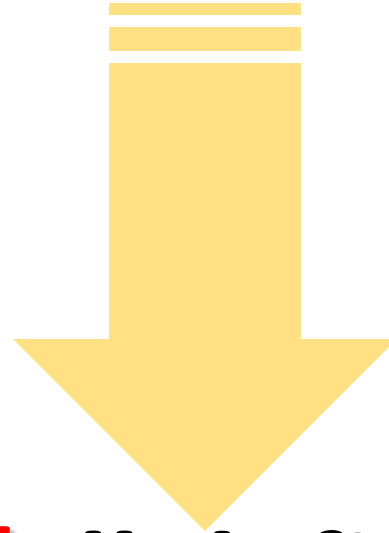
Improving IQF level through various pathways
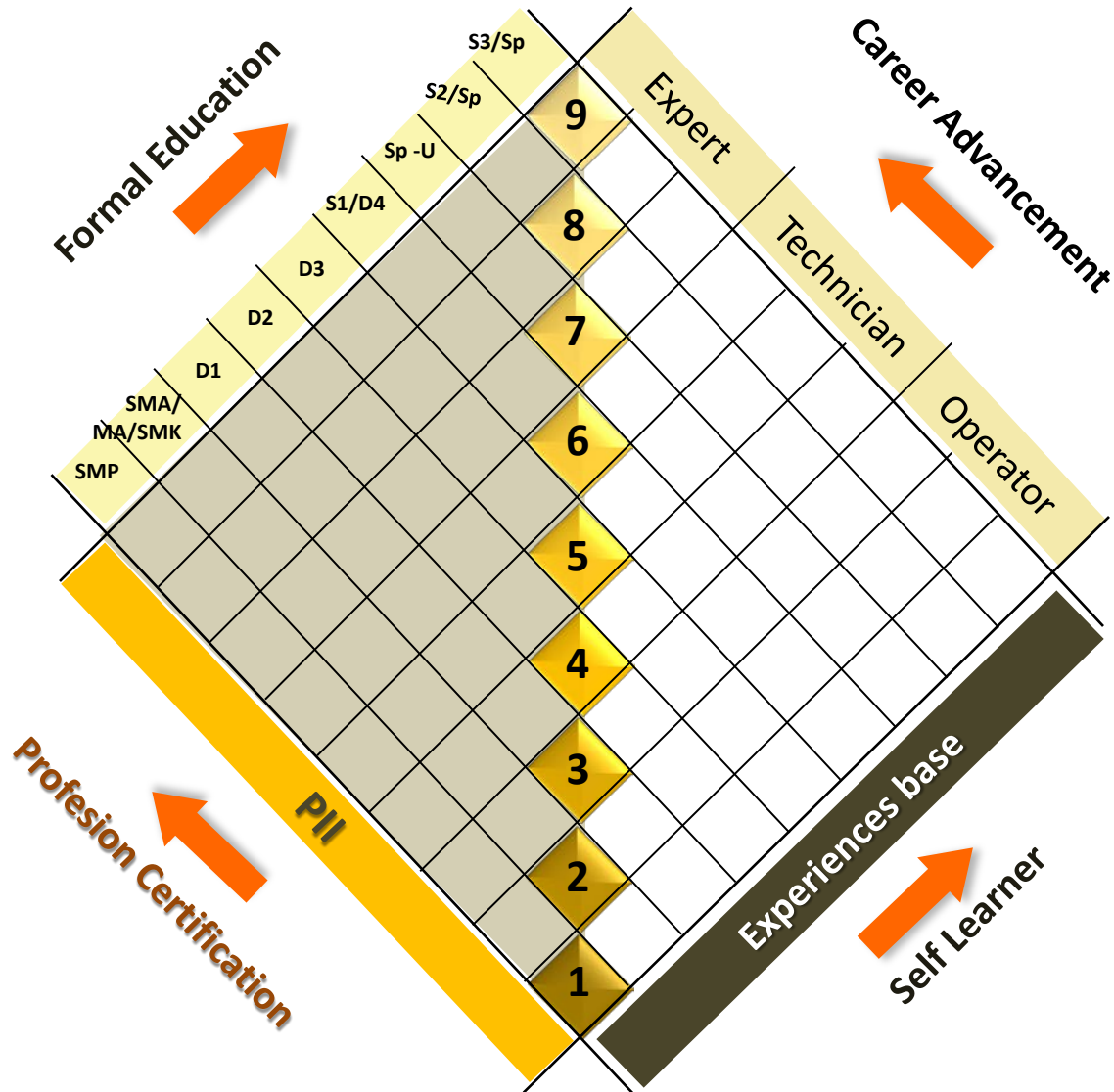
I**Q**F Description based on Learning Outcomes

