



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

EXPERTS' REPORT

UNIVERSITAS NEGERI MALANG

CLUSTER ARTS

ARTS EDUCATION (BACHELOR OF EDUCATION)

DANCE AND MUSIC ARTS EDUCATION (BACHELOR OF EDUCATION)

ARTS TEACHING (MASTER OF EDUCATION)

VISUAL COMMUNICATION DESIGN (BACHELOR OF ARTS)

May 2022



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “ARTS EDUCATION” (BACHELOR OF EDUCATION)
- “DANCE AND MUSIC ARTS EDUCATION” (BACHELOR OF EDUCATION)
- “ARTS TEACHING” (MASTER OF EDUCATION)
- “VISUAL COMMUNICATION DESIGN” (BACHELOR OF ARTS)

OFFERED BY UNIVERSITAS NEGERI MALANG (UM), INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 13th meeting on 16 May 2022, the AQAS Standing Commission decides:

1. The study programmes “**Arts Education**” (Bachelor of Education), “**Dance and Music Arts Education**” (Bachelor of Education), “**Arts Teaching**” (Master of Education), and “**Visual Communication and Design**” (Bachelor of Arts) offered by **Universitas Negeri Malang, Indonesia** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are conditional.

The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 May 2023**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.
3. The accreditation is given for the period of **six years** and is valid until **30 September 2028**.

Conditions:

1. For the programmes “Arts Education”, “Dance and Music Arts Education”, and “Arts Teaching” the university has to demonstrate the alignment of each curriculum with the programme goals, e.g. by a matrix in which the programme learning outcomes, the courses, the course learning outcomes and the different levels of Bloom’s taxonomy are put into relation to each other.
2. The profile of the Master’s programme “Arts Teaching”, especially its aims, target group and research approach, has to be clarified in the curriculum overview (incl. alignment matrix) and in the course handbook.
3. The university has to eliminate the admission requirement that students not be colourblind.
4. The university has to list the qualifications of all teaching staff in all four programmes by providing detailed CVs and a full list of the publications of all teaching staff (not including invited external/guest experts); these should correspond to accepted standards and include full titles, dates, journals etc.

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

For specific programmes:

1. It is recommended to put more emphasis on the development of 'reflective prospective teachers' and less on the training of 'applied prospective teachers' in the Bachelor's programmes "Arts Education" and "Dance and Music Arts Education".
2. It is recommended to strengthen the interlinkage of the content of the curriculum and of the thesis in the Bachelor's programme "Arts Education", by e.g. using the thesis as a way to reflect on the students' own arts practice.
3. It is recommended to embed the development of students' English competences in the curriculum of the Master's programme "Arts Teaching" as a compulsory content.
4. The internship in the Master's programme "Arts Teaching" (application part of the course "Arts Problem-Solving Project") should be extended to cover two semesters.

For the Bachelor's programmes:

5. It should be further described, including in the respective course descriptions, how the students are supervised and supported in their Bachelor's thesis.

For all programmes:

6. The university should recruit more senior lecturers in the future, and for the programme "Visual Communication Design" lecturers who also have experience in the industry.
7. It is recommended to reduce the duration of studies by one semester in each programme – or equalising the workload more evenly over the eight, respectively four semesters.
8. The university should structurally include the students and/or their representative bodies in decision making in general, and in the bodies dealing with quality assurance in particular.
9. The university should strengthen a face-to-face feedback culture, including on artistic practice, on assignments and tasks as well as on the evaluation of teaching and learning.
10. The university should regularly provide information to the students regarding the student workload and the amount of independent learning required outside class.
11. It is recommended not to use social media response as a criterion in the assessment of students' art production and not to consider the results of peer assessment when grading.
12. The university should develop international partnerships in the arts and design area.
13. The university should provide students with more rooms for artistic practice, e.g. their own ateliers, to practice outside of teaching hours.
14. The university should establish and furnish new animation studios for the students.

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

EXPERTS' REPORT ON THE PROGRAMMES

- “ARTS EDUCATION” (BACHELOR OF EDUCATION)
- “DANCE AND MUSIC ARTS EDUCATION” (BACHELOR OF EDUCATION)
- “ARTS TEACHING” (MASTER OF EDUCATION)
- “VISUAL COMMUNICATION DESIGN” (BACHELOR OF ARTS)

OFFERED BY UNIVERSITAS NEGERI MALANG (UM), INDONESIA

Visit to the university: 7 - 11 February 2022

Panel of Experts:

Prof. Dr. Nicole Berner	University of Applied Sciences Northwestern Switzerland FHNW, Education Department PH, Institute for secondary education (Switzerland)
Univ.-Prof. Dr. Bernd Clausen	University of Siegen, Faculty of Education, Architecture and Arts, Department Art and Music (Germany)
Assoc. Prof. Ahamad Tarmizi Bin Azizan	Universiti Malaysia Kelantan (UMK), Faculty of Creative Technology and Heritage, Specialisation in Education and Computer Graphics and Digital Art (Malaysia)
Ms. Karina Tungari	Illustrator & Graphic Designer (Hamburg, Germany) (labour market representative)
Ms. Sandra Rücker	Student of Bauhaus-Universität Weimar (Germany) (student representative)

Coordinator:

Alexandre Wipf, Corinna Herrmann	AQAS, Cologne, Germany
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I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation, supported by more than 90 member institutions, both higher education institutions and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC). It is therefore a notified body for accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in Higher Education Institutions. The activities of AQAS in accreditation are neither restrained to specific academic disciplines or degrees nor to a certain type of higher education institution.

II. Accreditation procedure

This report results from the external review of the study programmes “Arts Education” (Bachelor of Education), “Dance and Music Arts Education” (Bachelor of Education), “Arts Teaching” (Master of Education), and “Visual Communication Design” (Bachelor of Arts) offered by Universitas Negeri Malang (UM), Indonesia.

1. Criteria

The programme is assessed against a set of criteria for accreditation developed by AQAS. The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of the programme since not all indicators necessarily can be applied to a programme.

2. Approach and methodology

The initialisation

The university mandated AQAS to perform the accreditation procedure in December 2020. The university produced a Self-Evaluation Report (SER). In July 2021, the institution handed in a draft of the SER together with the relevant documentation of the programmes and an appendix. The appendix included e.g.:

- Overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- CVs of the teaching staff,
- Information on student services,
- Core information on the main library,
- Academic regulations.

AQAS checked the SER regarding completeness, comprehensibility and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 30 August 2021. The final version of the SER was handed in October 2021.

The nomination of the panel of expert

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market and students are involved. Furthermore, AQAS follows principles for the selection of experts of the European Consortium for Accreditation (ECA). The Standing Commission nominated in September 2021 the aforementioned expert panel. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

The preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the University and to the panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

The site visit

After a review of the Self Evaluation Report, a digital site visit to the University took place from 7 to 11 February 2022. The experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching and other staff, as well as students and graduates, in separate discussions and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

The report writing

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS criteria for the programme accreditation. The report included a recommendation to the Accreditation Commission. The report was sent to the university for comments.

The decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, on 16 May 2022 the Standing Commission took its decision on the accreditation. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In May 2022, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

III. General information on the university

Universitas Negeri Malang (UM) is a public state university located in Malang, East Java, Indonesia. It was founded in 1954 as an institute for teacher training and education and gained university status in 1999 expanding to non-education subjects.

