AQAS

AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

UNIVERSITAS NEGERI MALANG, INDONESIA

CLUSTER EDUCATION SCIENCES

"EDUCATIONAL ADMINISTRATION" (BACHELOR)

"EDUCATION TECHNOLOGY" (BACHELOR)

"GUIDANCE AND COUNSELLING" (BACHELOR)

SEPTEMBER 2022

Content

DECISION OF THE AQAS STANDING COMMISSION

ON THE STUDY PROGRAMMES

▪ **"EDUCATIONAL ADMINISTRATION" (BACHELOR)**

▪ **"EDUCATION TECHNOLOGY" (BACHELOR)**

▪ **"GUIDANCE AND COUNSELLING" (BACHELOR)**

OFFERED BY UNIVERSITAS NEGERI MALANG, INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 14th meeting on 29 August 2022, the AQAS Standing Commission decides:

1. The study programmes "**Educational Administration**" (**Bachelor**), "**Education Technology**" (**Bachelor**"), and "**Guidance and Counselling**" (**Bachelor**) offered by **Universitas Negeri Malang**, **Indonesia** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

   The study programmes 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.

2. The accreditation is given for the period of **six years** and is valid until **30 September 2028**.

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

For all programmes:

1. It is recommended to update and further develop the curricula of the programmes to include areas such as a stronger focus on management and entrepreneurial competencies.

2. It is recommended to increase the linkage between courses with regards to content and structure to accommodate to the various subject-specific areas addressed in the curriculum.

3. In order to prepare students to pursue higher levels of studies after graduation, the experts suggest that undergraduate research is further fostered with regards to the curricular structure of each programme under review (e.g. by offering specific courses).

4. The university should provide students with more opportunities to explore career options outside the school setting, including various fields of industry and academia.

5. Quality assurance processes should consider additional sources of input, especially feedback from a wider section of the labour market, e.g. commercial companies in the fields of human resources management or software development,

6. Teaching and learning activities should go beyond a teacher-centric approach and include more student-centred and innovative learning methods in order to foster independent, reflective, and critical thinking skills on a higher level.

7. It is recommended to expand and advertise programmes supporting the international mobility of students.

8. It is recommended that the teaching staff is to be further encouraged and supported to increase the level of internationalisation and mobility with regards to both research and training.

9. Teaching staff should be encouraged and supported to increase collaborative research activities with industrial and academic partners.

10. The university should evaluate which sections of the website/which information need to be available for the public and which information needs to be given in English, considering potential areas of interest of different national and international stakeholders. These areas should be fully translated into English.

Additional for the Education Administration programme:

11. It is recommended to adjust the curriculum in order to impart a higher level of skills in education technology, especially related to conceptual skills and latest research.

12. Experiences from the pandemic should be included to a wider extent and considered more seriously as sustainable measures (e.g. by developing a sound strategy regarding blended learning).

Additional for the Education Technology programme:

13. The theoretical basis should be strengthened by including more theory-oriented courses in the curriculum.

14. The teaching materials should be updated to include more theories and concepts as well as more recent empirical findings.

Additional for the Guidance and Counselling programme:

15. The curriculum should include equal coverage of both the area of guidance and the area of counselling.

16. It is recommended to provide more laboratories equipped with up-to-date technology supporting individual and group counselling sessions.

17. Teaching and learning activities should provide more opportunities to practice ICT skills.

18. The learning material should include more international references.

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

EXPERTS' REPORT

ON THE STUDY PROGRAMMES

- **"EDUCATIONAL ADMINISTRATION" (BACHELOR)**

- **"EDUCATION TECHNOLOGY" (BACHELOR)**

- **"GUIDANCE AND COUNSELLING" (BACHELOR)**

OFFERED BY UNIVERSITAS NEGERI MALANG, INDONESIA

Visit to the university: 4th–7th April 2022

Panel of experts:

Prof. Dr. Sandra Hofhues	Institute for Educational Science, FernUniversität Hagen, Germany
Prof. Dr. Thomas Köhler	Institute for Vocational Education and Vocational Didactics, Technische Universität Dresden, Germany
Assc. Prof. Dr. Rafidah Binti Aga Mohd Jaladin	Department of Educational Psychology and Counselling, Universiti Malaya, Malaysia
Regina Eichen	Freelance Consultant for Educational Technology and Organisational Development, Brühl, Germany (labour market representative)
Martin Schleef	Technische Universität Dortmund, Germany (student expert)

Coordinators:
Dr. Melanie Brück & Sandra Austrup   AQAS, Cologne, Germany

I. Preamble

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

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

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in higher education institutions. The activities of AQAS in accreditation are neither limited 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 Bachelor programmes "Educational Administration", "Education Technology", and "Guidance and Counselling" offered by Universitas Negeri Malang.

1. Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master. 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 each programme since not all indicators necessarily can be applied to every programme.

2. Approach and methodology

Initialisation

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

- an overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as 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 6th December 2021. The final version of the SER was handed in in February 2022.

Nomination of the expert panel

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 the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in April 2022. 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.

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 all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a digital site visit to the university took place on 4th–7th April. The experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching staff, as well as students and graduates, in separate discussion rounds 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.

Reporting

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

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, the AQAS Standing Commission took its decision on the accreditation on 29 August 2022. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In September 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

The Universitas Negeri Malang (UM), founded in 1954, consists of three campuses, two located in Malang and the third in Blitar. This public higher education institution comprises of eight faculties (Education, Letters, Maths & Sciences, Engineering, Economics, Social Science, Sport Science, Psychology) and several centres (e. g. Centre of Learning and Education Development, Centre of Research and Community Engagement) that contribute to the university's three primary activities as stated in the SER: education, research, and community service (the so-called *tridharma* of education). As of September 2021, the university reports an enrolment of 38.979 student in total and the employment of over 1,063 lecturers and 1.029 educational personnel.

The three programmes to be accredited are located at the Faculty of Education which is the oldest faculty at UM and offers 17 study programmes (seven Bachelor programmes, six Master programmes, and four Doctoral programmes). According to the mission statement, the faculty strives to (1) provide high-quality education and learning, (2) conduct science and technology research for science development, (3) perform community service oriented towards community empowerment, and (4) apply an autonomous, accountable, and transparent governance system to ensure continuous quality improvement. Currently, the faculty reports an enrolment of 5.270 as well as an employment of 148 lecturers and 82 educational personnel such as library staff, administrative staff, and laboratory assistants, amongst others.

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]*

a. General Aspects

The workload for each programme is calculated in *Sistem Kredit Semester* (SKS). The programmes require an accumulation of 146 SKS corresponding to 241.73 ECTS credit points. Following the *tridharma* approach of higher education, the curricula are organised into three main blocks. The first block consists of basic courses and courses on character development (12 SKS), which are based on the UM's 2020 curriculum. This block includes religious courses, Indonesian for academic purposes, and innovation management, amongst others. The second block contains core courses on subject matter offered by the Faculty of Education (98 SKS) and includes subject-specific courses as well as six core courses on educational foundations and education sciences offered by the university and by the faculty (14 SKS). The third block is composed of elective and trans-disciplinary courses (36 SKS). Special curricular elements include community service and an internship. Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated by a final thesis.

Intended learning outcomes (ILOs) fall into three categories: the university-level ILO (students are to gain knowledge and the ability to show behaviour as religious citizens who respect Indonesian culture and work independently, innovatively, and adaptively according to global dynamics), the faculty-level ILO (students are

to display values and knowledge about education sciences, which they embed in the framework of Indonesian culture), and a varying number of programme-specific ILOs.

As stated in the SER, the curriculum has been updated in 2016, 2018, and 2020 to adjust to new developments in the respective academic fields as well as to emerging social and cultural considerations. The first update considered the Indonesian National Qualifications Framework (KKNI) with regards to the integration of education and work experience, while the second focused on the implementation of a life-based curriculum. The latest revision in 2020 introduced the freedom to learn/independent campus curriculum.

b. Educational Administration (Bachelor)

Description

As stated in the SER, the Educational Administration programme is a non-teacher study programme which is supposed to qualify its graduates for employment as educational administration personnel at schools or other educational institutions. The programme defines four subject-specific ILOs: students are said to successfully apply science, technology, and arts in the fields of (1) educational management, (2) educational leadership, (3) educational supervision, and (4) entrepreneurial education.