Learning outcomes

SCIENCE

KNOWLEDGE

AFFECTIVE DOMAIN

IQF

SKILLS

KNOW HOW
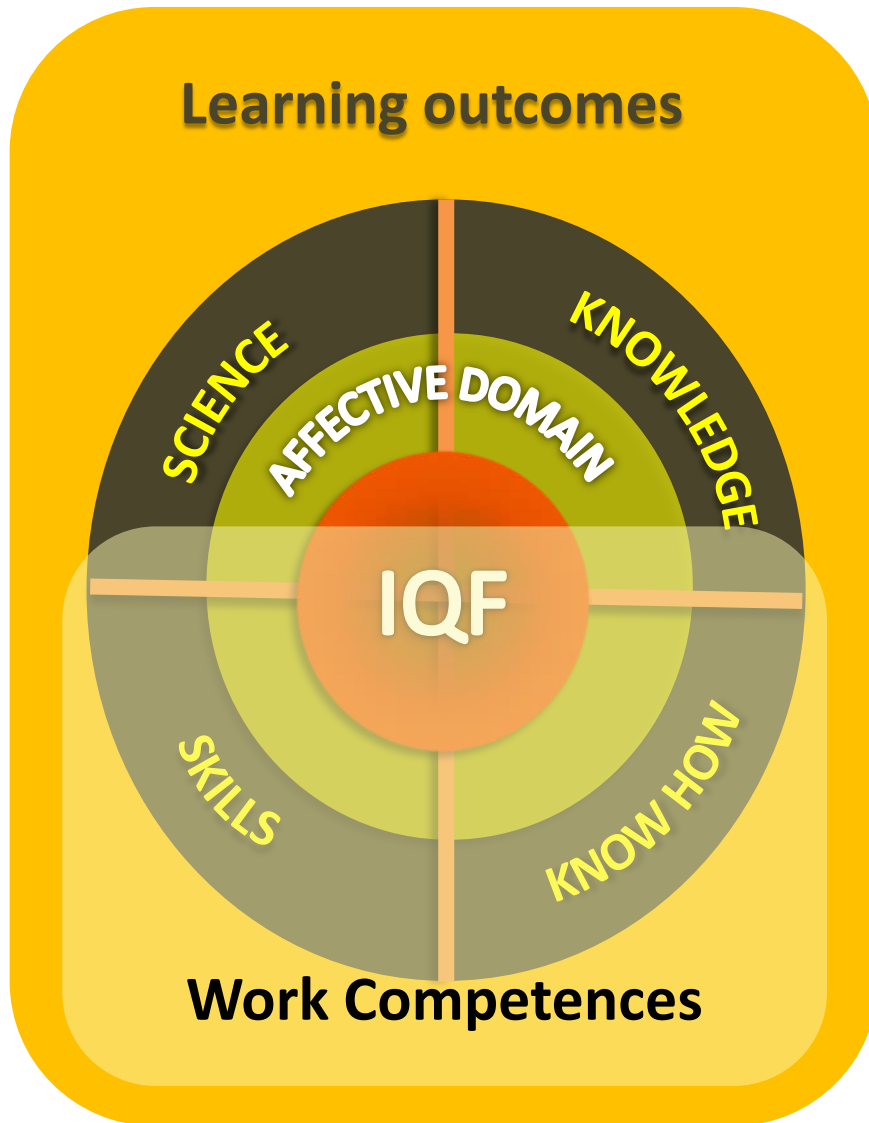
Work Competences

PARAMETERS

Moral and Ethics

Work Competences

Knowledge Comprehensions

Autonomy and responsibility