UM follows the principles of the three pillars of higher education: education, research and community services. The university's Strategic Plan is built around the motto "Excellence in Learning Innovation" and includes a vision, missions and strategies as well as targets defined for the university level. Similar mission statements have been developed by the individual faculties. The four strategic goals of UM are: (1) improved learning quality through the implementation of innovative learning, optimal use of technology and quality services for students; (2) increased quantity and quality of research and publications in the fields of science, technology, arts and education for community welfare; (3) increased quality of research-informed community services through the implementation of science, technology and education; (4) well-established implementation of autonomous, accountable and transparent governance for quality improvement.

UM is subdivided in 8 faculties and 1 school for graduate programmes; it offers a total of 120 study programmes at Diploma, Bachelor, Master and Doctoral level. Over 32,200 students were enrolled at UM in the academic year 2020/21. According to information in the self-evaluation report (SER) UM staff includes 1,056 tenure track academics and 1,086 further staff in academic, administrative and student services.

The four programmes to be accredited are offered by the Faculty of Letters, the third largest faculty in terms of student numbers (approx. 5,000 students). The faculty offers 20 programmes in 5 departments, including the Department Art and Design. In addition to the four programmes to be accredited the Department Art and Design also offers a Diploma programme in Game Animation. The faculty is home to 169 tenure track and 31 non-tenure track academics as well as 44 support staff.

IV. Assessment of the study programmes

1. Quality of the curriculum

Bachelor/Master Degree

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG 1.2]

Overarching information

UM uses the national credit unit system SKS. 1 SKS corresponds to a total student workload of 2.8 hours per week (50 minutes for lectures, 60 minutes for structured tasks and 60 minutes of independent studies) meaning 43.7 hours per semester. For conversion purposes UM assigned 25 hours to 1 ECTS. According to central UM regulations, a Bachelor's programme covers 146 SKS (or 232.13 ECTS) including 19.2 ECTS of basic courses, 155.65 ECTS of courses on subject matter expertise and 57.28 ECTS of elective courses. A Master's programme covers 36 SKS (or 57.28 ECTS) including 3.33 ECTS of basic courses, 38.24 ECTS of courses on

subject matter expertise and 16.03 ECTS of Master's thesis courses. Basic courses are university-wide compulsory courses on character development (e.g. "Civic Education", "Pancasila Education", "Innovation Management"; at Master level "Scientific Ethics").

According to information provided in the SER, the review process of the curricula is centrally coordinated by the Institute for Learning and Education Development. A general review is scheduled every four years and should involve stakeholders. The curricula of the 4 programmes are part of the latest "UM 2020 Curriculum". UM states that the curricula were reviewed to implement the latest national policies and ministry programmes including the "Independent Campus" policy allowing Bachelor level students throughout Indonesia to study outside of their study programme/university or abroad. According to UM the 4 programmes to be accredited correspond to the relevant levels of the Indonesian Qualifications Framework, aligned to the first and second cycles of the Qualifications Framework of the European Higher Education Area (QF-EHEA).

Each programme has developed a vision and missions in accordance with the vision and missions of the Faculty. Learning outcomes have been formulated by a curriculum task force including lecturers, coordinators, professional bodies, alumni, employers and stakeholders. Learning outcomes cover the areas of "attitude", "knowledge mastery", "generic skills" and "specific skills".

Each programme concludes with a thesis or can be completed by following a newly introduced scheme in the 3 Bachelor's programmes to be accredited allowing students to graduate by substituting the Bachelor's thesis for a scientific publication in an accredited journal or a creative work deemed of equivalent scientific value to the thesis.

Arts Education (Bachelor)

Description

There are 4 programme level learning outcomes for the Bachelor's programme in Arts Education. Graduates should master arts/craft/design theories and practices to gain the ability to appreciate arts/crafts/designs and to create craft/design artworks creatively and innovatively as part of cultural education and the spirit in human life which upholds local values in their developments along with the developments of science and technology as well as life aspirations. Further, they should master arts/craft/design pedagogy and education and have the ability to apply them in designing, implementing, and evaluating craft/design instructions effectively, creatively, systematically, innovatively, comprehensively, independently, and responsibly according to the scientific methods and ethics by internalising human values and sociocultural values to shape Indonesian human beings with character. Graduates should master scientific concepts, theories, principles and procedures and skilfully analyse and elaborate the science of research to design, implement, and apply them to creative and artistic research, reviews, and journal articles by referring to academic values, norms and ethics by appreciating the opinions or original findings of others in the form of scientific works in arts/craft/design. Finally graduates should be able to apply basic theories of making arts/craft/design works creatively and analytically to explore and create arts/craft/design works as a means of communication and accountability for ideas and as academic values, norms and ethics internalisation through the utilisation of arts/craft/design techniques and media effectively, creatively and ethically.

The students are trained to become art teachers at secondary and vocational schools. According to UM, they are also qualified to teach arts at university or in a non-formal education setting. The graduates are awarded a Bachelor of Education (S.Pd.) upon successful completion of their studies.

The programme offers 3 concentrations: conventional art creation; new media art creation; design and applied craft. Subject area courses include "Language and Art Appreciation", "History of Western Arts", "History of

Eastern Arts”, “Portrait Drawing”, “Arts Instruction Strategies”, “Microteaching” and “Learner development”. As electives students can choose among others between “Sculpture”, “Videography” and “Exhibition Management”. The curriculum includes a teaching internship and a final Bachelor’s thesis in the seventh semester.

Experts’ evaluation

The general structure of the curriculum is transparently described; references to the National Qualifications Framework, KKNi and to the National Standards of Higher Education, SNPT are stated. The annex to the SER provides all relevant regulations. Three structural elements (basic courses MDPK, subject courses MKK, electives MPPD) are clearly visible and the workload between each is well balanced. The curriculum development aligns with other governmental regulations. The core curriculum is grouped into four areas of competencies, each assigned with learning outcomes. During the site visit a matrix also showed a mapping of the outcomes with Bloom’s taxonomy. However, it is not clear how the curriculum aligns with the programme goals, which makes it difficult to assess the links between the overall objectives and the learning outcomes of the module elements. In the view of the experts, it is therefore necessary to provide additional information in order to demonstrate the alignment of the curriculum with the programme goals, e.g. by a matrix in which the programme learning outcomes, the courses, the course learning outcomes and Bloom’s taxonomy (at all levels) are put into relation to each other (**Finding 1**). It would be helpful if the learning outcomes were more closely related to Bloom’s taxonomy and if differentiated criteria were developed in each case. In this way, the programme would show more precisely which competences the students should acquire and how this is implemented in concrete ways by the programme.

The curriculum has an emphasis on traditional techniques. The teaching staff pointed out that batik and ceramics are specific to this region, and the basics of regional knowledge are expected of the students. In regard to this, the experts, while reflecting their European perspective, understand that in this programme the artistic development stresses mostly arts and crafts and is not focussing on a concept of art as a free form of expression, in which materials and ideas are fundamentally part of one’s own artistic language. Hence, regionality and traditional forms are guiding principles for future teachers; the curriculum is focused on artistic aspiration, less on artistic practice. Also, the staff pointed out that some art concepts developed by students may be contemporary, for example bringing forward coetaneous social issues, but use mostly traditional batik pieces or ceramic arts.