Compulsory subject-specific courses cover areas such as educational management (22 courses), educational leadership (three courses), educational supervision (three courses), and entrepreneurship in education (three courses). In addition, students need to take at least 36 SKS in elective courses which can be taken both within and outside of the study programme and are scheduled for the fifth and sixth semester. Finally, the curriculum schedules a thesis proposal seminar (2 SKS) and student community engagement (4 SKS) for semester six, an internship in educational management for semester seven (4 SKS), and the Bachelor's thesis for semester eight (6 SKS).

Experts' evaluation

The Intended Learning Outcomes (ILOs) of the programme are defined quite broadly but are still adequate. They document a basic academic qualification of students as well as the preparation to enter the labour market. The Bachelor level of the programme is thus adequately described compared to the respective level of the European Qualifications Framework and the achievement of the ILOs is assessed by a final thesis in the last semester. The subject-specific ILOs and the overall ILOs described by the university and faculty as a whole cover the necessary range of general and specific competences.

The education programme is obviously well connected to the labour market. For example, two internships are integrated into the curriculum in a systematic way. The education programme has also set up a Joint Committee with representatives of the labour market.

When it comes to future employment, there is a rather strong focus on jobs in higher education (which means that this direction is targeted first). Other directions that are covered as well are future careers at government institutes and the commercial sector, the 'real' industry.

The employment figures (or perhaps likelihoods) reported show suitable evidence that the programme trains well for the needs of the labour market: the majority of graduates does intend to become counselling teachers. Surprisingly, there is only a small portion with an entrepreneurial perspective. It is recommended to further develop that potential in relation to the Master in Education Administration by focusing a little more on management competencies and perspectives when training the students (**finding 1**).

There also seems to be a demand from the labour market for graduates of the programme to have higher ed-tech skills and competencies, going beyond what is already being trained, especially related to conceptual

skills and latest research. Here, the programme would need an adaptation. There might be different ways to reach such a goal, for example by inserting a specific module or by using the existing internships in an appropriate way, like having students write a reflective paper covering that topic (**finding 2**).

Overall, it was a fine idea to even present statistics about employment to the experts, as this demonstrates a suitable awareness of labour markets and potential careers.

Regarding the way education is delivered in the education programme, there is a well-balanced design of blended learning, which may be seen as state of the art. It is based upon 30 % online and 70 % offline learning. This has only been possible because LMS usage has been profiled before the pandemic and is reliable and stable. The teaching staff also seems to have adapted its skills and culture, perhaps mainly triggered by the pandemic. Yet, experiences from the pandemic could be included to a wider extent and considered more seriously as sustainable measures. For example, there should be more of a sound strategy regarding what the blended approach means in terms of effectiveness, efficiency, and motivation for the education programme. It might also be considered as a very valuable component when it comes to developing the digital skills which are demanded by the labour market among the target group (**finding 3**).

Here, the programme can also benefit from the other programmes offered by the faculty. For example, close internal cooperations can be envisaged. In general, the programme reaches a level that is

Conclusion

The criterion is fulfilled.

c. Education Technology (Bachelor)

Description

The SER lists five programme-specific ILOs for the Education Technology programme which aim at providing the students with skills to become a learning media developer. Students are said to learn how to (1) implement knowledge to create, use, assess, and manage the theoretical and practical application of educational technology, (2) apply pedagogical content in a reflective way, (3) apply science and technology to create, use, evaluate, and manage effective learning environments, (4) design learning environments that are rich in technology and support the respective learning community, and (5) explore, evaluate, and apply research methods to enhance learning and improve performance.

In addition to the three courses on educational foundations and the three courses on education science, the study plan includes compulsory courses in the area of education, curriculum design, and education technology, as well as research methodology (68 SKS). These are complemented by elective courses on knowledge and skill development in related areas (36 SKS) as well as a thesis proposal seminar (2 SKS, fifth semester), student community engagement (4 SKS, sixth semester), an internship (4 SKS, sixth semester), and the Bachelor's thesis (6 SKS, sixth – seventh semester).

Experts' evaluation

For the Education Technology Bachelor programme, appropriate ILOs are documented. They cover a basic academic qualification as well as preparation for working life. Thus, the documented level of the Bachelor's programme is comparable to the corresponding level of the European Qualifications Framework. The ILOs take appropriate account of both subject-specific and interdisciplinary aspects.