IQF Description

Moral and Ethics

Work Competences

Autonomy and responsibility

Knowledge Comprehensions

1 2 3 4 5 6 7 8 9
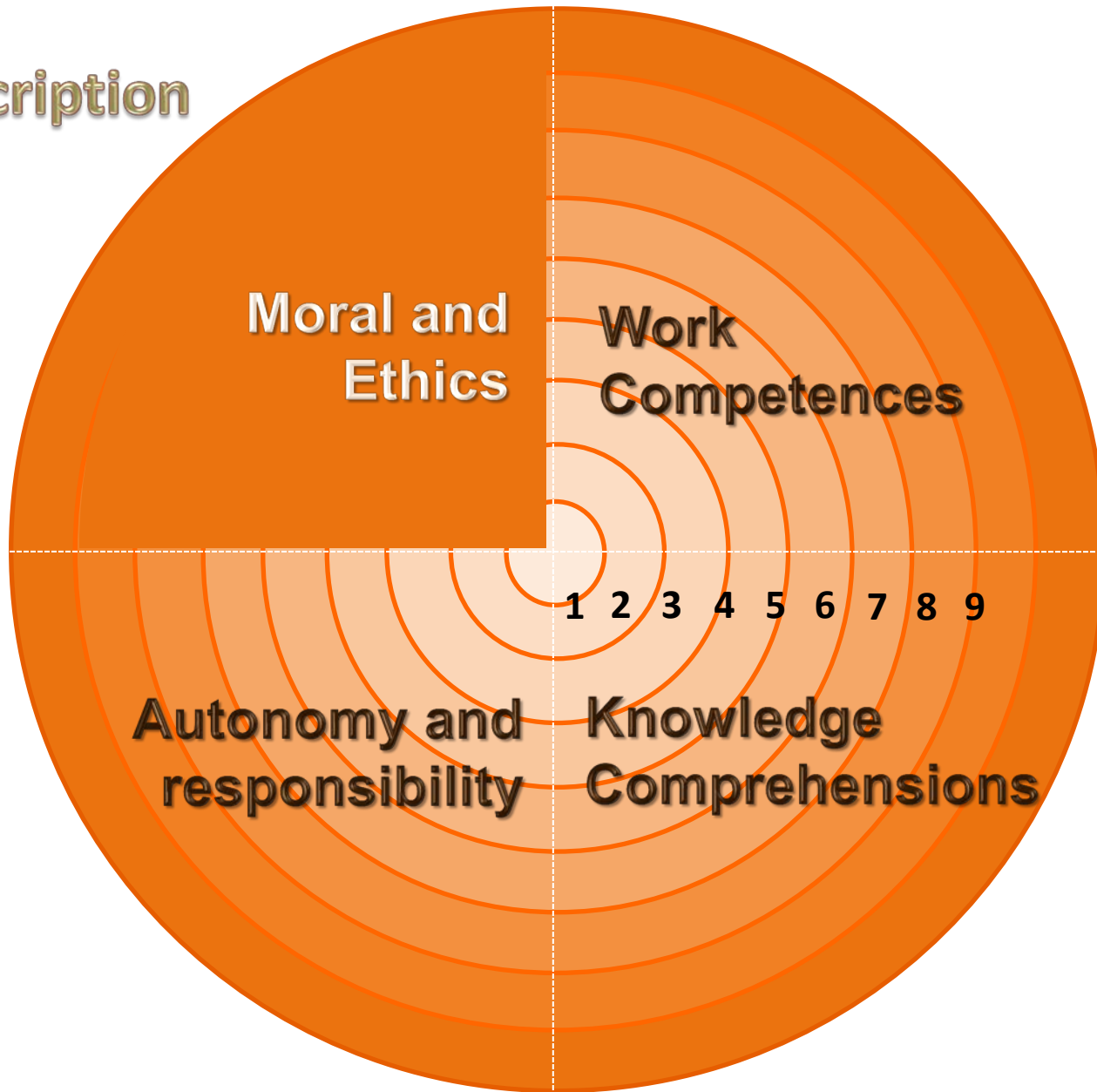
The IQF implementation strategies at National Level