The traditional teaching of art is reasoned by the team and seems to make sense in view of the strongly traditional artistic studies. However, in view of international standards of teacher education in arts education, the experts suggest focusing more on core competencies and required modules in the undergraduate programme, such as drawing and painting skills, among others. Traditional crafts, such as ceramics and batik, are skills that build on this. The programme could become more conclusive if it were developed further in the sense of cumulative learning in the concept of basic, advanced, and consolidated learning. The Bachelor’s thesis could then be integrated into the consolidation of competences. In reflection of this, the experts agree with UM’s endeavour to encourage students to always keep an open mind but believe that the curriculum does not reflect this clearly. Instead of fostering an image of a teacher that just applies arts, the experts recommend connecting UM’s teacher training closer to the international discourses on the reflective teacher (**Finding 2**). By doing so, students would be enabled to critically review their own teaching and their professionalism in order to shape the school of the future.

The eighth semester should be integrated more strongly into the curriculum and be used for the final Bachelor’s work – according to the current study plan, the eighth semester is empty (**Finding 3**). Here, it would be important for students to also be able to take courses that will mentor and support them as part of their Bachelor’s thesis. It should be further described, including the respective course descriptions, how the students are supervised and supported in their Bachelor’s thesis, as the specificities of the support during the thesis

(compared to the overall, generic counselling/advising by the Academic Counsellor, see Chapter 6) remain vague – this is the case for all programmes being accredited (**Finding 4**). The experts consider that the Bachelor's thesis is still poorly connected to the curriculum of the programme. Therefore, the requirements for the Bachelor's thesis should be modified so that the content from the different courses over the previous seven semesters can be reflected by the students in their final Bachelor's thesis. Thus, the experts advocate a more artistic-practical approach for the Bachelor's thesis (**Finding 5**).

Conclusion

The criterion is partially fulfilled.

Dance and Music Arts Education (Bachelor)

Description

The Bachelor's programme in Dance and Music Arts Education (DMAE) has defined 5 programme learning outcomes. According to these, students should among others master the theoretical concepts of dance performing arts and musical arts independently and comprehensively, hence acquiring an optimal capability to critically innovate according to the artistic standards and based on religious norms and professional ethics. This ability should also take into account current developments of science and technology. The graduates should also master the concepts and procedures of arts education at the junior high school and senior high school levels in the fields of dance and music arts. As such, they should be able to implement a comprehensive instructional process independently according to current developments of science and technology with logical, critical, systematic, innovative thinking based on religious norms, professional ethics and the conventions in arts.

The students are trained to become dance and music arts teachers/educators, predominantly at junior and senior/vocational high school level. According to UM they are also qualified to teach dance and music arts at university or in a non-formal education setting. The graduates are awarded a Bachelor of Education (S.Pd.) upon successful completion of their studies.

The programme includes 3 concentrations: dancing; music; drama. As subject specific courses students take among others "Makeup and Costume Design", "Malang Dance", "Traditional Music", "Illustrative Music", "Stage Directing Techniques", "Learner Development", "Arts Learning Media" and "Performing Arts Learning Evaluation". Electives include "Dance Composition", "Javanese Dance" and "Choreography". The curriculum includes a teaching internship and a final Bachelor's thesis in the seventh semester.

Experts' evaluation

Missions and objectives are clearly stated in the annexes to the SER and aim at a multidisciplinary qualification profile in which the students have the opportunity to focus on certain subjects, so-called 'concentrations', more thoroughly. In general, the intended learning outcomes are shown to be appropriate. The basic courses on character development, such as Civic education, Indonesian for academic purposes and innovation management during the first semester are coherently formulated and in line with the general idea of a regionally and globally rooted schoolteacher education. This can also be asserted for the basic courses on (general) education and on various subject specific matters as well as the courses on entrepreneurship. Subject-specific course are clearly labelled, and a sufficient number of transdisciplinary contents can be found, which prove to be in line with the university's central objectives. However, the word "mastering", that is being used in the module catalogue/ in the formulation of the learning outcomes, is rather unspecific because its continuous usage lacks a clear progression in gaining competencies mirroring the development of students over time. Although the mapping between Bloom's taxonomy, national and course standards imply an awareness of such

curricular thinking, it is not reflected in the learning outcomes in the course programme book for the Bachelor's programme in Dance and Music Arts Education. A sample check on some of the (English) references shows a good balance between older and newer publications. However, the two English titles in the bibliography for the module "Music Instruction in School" are undoubtedly either outdated (Hoffer) or show a specific, hence limited (Suzuki), view on music education as classroom music teacher training that has no visible connection to the contents and learning outcomes described. The experts therefore consider that the university has to demonstrate the alignment of the curriculum with the programme goals, e.g. by a matrix in which the programme learning outcomes, the courses, the course learning outcomes and Bloom's taxonomy (at all levels) are put into relation to each other (**Finding 1**).

The thesis seems to reflect both the artistic achievements as well as the outcomes of academic perspectives on teaching and learning. It should be pointed out here, however, that in line with international developments the reflective music/arts teacher who is able to critically review and justify his or her educational actions is the most prominent academic position at this moment and should be taken into account and shaped more clearly. UM stresses mostly the idea of 'applied teaching' which from an international perspective is a rather short-sighted approach. From the point of view of lifelong learning, future teachers should be enabled to help shaping schools for the future. The prerequisite for this is to reflect on one's own actions and to adapt them to the developments and findings of music educational research. The experts recommend therefore putting more emphasis on the development of 'reflective prospective teachers' and less on the training of 'applied prospective teachers' in the curriculum (**Finding 2**).

The institution implemented feedback loops with the stakeholders and has very elaborated, however sometimes overcontrolled, mechanisms and tools to ensure the appropriateness of study programme objectives. However, based on some of the statements during the site visit that the learning outcomes are being updated according to current developments in the academic field, doubts remain because it neither can be seen that staff members, for example in music education, are present on international conferences, nor that there is a visible incentive system also for students (i.e. mobility windows) to gain a broader global view on their future profession – as stated in the main objectives of the study programmes (see Chapters 4 and 5).

Reviewing the amount of workload assigned to each area of studies, the academic degree of a Bachelor of Arts in DMAE is not justified because there is not enough artistic content. However, this appears to be a misuse of the term in the English version of the self-evaluation report since the official Indonesian documents state that students are awarded the degree "Bachelor of Education" or Sarjana Pendidikan, S.Pd.; a Bachelor of Education is an appropriate degree indeed. Hence, the experts strongly suggest that the university revise its external information material and use the proper equivalents. Moreover, the requirements correspond to the appropriate level of the European Qualifications Framework and the respective level of the national qualification's framework.

All curricular elements such as courses and modules as well as their functions within the study programme are documented and sufficiently credited in relation to the workload. It remains unclear whether workload for self-rehearsing is being taken into account because in comparison to a German perspective there seems to be a slightly different understanding of artistic development. The experts believe, however, that this is a cultural difference and should not be reviewed without further understanding of musical learning in Indonesia. The structure of the curriculum supports the achievement of the intended learning outcomes. The progression, however, seems to support each student's strengths on a structural view (concentration, elective curricular elements), but not – as mentioned before – in regard to the formulated learning outcomes. Within the electives there are different levels offered for various musical instruments and it is up to the students to decide which courses they take in the respective electives. The description in the module catalogue does not always reflect this clearly. As it is the case for the Bachelor's programme in Arts Education, the eighth semester of the DMAE Bachelor's programme is empty according to the study plan provided by the university. The experts therefore

suggest integrating this semester into the curriculum or reducing the duration of studies to seven semesters (**Finding 3**).