The Ed-Tech programme makes use of several labs for training skills in a practical way, but applies virtual labs like MOOC etc., as well. This is evidence of both a suitable awareness of recent developments and a good

didactic approach as students may practice Ed-Tech and develop skills. The achievement of the ILOs is finally assessed by a thesis.

While a practical orientation is fine, the theoretical basis also should be strengthened. Of course, opportunities are limited in a Bachelor programme with a finite amount of time. Still, a clearer outline of the most prominent overarching media-theoretical and media-educational concepts of the recent decade in scientific discourse should be considered and taught more prominently by a higher number of more theory-based courses (**finding 4**). Graduates should also be ready to take new perspectives on education resulting from the pandemic shock into account. This also includes updating the teaching materials, which should be interconnected with theories and concepts and should always include the newest empirical findings (**finding 5**). Both are important for the design of practice with digital media.

Students seem to be well prepared for the expectations of the labour market. Only a smaller group of graduates continues to pursue higher education, approximately 20–30 % enroll in Master programmes.

The future career of Ed-Tech graduates seems to be strongly linked to educational practice. This type of specialist is probably in high demand on the labour market. Perhaps the wider labour market could be addressed in more depth, as well.

When it comes to comparable programmes in Indonesia, graduates demonstrate that there is a good idea of what is being trained at the polytechnics, i.e. they have a helpful idea of the education market, the competitive positioning of the programme at Universitas Negeri Malang, and what it may deliver and may not deliver.

The students the experts talked to pointed out that they like the university and the programme because of its traditions; it is perceived as a fine place for studying. Also, the alumni have convincingly demonstrated a high level and quality of commitment during the site visit.

It is noticeable that students also raised the issue of better linkage between curriculum and research, as indicated above.

Conclusion

The criterion is fulfilled.

d. Guidance and Counselling (Bachelor)

Description

The Bachelor's programme in Guidance and Counselling aims at producing graduates who will work as school counsellors by enabling them to (1) formulate goals, functions, principles, values, contexts, approaches, and procedures, as well as design guidance and counselling services in the education sector; (2) apply the relevant instruments for a need analysis in specific counselling and guidance contexts; (3) develop comprehensive and independent guidance and counselling; (4) carry out basic services, responsive services, specialization services, and individual planning, as well as classical, group, and individual support systems; (5) carry out individual and group counselling using psychodynamic, humanistic, behaviouristic, cognitive, postmodern, and integrative approaches; (6) plan and carry out evaluation and supervision of programmes, processes, and results of guidance and counselling services and report the results to related parties using information and communication technology and multimedia; (7) conduct scientific studies in the field of guidance and counselling; (8) document, store, secure, and recover data and use it according to the code of ethics to support guidance and counselling services; (9) maintain cooperation networks with supervisors, colleagues, other professions, and various relevant institutions in order to manage and evaluate professional services in the field of guidance and counselling.

The curriculum provided in the SER lists compulsory subject-specific courses in the area of guidance and counselling, media in guidance and counselling, psychological assessment, and research methodology (68 SKS). In addition, students need to take at least 36 SKS in elective courses which can be taken both within and outside of the study programme and are scheduled for the fifth and sixth semester. Finally, the curriculum schedules a thesis proposal seminar (2 SKS) and student community engagement (4 SKS) for semester six, a teaching internship for semester seven (4 SKS), and the Bachelor's thesis for semester eight (6 SKS).

Experts' evaluation

Overall, the Bachelor's programme in Guidance and Counselling (BGC) has a comprehensive curriculum that is in line with the local standards (e.g., the National Standards of Higher Education (SN-DIKTI) and Asosiasi Bimbingan dan Konseling Indonesia (ABKIN)) as well as international standards (e.g., Council for Accreditation of Counselling and Related Educational Programs (CACREP)). The intended learning outcomes of the BGC programme are clearly defined and are made readily available on the programme's website. The structure of the curriculum reflects both academic and labour market requirements based on the triangulation analysis from departmental academic staff input (and SER), alumni's responses, and current BGC students' perspectives during the site visit.