As a whole; the IQF implementation strategies should be able to reflect the following:

- to be an inseparable part of human capital planning as well as management strategies and quality improvement of human resources
- to be a guideline and reference for the development and improvement of education quality from the secondary to the university levels
- to be a guideline for industries, business enterprises, and government institutions in setting up their career planning and development
- to be a guideline and reference for quality development and improvement of private and government training centers
- to be a guideline for profession associations to design profession development and certification
- to be a guideline for individuals or community at large for conducting self assessment on her/his qualification and career development.

The IQF Implementation Strategy at Higher Education Sector

A. Accountability and Compatibility in producing graduates.

B. RPL

C. Quality assurance

1. Type of higher education
2. Study program epistemology
3. Recognition, Title, **Diploma Supplement**
4. Learning Outcomes
5. Educational process

A. ACCOUNTABILITY & COMPATIBILITY

IQF to curricula

IQF
9
8
7
6
5
4
3
2
1

National level

IQF DESCRIPTION

→

REQUIRED STUDY PROGRAM OUTCOMES

↓

Higher Education Institutions

LEARNING PROCESS AND METHODS

←

STUDY PROGRAM CURRICULA

←

STUDY PROGRAM OUTCOMES BASED ON NATIONAL REQUIREMENT

QUALITY ASSURANCE APPROACH

Target of study program outcomes → Curricula implementations → Achievement of study program outcomes