Meetings of the staff at the beginning of each semester reflecting on the learning and teaching process of the previous semester are a valid and constructive tool to monitor and support each student's skills. The curriculum covers subject-specific and cross-subject knowledge, as well as subject-related, methodological, and general skills.

An internship is part of the curriculum and transparently organised. The interlinkage between the academic teaching with the experiences in school at this time should focus more on the reflective teacher training, as mentioned above.

Regarding curriculum development and the involvement of quality assurance it has been said that frequent meetings between teaching staff and members of the unit responsible for the formulation of learning outcomes also consider feedback of students as well as evaluation results. Yet, curricular modifications are not documented in a transparent manner, and moreover, the 'act' in the PDCA-cycle is not clearly processed (see Chapter 2, Finding 9).

Conclusion

The criterion is partially fulfilled.

Arts Teaching (Master)

Description

Seven learning outcomes at the programme level have been defined for the Master's programme in Arts Teaching. Graduates should among others be able to develop their assessment of instruments in arts works and studies based on ethics and aesthetics as well as master and be able to develop the design, implementation and evaluation of instruction in arts. Further, they should be able to experiment and to produce novel innovative, tested, instructional media and model designs in arts and have the ability to develop arts based on the local wisdom in global direction as reinforcement for national human resources and identity. The graduates should be able to organise the ideas and thoughts generated in arts in the form of exhibitions and/or writings that are published in national and international scientific journals and be able to experiment and develop art entrepreneurship to solve the problems in the creative industry and hence contribute to society. Finally, graduates should master research methods in the field of arts instructions using interdisciplinary or multidisciplinary approaches.

The students are trained to become educators and researchers who contribute to the development of science of arts and science of arts education in making innovations to curriculum development, instructional approaches, learning media and learning sources. They may take up professions in the arts or in formal, informal and non-formal educational institutions. The graduates are awarded a Master of Education (M.Ed.) upon successful completion of their studies.

As subject specific courses students take "Arts Education Foundation and Curriculum", "Arts Creativity", "Semiotics and Art Criticism", "Research and Development Methodology" as well as "Arts Instructional Innovation". The Master's thesis courses include courses on proposal writing before completing the thesis itself.

Experts' evaluation

The Master's programme "Arts Teaching" focuses on the conception and development of innovative teaching concepts. Teaching in art education is to be researched and innovatively developed in practice by students. Therefore, research has a central function. Although the study programme offers many courses in research

methods (e.g., “Arts Education Research Methodology”, “Research and Development Methodology”, “Inferential Statistics”), it was not made clear in the conversation with the teaching staff which concepts of research are relevant from the perspective of teacher education. With reference to the Master’s thesis requirements, it has not become clear why the two courses “Research and Development Methodology” and “Inferential Statistics” are not intended for all students but are only offered as electives. It is also unclear, whether there is more focus on empirical or artistic research. Both research methods have different approaches to the field. In the scientific community of art education, empirical approaches are more appropriate to reconstruct social realities as they exist in the classroom. Regarding approaches to action research, there is an alignment in the curriculum with the standards of the scientific community. In the vague alignment with art and research, the target group is not entirely clear. Based on the current documentation, the question remains whether the Master’s programme “Arts Teaching” promotes the next generation of research scientists in arts education. Because the graduates are awarded a Master of Education/M.Pd. degree, national and international standards of teacher education must be considered, including the competency in reflecting on teaching and research competency in evaluating teaching. In conclusion, the profile of the Master’s programme “Arts Teaching”, especially its aims, target group, and research approach, must be clarified in the curriculum overview (incl. alignment matrix – see below) and in the course handbook (**Finding 6**). In addition, the course handbook must define exactly what is meant by innovation in instruction.

It would also be helpful if the learning outcomes were more strongly related to Bloom’s taxonomy and if differentiated criteria were developed in each case. In this way, the study programme would more strongly reflect which competencies the students are supposed to achieve and how this can be specifically reached through the programme. As such, the university has to demonstrate the alignment of the curriculum with the programme goals, e.g. by a matrix in which the programme learning outcomes, the courses, the course learning outcomes and Bloom’s taxonomy (at all levels) are put into relation to each other (**Finding 1**).

For better feasibility and connectivity, it would be useful to explain how the Master’s programme links to the Bachelor’s programme(s) and where connections are made in the sense of cumulative knowledge building.

Students are expected to publish their Master’s thesis in national or international journals. This expectation appears to be set very high, especially in view of the low level of support for research methods in the curriculum. The supervision of research work should be included even more strongly as content in the curriculum (see above) and could thus significantly enhance the programme quality. It would also be important for students to learn scientific writing in English. The experts therefore recommend embedding the development of students’ English competences in the curriculum through compulsory courses (**Finding 7**).

The internship (course “Arts Problem-Solving Project”) with 3 ECTS seems to have very little weight in the context of the Master’s programme. Especially if there is to be an innovative exploration of teaching, it would be helpful to have the internship not only in the second semester. More reflection of theory and practice should be possible here. Therefore, it is suggested to extend the internship to two semesters (**Finding 8**). Also, it is not clear why the fourth semester is without courses and cannot be used more for the preparation of the Master’s thesis and its supervision. It is therefore recommended to distribute the courses over the four semesters more evenly, so that the fourth semester includes the Master’s thesis and the necessary preparatory courses (**Finding 3**).

Conclusion

The criterion is partially fulfilled.

Visual Communication Design (Bachelor)

Description

A total of 7 learning outcomes have been defined for the Bachelor's programme in Visual Communication Design. Graduates should among others have the knowledge of design thinking to support the visual communication design production process according to the target audience's concept and client's demands. They should have the knowledge of design process to provide solutions to various problems in the form of visual communication design works and have the knowledge of human resource management as well as an optimistic creative attitude in realising performance in the visual communication design field. Graduates should also have knowledge of ethics and the principles in scientific writing to improve the quality of publications through scientific forums and reputed journals.

According to UM, students are trained to become part of the creative industry, engaging in creative work as designers, researchers or entrepreneurs in industry, institutions or as *creativepreneurs*. According to information in the SER one aim of the programme is to train students to take up managerial positions. The graduates are awarded a Bachelor of Arts (S.Sn.) upon successful completion of their studies. In addition, students of the "Visual Communication Design" programme receive a professional certificate together with their academic degree if they took specific classes during their studies. The certificate is issued by UM's professional certification unit under the auspices of the National Agency for Professional Certification.

The curriculum offers 3 concentrations: designers' concentration; *creativepreneurs'* concentration; researchers' concentration. Subject specific courses include "Design Studies", "Basic 2D Design", "Sketch Drawing", "Corporate Identity", "Product Positioning and Repositioning" as well as "Copywriting". Students can choose as elective between, among others, "Web Design", "Video Edition" and "3D Reprographic Methods". The programme includes an industry internship as well as a final thesis in the seventh semester.

Experts' evaluation

The programme learning outcomes stated in the SER appendix are appropriate and in line with the vision, mission, and objectives of the university, faculty, and higher education policy of the Indonesian government. This is visibly documented in the objective of the programme which is to produce graduates who are intelligent, religious, virtuous, independent, and capable of professional development as designers, *creativepreneurs*, and researchers in visual communication design (VCD), to produce excellent scientific and creative work related to designers, *creativepreneurs*, and theme researchers in visual communication design, and to produce functional community services through applications as practitioners in these fields. The learning outcomes and objectives of the programme are up-to-date according to current developments in the academic, scientific and labour market fields. The alignment of the vision, mission and objectives of this study programme is evidence that this VCD programme is able to produce graduates who have a multidisciplinary qualification profile with a focus on the field of visual communication design at the undergraduate level. Thus, it is emphasised here that the qualifications to be achieved are clearly presented as the expected learning outcomes to be reached through compulsory and elective courses of interdisciplinary subjects. The scope of the different concentrations is, in the view of the experts, adequate.

Evidence of the suitability of the programme is clearly stated through evaluations, graduate surveys, and feedback from the labour market during the discussions of the site visit and analysis of the SER document. Based on field analysis and SER documents, the academic degrees awarded to graduates of this programme is commensurate with the appropriate learning outcomes and level requirements in the European Qualifications Framework and correspond to the level of the National Qualifications Framework. Evidence is shown and analysed through the feedback gathered during the site visit as well as in the distribution of credits and the appropriate number of courses offered each semester in the curriculum of the VCD study programme

(semester 1: 22 compulsory credits; semester 2: 23 compulsory credits; semester 3: 14 compulsory and 9 elective credits; semester 4: 12 compulsory and 8 elective credits; semester 5: 7 compulsory and 12 elective credits; semester 6: 14 compulsory and 7 elective credits; semester 7: 18 compulsory credits; semester 8: 0 credits). All curricular elements are awarded a number of credits that are directly related to the assigned workload. However, although the offer of total SKS in each semester is appropriate and good for the study programme overall and for the duration of studies, it is suggested that the burden of SKS can still be spread more evenly in semesters 1, 2 and 3 so that the issue of dropout and termination of studies can be reduced due to the high SKS load in the early stages of studies. Also since the eighth semester is empty according to the study plan, it would be good to either move courses from the other semesters or to reduce the duration of studies to seven semesters (**Finding 3**).

All curriculum elements (courses/modules) and their functions are clearly documented in the SER. The curriculum structure of the study programme generally supports the achievement of learning outcomes. The arrangement of curriculum elements supports the development of students well and orderly through the grading of knowledge and takes into consideration, to some extent, Bloom's taxonomy. During the site visit teaching staff at UM showed an alignment matrix – testifying to the awareness of the need to align programme objectives, learning outcomes, courses, competencies and content.

Based on the analysis the number of credits per semester, it can be observed that the curriculum clearly defines compulsory and elective courses in each semester and creates an ideal-typical course plan. The curriculum focuses on the latest trends and focuses on the vision, mission, and objectives of the university and government. The curriculum offered covers basic, specialised and cross-subject knowledge, as well as subject-related, methodological, and general skills. This is documented at the level of learning outcomes that are systematically designed in each semester to ensure the mastery of knowledge can be achieved by graduates.

Based on the results of the analysis and the interviews with representatives of the university, it was found that it is described transparently which courses are offered exclusively to the programme and which parts are also used in other programmes. The transparent and systematic documentation of curriculum modifications contributes to improvements in the quality of the VCD programme.

UM students are trained to be part of the creative industry, engage in creative work as designers, researchers, or entrepreneurs in industries, institutions, or as creative entrepreneurs. The results of the analysis found that there is a "wow factor" in this study programme where, according to the SER, one of the goals of this programme is to train students to take management positions. In the view of the expert panel this goal is certainly achievable. Graduates are awarded an adequate Bachelor of Arts (S.Sn.) degree upon successful completion of their studies. In addition, students receive a professional certificate along with their academic degree if they take certain classes during their studies. The description in the module catalogue illustrates this clearly.

There are staff meetings at the beginning of each semester that reflect the learning and teaching process of the previous semester, this is a valid and constructive tool to monitor and support each student's skills and to check that the curricular elements have been implemented transparently and systematically, therefore meeting set quality standards.

Conclusion

The criterion is fulfilled.

2. Procedures for quality assurance

Bachelor/Master Degree
<p><i>The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.</i></p> <p><i>A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.</i></p> <p><i>The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.</i></p> <p><i>Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.</i></p> <p>[ESG 1.1, 1.7 & 1.9]</p>

Description

According to information in the SER the quality assurance policies and mechanisms at UM have been developed in accordance with the National Standards of Higher Education as well as with regards to national ministry regulations. UM has developed an Internal Quality Assurance System Guide regulating all quality assurance procedures for academic activities. Its quality assurance system is described as following a Design, Implementation, Evaluation, Control, Improvement cycle. Standard Operating Procedures have been developed at faculty and department level. Evaluations of academic matters are carried out by the central Quality Assurance Unit. Research standards as well as Community services standards are set through their own Rector Regulations and both are subject to their own quality assurance processes. Further Quality Assurance Units have been established at faculty as well as at departmental level. The members of the units are tasked with carrying out quality assurance procedures within the programmes. The head of unit is in charge of monitoring and reporting on evaluation results; they are accountable to the head of department.

Cyclical external quality assurance is carried out by the national quality assurance agency; the four programmes to be accredited are accredited nationally. According to information in the SER the results of the accreditation procedures are used as reference points for quality assurance and quality improvement.

Internal quality assurance procedures include instructional monitoring and evaluation (or *Monevjar*, conducted at the start, middle and end of each semester), an Internal Quality Audit as well as stakeholder satisfaction surveys. In addition, UM conducts an evaluation of Lecturer Performance Workload. The Internal Quality Audit is conducted annually and serves in preparation of an accreditation. It reviews and evaluates the vision, missions, strategies of each study programme as well as its management, governance, human and financial resources, facilities and outputs and outcomes in education, research and community services.

As stated in the SER, the units responsible for the programmes to be accredited have also conducted programme level surveys of lecturers', students', alumni and stakeholders' satisfaction (including workload, facilities, learning resources, support systems, funding, content of programmes, learning methods etc.). According to information in the SER an evaluation of each course and of the lecturers' performance by the students is carried out at the end of each semester.

UM has provided data on application numbers, completion rates, duration of studies, grade distribution and gender distribution.

Experts' evaluation

The surveyed study programmes are integrated into an extensive evaluation scheme of UM. In general, the quality assurance systems are in place. An external and an internal quality assurance feedback system are observed at all university levels. UM not only involves students in the quality assurance data collection, but also surveys the alumni, stakeholders, and the lecturers. The results of the evaluations are freely available. Considering the feedback, there are meetings of the course teams and curriculum review meetings at the beginning of each semester. Here, the staff reflects on the learning and teaching processes of the previous semester. If the analysis of the evaluation by the quality assurance unit finds any problems, the university tries to develop solutions accordingly.

There was not much information in the SER as well as only little information the expert group received during the site visit regarding the improvements following the data that was gathered through the evaluation tools. The active discussion of the evaluation results and how they can be used to, for example, support the curriculum development is not clearly visible in the surveying process. To close the PDCA-cycle of the quality assurance systems, the expert group advises to provide more transparency on the implementation of the procedures and steps of the quality assurance system, especially referring to the act-stage of the PDCA-cycle (**Finding 9**). Transparency is an important element to display the sustainable effectiveness of the quantitative data collection comprehensibly. It should henceforth be visible how the university reacts to feedback and that it continuously works on quality development on all university levels.