Internal Quality Assurance

HIGHER EDUCATION INSTITUTIONS

PROGRAM OUTCOMES BASED ON NATIONAL EDUCATION STANDARDS ↔ **External Quality Assurance**
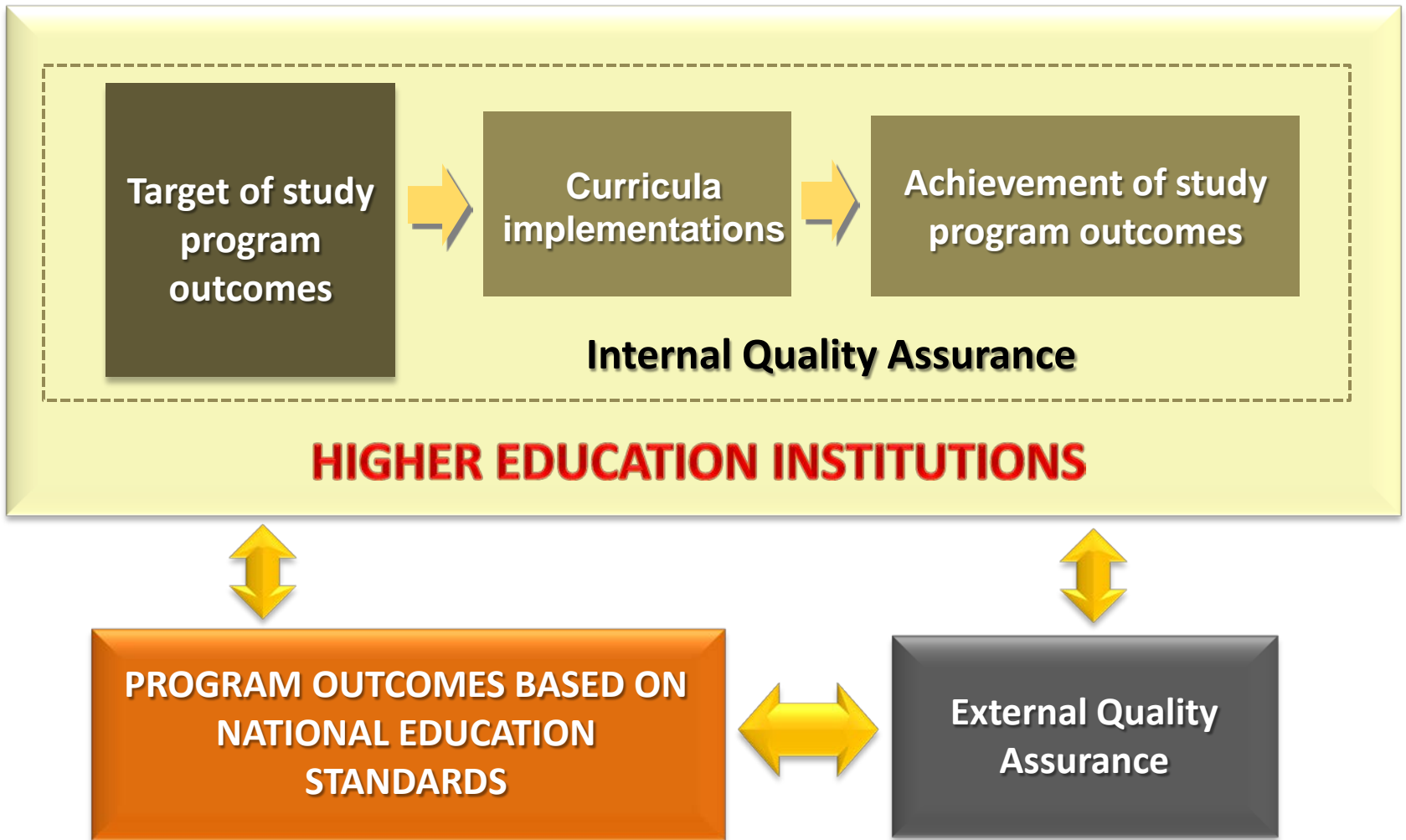
3. DIPLOMA SUPPLEMENT

- The establishment of a **single** community **framework** for the **transparency** of **qualifications** and **competencies** by means of the creation of a **personal**, **coordinated portfolio** of documents.

- Europass-CV

- Europass-Mobility

- **Europass-Diploma Supplement**

- Europass-Language Portfolio

- Europass-Certificate Supplement

Decision No 2241/2004/EC dd 13.12.2004, Slides adopted form presentation file of Professor Richard James

Nature of a Diploma Supplement

- It is designed to provide a description of the learning outcomes gained by the graduates in accord with the designated IQF level;

- The description should be written such that the information will be easily understood by society, particularly users (HRD managers);

- The description should be objective and accountable;

Benefits
of
the Diploma
Supplement

- Promoting transparency and accountability of providers in delivering education programs. In the mid and long terms, this mechanism will cultivate the mutual trust from the stakeholders and build better institution's sustainability

- Promoting cross-border education, staffs and students' mobilities

- Promoting better employability

Core Information of a diploma supplement

1. Information regarding the identity of the holder
   - Full Name
   - Place and birth date
   - Identity Number
2. Information regarding the identity of the provider
   - Name and address of HEI
   - Name of Degree Granting Program
   - Type of education
   - LO according IQF level
   - Programs' entry requirements
   - Regular study duration

iQF
INDONESIAN
QUALIFICATION
FRAMEWORK

Core Information of a diploma supplement

- Evaluation and grading system
- Language
- Type and level of further studies
- Profession status (if applicable)

3. Information regarding the program outcomes .

4. Information regarding the HE system in Indonesia

5. Diploma Supplement legality
- Date
- Signature
- Dean of Faculty
- Official stamp

IQF

INDONESIAN
QUALIFICATION
FRAMEWORK

4. INTERNATIONALIZATION POLICY

POLICY

Indonesia viewed education is a noble process in improving a quality of human being and not a commercial goods that can be traded.