Furthermore, the experts missed information on the involvement of students in decisions, for example for improvements in evaluation processes. The expert group recommends including the students and/or their representative bodies in decision making in general. A structural involvement of students in the quality assurance system, e.g. in the form of bodies is an important step to create a democratic procedure and to include a variety of perspectives in university decision making processes (**Finding 10**).

The surveyed study programmes cultivate qualitative face-to-face feedback between the students and lecturers, especially at the end of the semester. The panel of experts recommends a continuous feedback culture for the whole semester, in which the students have the possibility to take part in creating life and learning at the university (**Finding 11**).

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

Bachelor/Master Degree

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

[ESG 1.3]

Description

UM states in its SER that students receive a Semester Study Plan (RPS) at the beginning of each semester detailing the content, learning outcomes, learning materials and resources, learning activities, planned

meetings, methods of teaching and learning, assessment forms and workload for each course. According to information in the SER, course handbooks are reviewed and updated every year. Study programme coordinators are responsible for the courses and their scheduling. Expertise Groups are consulted on subject matters, including the development of the Semester Study Plans.

UM aims at becoming a Learning University and is developing a Centre of Excellence in Learning Innovation. UM's concept centres on the importance of lifelong learning and education for all, as well as education for sustainable development and national policies on education. UM wants to achieve this by, among others, reducing barriers to learning, diversifying learning resources, redesigning the campus and producing, utilising and spreading innovative learning resources. According to national regulations, teaching and learning must be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centred in nature.

As teaching and learning modes and methods UM lists: group discussions, simulation, case study, collaborative learning, cooperative learning, project-based learning, problem-based learning, discovery, mind mapping, role playing, debate, blended learning, discovery inquiry learning, study tours and performance (e.g. in the Bachelor's programme "Music and Dance Arts Education"). According to the SER the aim is to stimulate students' motivation, self-reflection and involvement in the instructional process, to create an active learning atmosphere and to consider student diversity and needs.

UM's Education Guide covers all its academic regulations and includes regulations on the teaching and learning processes and on the assessment of students. Students have access to an online learning platform for synchronous and asynchronous online learning; according to the SER online classes may ordinarily cover up to 30 % of the classes. UM states that students may take part in extracurricular programmes such as the Student Creativity Programme, additional community services or take part in exhibitions regionally, nationally and/or internationally. According to information in the SER, the Bachelor's programme "Visual Communication Design" features a specific focus on collaboration with industry in its teaching and learning. Especially at the Master level students should take part in the lecturers' research activities. UM states in its SER that special attention is given to students with special needs when selecting teaching methods.

In each course there is a mid-term and a final test each semester. Exams include written tests, performance tests and practicum assignments. Students must generally have an 80 % attendance record and complete structured assignments over the semester in order to sit the exams. According to the SER students are provided with oral feedback on the results of their exams and there is a Standard Operating Procedure regarding appeals. Before graduation there is a final assessment in the Bachelor's programmes in the form of a school or industry internship. Students then complete their final thesis.

Experts' evaluation

The Semester Study Plan / RPS provided to the students gives them a complete overview of each course. This also includes information on the teaching methods and modes of assessment. The processes to review the course descriptions are adequate; this is carried out each semester.

Overall, the methods of teaching and learning are appropriate and correspond to the intended learning outcomes. They also respect and take into account the diversity of students and their needs, enabling flexible learning paths. Yet, as mentioned previously, there seems to be less emphasis on the students' own artistic practice and expression than in comparable study programmes in Europe/Germany. While this is understandable in the context of the university, it should not be forgotten entirely that students' own artistic expression should still be supported and encouraged, e.g. through the implementation of studio spaces (see Chapter 6, Finding 18).

The teaching and learning environment is generally student-centred. The experts however recommend that a more active feedback/exchange culture be developed. As mentioned above, more face-to-face feedback could be given in the context of quality assurance mechanisms and evaluation procedures. However, face-to-face feedback should also be strengthened regarding artistic practice, assignments and tasks (**Finding 11**). At the same time this would support, especially in the teacher training programmes, the development of critical thinking by students/their competence for reflection.

The specific aspect of research and research approaches in the Master's programme "Arts Teaching" has already been mentioned before and needs to be clarified (see Chapter 1, Finding 6).

Overall, the students provided positive feedback on the different teaching and learning modes. The online learning platform of UM is functioning and provides a central place where all information and learning material is available. However, it seems, based on the discussions conducted with the students, that they are not entirely aware of the time requirements of each course and that they seem to focus on the contact hours only (be it digitally or in person): the experts therefore suggest providing more information to the students regarding the student workload and the amount of independent learning required outside class (**Finding 12**).

Summative and formative assessments are included in the programmes. Assessment regulations are included in the academic guidelines and the assessments are manifold in formats as well as in numbers. Teaching staff showed during the site visit that assessment rubrics (with defined criteria) are used in the exams. In the view of the experts it is, especially in arts education, particularly important that criteria of assessment are transparently explained to students, so that they can already orient themselves towards them in their individual learning processes. One aspect however surprised the experts during the discussions of the site visit, as it was mentioned that some of the students' art production was published on social media and that the response to it enters into the assessment criteria. Additionally, teaching staff mentioned that a formalised peer assessment is considered when grading. The experts explicitly recommend avoiding both these aspects, because it is from an academic point of view an insufficient medium (**Finding 13**). The administrative procedures regarding the exams, their organisation, as well as potential appeals are clear and transparent.

Conclusion

The criterion is fulfilled.

4. Student admission, progression, recognition and certification

Bachelor/Master Degree

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

There are 4 admissions schemes at UM: (1) the national centrally organised National Selection of Universities Admission; (2) the national scheme based on a written test: Selection of State Universities Admission; (3) Independent Selection carried out by UM directly and based either on top achievements in high school or on a portfolio assessment, interview and/or test; (4) the Affirmation track.

According to information in the SER there is a yearly intake capacity of 100 students in the Bachelor's programmes and of 40 students in the Master's programme. Admission to the 3 Bachelor's programmes is

possible through all 4 schemes and requires a secondary school education or Diploma-III level education. Admission to the Master's programme is only possible through Independent Selection carried out by UM on the basis of a written test or a portfolio. Entry requirements for the Master's programme are a Bachelor degree, a GPA of at least 3.00 and passing the admission selection. UM states in its SER that admission procedures are designed to be non-discriminatory, and that special access is provided to underprivileged students and students from disadvantaged regions of Indonesia.

The amount of SKS students can take each semester is based on the GPA they reached in the previous semester. According to the regulations, students with a GPA lower than 2.5 cannot take the maximum possible amount of SKS in the next semester (24 SKS at Bachelor level). Among UM's academic regulations there are standard operating procedures for course examination implementation, grade clarification, study leave, and study term extension.

UM mentions subject specific cooperation with higher education institutions in Thailand and Malaysia. Some students of the Bachelor's programme "Arts Education" have also completed their teaching internship abroad. UM states that the professional certificates and cooperation activities of lecturers in exhibitions and research contribute to the internationalisation of the studies. In the framework of the "Independent Campus" policy at Bachelor level periods of studies outside of UM are recognised based on a cooperation agreement and a credit transfer mechanism. The procedure for the recognition of prior learning is set in a Rector Regulation.