Internationalization of education in Indonesia will be carried to support the formation of a world intellectual community with mutual understanding and solidarity among scholars in preserving world peace by facilitating the development of academic mobility and higher education collaboration.

Internationalization Frameworks

- **Unesco Convention On Degree Recognition**
- **Indonesian Qualification Framework**
- **Mutual recognition agreements**
- **National higher education database and information system**
- **Quality assurance system**
  - Internal
  - External (structured as well as tracer studies)

More quality HEI Social Approach

- Feeder system (joint degree)
- Benchmarking
- Credit transfer
- Multiple degrees
- Twinning program

- Credit earnings
- Local indigenous sandwich research

Quality approach

Less quality HEI

Definition

Specific Educational Program(s) based on Strategic Alliances is an educational program(s) that can lead to awarding a degree(s) which are provided by at least two higher education institutions that have mutual agreement.

The Specific Educational Program(s) based on Strategic Alliances can be delivered as a cross national border program involving overseas higher education institutions.

Basic philosophies to undertaken strategic alliances

- *Specific Educational Program(s) based on Strategic Alliances is required to be operated under national and international laws.*

- *Strategic Alliances should be engaged based on these five principles:*
  1. *Prioritizing the national development*
  2. *Equal and mutual respect*
  3. *Highest value addition to a Quality improvement*
  4. *Sustainable*
  5. *Diversity*

Basic philosophies to undertaken strategic alliances

1. ***Prioritizing the national development*** *particularly that leads to increasing the nation competitiveness.*

2. ***Equal and mutual respect:*** *strategic alliances is geared up with the purpose of improving the education quality, therefore the alliances should be made among higher education institutions with same level of quality.*

Basic philosophies to undertaken strategic alliances

3. **Highest value addition to a Quality improvement**: *Strategic alliances should be performed innovatively and creatively to yield quality improvement of national higher education system and institutions.*

4. **Sustainable:** *strategic alliances should be able to bestow mutual benefits for all parties involved, stakeholders, as well as ascertaining the development of regional, national, and world peace. The stability of the strategic alliances should be enlarged by involving more and more partners.*

5. **Diversity:** *Strategic Alliances should take the cultural and many other aspects of diversity as important consideration.*

Types of Specific Educational Program(s) based on Strategic Alliances

Degree awarding programs:

1. *Joint Degree* (Program Gelar Bersama)
2. *Double degrees* (Program Gelar Ganda)

2 types of Double Degree programs

A.   *Acceleration or fast track*

B.   *Regular*

Operating Modes

- *Credit Transfer* (Program Pemindahan Kredit) & *Credit Earnings (*Program Perolehan Kredit*);*

- *Twinning (*Program Kembaran)

- *Joint Supervision (*Program Pembimbingan Bersama dalam Penelitian*);*

- *Student and/or Staff Exchanges (*Program Pertukaran Mahasiswa dan/atau Dosen)

Closing Marks

Bhinika Tunggal Ika

Unity in Diversity

Input can be emailed to:

Megawati Santoso
Indonesian Qualifications Framework (Team Leader)
Higher Education Council – Directorate General of Higher Education
Ministry of Education and Culture (Member)
Training National Council – Ministry of Manpower and Transmigration (Member)
ASEAN Qualification Reference Framework (Vice Chair)
(mega.Santoso@pusat.itb.ac.id)

Thank You Very Much

ENCLOSURE

Moral and Ethics
ESSENTIAL DESCRIPTION for all levels

In line with the fundamental state ideology and in harmony with the culture of Indonesian people, the implementation of national education system and work training program in Indonesia that distinguish each level of qualification in the Indonesian Qualification Framework, will embrace the process of emergent character and identity of Indonesian people as follows,

- devoted to One Mighty God

- possesses excellent moral, ethics and personal identity in carrying out her/his jobs

- acts as citizen who is proud of and loves her/his nation and hasfaith in world peace

- capable ofworking in teams and attests compassion to social, community and environmental issues

- values diversity in culture, vision, beliefsand religion as well as appreciates patent and property rights

- esteems law enforcement and demonstrates spirit to put priority to national and public needs.