Upon graduation UM issues graduates with a graduation certificate, an academic transcript and a complementary statement to the diploma providing information on the degree, the courses as well as further curricular and extracurricular achievements. UM provided examples of these documents.

Experts' evaluation

The admission scheme is shown clearly on the university's website. This includes the admission requirements, eligibility, the selection procedure, the capacity of each study programme, and the important dates for each scheme of the selection process (schedule). However, information about the admission scheme of Independent Selection carried out by UM directly for the Bachelor's programme is missing and the guidelines for submitting required portfolio such as photography, music or dance video-portfolio are not published on the website. It would be desirable for the university to check this and provide the complete information in a streamlined way to prospective students (see Chapter 7).

There is an additional colour-blind test required for the "Arts Education" and "Visual Communication Design" programmes – UM however stated in the discussions during the site visit that no colour-blind test was conducted in the last years anymore. Based on the criteria of the UNESCO and the Erasmus Charter for Higher Education the experts consider that the university has to eliminate the colour-blindness criteria for admission in the future (**Finding 14**). The experts believe inclusion should be the keyword – also regarding the eligibility for the prospective students and the criteria stating that they must be in good health and the requirement for maximum ages for the prospective international students.

At the moment, the information about tuition, administrative fees and semester contribution is available on the central application website of the university, but it would be good to also publish it and provide more details on the different pages and subpages for the individual programmes.

The UM states that it offers vast opportunities and support to facilitate student mobility. The experts suggest developing international partnerships especially in the arts and design area, including activities such as internships, student exchange, international exhibitions, and competitions (**Finding 15**). This would provide students with more opportunities, support them in developing their English skills, and hopefully in the long term raise the number of incoming and outgoing students. At the same time this would contribute to developing a broader global view on their future profession. Recognition and equalisation of informal learning processes or

extracurricular activities and academic publication in order to accelerate students' graduation are provided in the form of a credit transfer programme. While the experts have not identified subject-specific procedures, they evaluate the overall procedures to be adequate.

Graduates receive documentation explaining the qualification gained, including context, level, and status of the studies (diploma supplement). These documents provide the necessary information transparently to the graduates and the labour market.

Conclusion

The criterion is partially fulfilled.

5. Teaching staff

Bachelor/Master Degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

UM lists 11 teaching staff in the Bachelor's programme "Arts Education" including 5 lecturers, 3 assistant and 3 associate professors for a staff to student ratio of 1:42. In the Bachelor's programme "Dance and Music Arts Education" there are 10 teaching staff: 5 lecturers, 1 assistant and 4 associate professors for a staff to student ratio of 1:47. In the Master's programme "Arts Teaching" UM mentions 1 assistant and 5 associate professors for a staff to student ratio of 1:5. A total of 19 teaching staff are involved in the Bachelor's programme "Visual Communication Design" including 11 lecturers, 3 assistant and 5 associate professors (staff to student ratio 1:38).

According to UM the standard staff to student ratio in Indonesia for a Bachelor's programme is 1:60 and for a Master's programme 1:30. UM states that two external teaching staff contribute to the programmes. Additionally, the faculty has 172 support staff in libraries, laboratories, IT, administration and student services. Academic staff has a workload of 12 to 16 SKS per semester including 9 to 13 SKS for teaching and research and 3 to 7 SKS for community services and support. In this context 1 SKS corresponds to 3 semester hours per week; according to the SER administrative responsibilities are compensated for.

UM states that recruitment selection and assignment procedures are based on national laws and regulations. UM's Statutes and its Education Guide include regulations on staff rights and a code of ethics. Onboarding is provided by the university centrally and by each individual unit; it includes guidance modelling by senior lecturers. According to information in the SER, professional development training has been made partially compulsory for staff. Offers include training on learning media design, learning management system, research writing and community services, scientific writing or research data analysis. UM has introduced an incentives system for scientific and creative work as well as a programme to support innovation in teaching methods through grants. According to the SER lecturers are provided with scholarships when they wish to further their studies (e.g. from Master to PhD). There are set amounts of yearly mandatory scientific production for staff. UM mentions international research cooperation with institutions in Malaysia, Singapore, Thailand and Italy.

Experts' evaluation

In the staff handbook, the lecturers were listed according to the different courses of studies with name, academic career, current employment, research and development projects in the last 5 years, industrial cooperation in the last 5 years, patents and property rights and important publications in the last 5 years. In contrast, the presentation of scientific publications is not very informative, which could give insight into the scientific expertise in the subjects. In addition to the date of publication, the type of publication (peer-reviewed- or non-peer-reviewed-journal, monograph, or book chapter) would be of particular interest. As a consequence, the experts require a full list of publication of all staff of all programmes, with full information on publications, dates, title, journals (according to accepted standards) (**Finding 16**) in order to assess the qualification of chosen staff for the set programme objectives.

The number of teaching staff appears to be appropriate in relation to the number of students in each programme and generally in relation to the supervision ratios. The staff also seems to be well trained overall, but at the same time they are very young in relation to experienced lecturers. Especially in the area of visual communication, there appears to be a need for staff with industry experience. Therefore, the experts suggest recruiting more senior lecturers for all programmes in the future, who in the case of the visual communication design programme, also have good experience in industry (**Finding 17**).

Another point concerns the supervision ratio in independent study. Especially in the studios and during the times when students can work independently, it would be desirable to hire additional assistants as supervisors so that students can also go to the studios and workshops outside of the courses. Additional assistants could provide opportunities for students to work independently in the studios with supervision. The experts suggest that studio times be designated for free work, during which enough assistants are available to ensure good independent study.

Generally, UM has adequate regulations regarding recruitment and staff development – these are based on legal requirements and guidelines from the ministry. UM provides some support to staff to conduct research and develop their competencies. However, it is not clearly visible that a large number of lecturers use this to take part in international conferences or work collaboratively internationally. Additional international cooperation, as stated previously, would support in developing their competencies as well (see Chapter 4, Finding 15).

Conclusion

The criterion is partially fulfilled.

6. Learning resources and student support

Bachelor/Master Degree

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Description

UM organises centrally and at study programme level a Student Orientation event at the beginning of the year. Students are assigned an Academic Counsellor, whose role it is to support students in planning each semester, advising in the choice of courses. Academic consultations should take place at least 4 times per semester.

According to information in the SER, student progression is monitored using data on the central online platform. Specific indicators such as a low GPA or a longer duration of studies trigger special consultations with the Academic Counsellor. Students also have access to a central Institute for Research and Community Service, a Publication Acceleration Team, a Centre for Career Counselling and Academic Competence, an Institute for Learning and Education as well as a Professional Certification Institute.

UM states that tuition fees are based on students' economic status and that scholarships are offered. According to information in the SER, the buildings are wheel-chair accessible and students with special needs receive the support of a specific unit, the Movement on Students' Awareness towards Inclusion and Disability. UM states in its SER that special consideration is given to the design of the Standard Operating Procedures, e.g. in the area of quality assurance, so that they are accessible to all students.

The faculty has access to a total of 267 classrooms across 5 buildings, 62 workspaces for a total of 123 people and 9 meeting rooms and 1 hall with a total capacity of about 500 people. The following laboratories are used in the 4 programmes to be accredited: Ceramics laboratory, Graphics and painting laboratory, Craft laboratory, Batik laboratory, Sculpture laboratory, Drawing laboratory, Reprographics laboratory, Photography laboratory, Recording media laboratory, Computer laboratory, Microteaching laboratory, Dancing laboratory and Music laboratory. There is also a Mini-Theatre and an Amphitheatre.

Students have access to a central library, a faculty library as well as unit libraries. According to information in the SER they include electronic and digital materials, e-books and e-journals. UM provides access to sport facilities, dormitories, public health as well as religious facilities. A Standard Operating Procedure has been defined regarding the procurement of material; the evaluation of the adequacy of physical resources is based on student numbers.

Experts' evaluation

The course/module descriptions are available to the students. The students praise the additional course contracts that are provided to them by their lecturers. The students feel well informed about the learning goals, the course contract, the assignments, the assessments, and the evaluation of the lecture.

UM has substantial academic and non-academic equipment at its disposal. UM offers the students of the 4 programmes being accredited access to a variety of learning goals and to the appropriate well-equipped workshops and practice rooms/studios to make music and to perform. The focus on traditional local art in the programmes is apparent in the equipment of the studios. The students have access to independent study rooms which however do not leave room for artistic experimentation apart from drawing. The students can use the studios and workshops for their artistic-practical work in their self-study time but not if the studios and workshops are booked for lectures. The expert group therefore advises UM to give the students more rooms for their artistic practice, for example in form of additional studios, to also be able to work artistically when the studios of the study programmes are used for teaching (**Finding 18**). Furthermore, the experts suggest establishing and furnishing new animation studios for the students (**Finding 19**). When students have a lot of interest in drawing or illustration, as UM mentioned during the site visit, it would be good for UM to depict this as the UM's uniqueness for the VCD programme. The students' skills can be developed by providing courses e.g., animation, game design, character design. Having more cooperation or partnership with publishers, animation or games studio would also support this goal, next to mixing local and traditional values with the arts as UM stated.

The well-equipped digital library with relevant e-books, e-journals and papers of national and international discourses is praiseworthy. Especially in times of digital teaching, the students appreciate unrestricted access to scientific publications.

UM seeks to support students in complicated situations and difficult circumstances. The students who met with the experts during the site visit confirmed that the culture of support is lived and implemented. The university tries to establish equal opportunities for all students and applicants. The expert group advises to compose an all-encompassing statement and to eliminate all kinds of discrimination including the discrimination of colour-blind applicants (see Chapter 4, Finding 12). Students with children state that their studies and familial duties are easily compatible. They have access to a child-care centre on the campus or to the lab-schools of the university, which are located around the campus. UM pays attention to the equality of the sexes. Incoming students and foreign students are provided with peer tutors to access the facilities. Guiding posts and signs on the campus are -according to the university- also in English. The teaching in the 4 programmes being in the national language, UM provides support to the foreign students in the form of Indonesian language courses, and it hosts intercultural sharing days in partnership with the students.

Conclusion

The criterion is fulfilled.

7. Information

Bachelor/Master Degree
<i>Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.</i>
[ESG 1.8]

Description

Information on the programmes, their vision and mission, the graduate profiles, the learning outcomes, the courses as well as the courses descriptions and entry requirements are provided on the university's website. The department website also provides additional information for stakeholders. According to its SER UM provides information internally to students and its internal stakeholders on its learning management platform; various social media platforms are also used to reach prospective students and external stakeholders.

A central Public Relations Office as well as a departmental Publication and Communication Team are responsible for keeping the information up to date.

Experts' evaluation

UM provides all information needed to the public. The course programme book for each of the 4 study programmes is provided on the website and can be downloaded. It shows the overview of the study programme, the courses, intended learning outcomes and teaching and assessment methods in general. The selection procedure information is provided as well.

With regards to the social media platforms, the UM accounts actively update current information such as seminars, announcements related to studies, academic events, campus, etc. This is good for increasing engagement with students and stakeholders.

However, the experts find that the categories and subcategories on the website could be more compact and to be more neatly packed together. In this way it would be more convenient for the visitors and easier for them to find the content that they are interested in. It seems that similar information is scattered on the different sites (see the comment regarding the admission criteria in Chapter 4).

Additionally, it would be good for UM to provide a showcase of artwork created by students during the semester on the website, this would raise the profile of the programmes and of the students/graduates.

Conclusion

The criterion is fulfilled.

V. Recommendations of the panel of experts

The panel of experts recommends accrediting the study programmes “**Arts Education**” (Bachelor of Education), “**Dance and Music Arts Education**” (Bachelor of Education), “**Arts Teaching**” (Master of Education), and “**Visual Communication and Design**” (Bachelor of Arts) offered by **Universitas Negeri Malang** with conditions.

Findings:

1. For the programmes “Arts Education”, “Dance and Music Arts Education”, and “Arts Teaching” the university has to demonstrate the alignment of each curriculum with the programme goals, e.g. by a matrix in which the programme learning outcomes, the courses, the course learning outcomes and Bloom’s taxonomy (at all levels) are put into relation to each other.
2. The experts recommend putting more emphasis on the development of ‘reflective prospective teachers’ and less on the training of ‘applied prospective teachers’ in the Bachelor’s programmes “Arts Education” and “Dance and Music Arts Education”.
3. The experts suggest reducing the duration of studies by one semester in each programme – or equalising the workload more evenly over the eight, respectively four semesters.
4. It should be further described, including in the respective course descriptions, how the students are supervised and supported in their Bachelor’s thesis.
5. The experts recommend strengthening the interlinkage of the content of the curriculum and of the thesis in the Bachelor’s programme “Arts Education”, by e.g. using the thesis as a way to reflect on the students’ own arts practice.
6. The profile of the Master’s programme “Arts Teaching”, especially its aims, target group and research approach, has to be clarified in the curriculum overview (incl. alignment matrix) and in the course handbook.
7. The experts recommend embedding the development of students’ English competences in the curriculum of the Master’s programme “Arts Teaching” as a compulsory content.
8. The internship in the Master’s programme “Arts Teaching” should be extended to cover two semesters.
9. The experts recommend providing more transparency on the implementation of the procedures and steps of the quality assurance system, especially referring to the Act-stage of the PDCA-cycle, i.e. in curriculum development.
10. The experts suggest structurally including the students and/or their representative bodies in decision making in general, and in the bodies dealing with quality assurance in particular.
11. The experts recommend strengthening a face-to-face feedback culture, including on artistic practice, on assignments and tasks as well as on the evaluation of teaching and learning.
12. The experts suggest providing more information to the students regarding the student workload and the amount of independent learning required outside class.
13. The experts recommend not to use social media response as a criterion in the assessment of students’ art production and not to consider the results of peer assessment when grading.
14. The university has to eliminate the admission requirement that students not be colourblind.

15. The experts suggest developing international partnerships in the arts and design area.
16. The university has to show the qualification of all teaching staff in all four programmes by providing detailed CVs and a full list of the publications of all teaching staff; it should correspond to accepted standards and include full titles, dates, journals etc.
17. The experts suggest recruiting in the future more senior lecturers, and for the programme “Visual Communication Design” lecturers who also have experience in industry.
18. The experts recommend providing students with more rooms for artistic practice, e.g. their own ateliers, to practice outside of teaching hours.
19. The experts suggest establishing and furnishing new animation studios for the students.