LEVEL 1

Capable to carry out simple task with limited range of scope and routine attribute using tool, known method and process under supervision, monitoring and responsibility of her/his supervisor

Posses factual knowledge.

Responsible only for her/his own job and not for other person's job

LEVEL 2

Capable to carry out specific task using tool, information and commonly defined working procedure, and demonstrate performance with measurable quality under direct supervision of her/his supervisor.

Posses basic operational and factual knowledge for being capable to choose available solutions suitable for commonly existed problems.

Responsible for her/his own job and can be assigned to perform responsibility in supervising other person.

LEVEL 3

Capable to carry out a series of specific tasks by translating information and using tool, based on a number of working procedures, and capable to demonstrate performance with measurable quality in which some are her/his own performances under indirect supervision.

Posses complete operational knowledge, general principles and concepts related to a certain knowhow fact, for being capable to complete a variety of common problems using appropriate method

Capable to cooperate and perform good communication skills within her/his job coverage

Responsible for her/his own job and can be assigned to take responsibility of other person's performance

LEVEL 4

Capable to carry out a task with wide scope as well as a specific task by analyzing limited information, able to select a correct method from several standardized choices, and capable to demonstrate performance with measurable quality and quantity.

Mastering several basic principles of certain knowhow and capable to align them with factual problems in within her/his job coverage.

Capable to cooperate and perform good communication, construct written report within limited scope and to demonstrate initiatives

Responsible for her/his own job and can be assigned to take responsibility of other person's performances

LEVEL 5

Capable to complete wide coverage job, choose appropriate method from a variety of undefined and defined selections by analyzing data and to demonstrate performance with measurable quality

Mastering general theoretical concepts of a certain knowledge and capable to formulate related problem solving procedure.

Posses capacity to manage team work and construct comprehensive written report

Responsible for her/his own job and can be assigned to take responsibility of the attainment of team work performances.

LEVEL 6

Capable to apply science, technology and art within her/his expertise and adaptable to various situations faced during solving a problem

Mastering in-depth general and specific theoretical concepts of a certain knowledge and capable to formulate related problem solving procedure.

Capable to take strategic decision based on information and data analysis and provides direction in choosing several alternative solutions.

Responsible for her/his own job and can be assigned to take responsibility of the attainment of organization's performances.

LEVEL 7

Capable to carry out planning and managing resources under her/his responsibility and comprehensively evaluate her/his performance by using science, technology and art to establish the organization's strategic development steps.

Capable to solve science, technology or/and art problems within her/his scientific expertise through mono-discipline approach.

Capable to carry out research and take strategic decision with accountability and full responsible on all aspects under her/his expertise's domain.

LEVEL 8

Capable to flourish knowledge, technology, or/and art within her/his expertise's or professional domain through research for producing innovative and reputable creation

Capable to solve science, technology or/and art problems within her/his scientific expertise through inter- or multi-discipline approach.

Capable to organize research and development useful to science and society as well as obtain national and international recognitions.

LEVEL 9

Capable to cultivate new knowledge, technology, or/and art within her/his expertise's or professional domain through research for producing creative, original and reputable creation.

Capable to solve science, technology or/and art problems within her/his scientific expertise through inter-, multi- or trans-discipline approach.

Capable to organize, lead and flourish research and development useful to science and valuable to human civilization as well as obtain national and international recognitions.