However, the curriculum structure can be further improved by outlining the main components of the BGC curriculum and specifying the courses that fall within each main component. Feedback from the selected labour market (prospective employers) and graduate surveys have shown that the intended learning outcomes of the BGC programme are up-to-date with the field of guidance and counselling. Hence, the quality of the curriculum is appropriate and meets the level of the European Qualification Framework.

However, based on findings discussed during the site visit, there are some areas in the programme that need careful consideration for improvement purposes. These are as follows:

It is recommended to increase the linkage between courses with regards to content and structure to accommodate to the various subject-specific areas addressed in the curriculum (**finding 6**).

In order to prepare students to pursue higher levels of studies after graduation, the experts suggest that undergraduate research is further fostered with regards to the curricular structure (e.g. by offering specific courses) (**finding 7**).

The university should provide students with more opportunities to explore career options outside the school setting, including various fields of industry and academia (**finding 8**).

The curriculum of the Guidance and Counselling programme should include equal coverage of both the area of guidance and the area of counselling (**finding 9**).

Conclusion

The criterion is fulfilled.

2. Procedures for quality assurance

> **Bachelor/Master degree**
> *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.*
>
> *A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.*
>
> *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.*

> *Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.*
>
> *[ESG 1.1, 1.7 & 1.9]*

Description

At UM, quality assurance is said to underly the National Standards of Higher Education (SN-DIKTI) and to be performed by two main actors, i.e. the Quality Assurance Entity (SPM), which focuses on academic quality, and the Internal Supervisor Entity (SPI), which is responsible for all non-academic affairs. Furthermore, the report lists the Quality Assurance Unit (UPM), which operates on the faculty level, and the Quality Assurance Task Force (GPM), which is active on the department level. By implementing a PPEPP cycle (determination, implementation, evaluation, control, improvement) including all organisational levels, the general quality assurance process is structured as follows: (1) rector, vice rectors, deans, heads of institutes and the head of SPM meet to discuss relevant standards, (2) the observance of these standards is evaluated, and (3) if necessary, measures for correction or improvements are decided upon.

In order to formalise the quality assurance policy, UM reports the formulation of Standard Operational Procedures (SOPs). Together with the department's SOPs, the university's policy for quality assurance and the respective faculty's academic guide are implemented as guidelines for the monitoring, evaluation, and revision of study programmes. These activities include (1) instructional monitoring and evaluation (*Monevjar*), which is performed by the GPM under guidance of the UPM, (2) an internal quality audit, and (3) stakeholders' satisfaction surveys.

The *Monevjar* process involves the monitoring of student and lecturer attendance, the availability of lesson plans and handouts, the implementation of mid-term and final examinations, the documentation of course passing rates and the evaluation of student workload. It is conducted at the beginning, the middle, and the end of each semester. The university states that the results constitute the basis of the curriculum evaluation and revision. Also, if instances of intolerance and/or discrimination are detected in this process, the Dean's office is immediately informed to resolve the issues and install measures to prevent them in the future. In addition, questionnaires and a lecturer-student forum are used to receive student feedback on potential issues. This overall evaluation is conducted by the GPM and reported further to the UPM. This faculty-level unit reviews the evaluation outcomes and reports them to the SPM at the university level where the information is used to decide on necessary measures and revisions.

The internal quality audit regarding a department and/or study programme is conducted by an auditor team from another faculty. This team evaluates the activities of a department or study programme according to categories such as human resources, study programme strategies, finance, facilities and infrastructure, or research activities, amongst others. Stakeholders' satisfaction surveys are conducted online. Relevant stakeholders are students, lecturers, education personnel, alumni, and partners from the labour market.

The SER lists several examples of how the results of these surveys have been followed-up in the past, such as by organising additional training for lecturers or improving the offer of on-campus working spaces for students. Also, the university states that the results of the survey are integrated into the university's database and published on relevant websites, mass media and alumni forums.

Furthermore, the SER refers to tracer studies which are conducted for each of the study programmes and integrated in the UM alumni association's database. These studies focus on the expertise of graduates, the waiting periods until graduates achieve their first employment, and the relevance of the study programmes to the graduates' occupational fields.

On the level of individual courses, students are to be encouraged to submit evaluations at the end of the semester via a dedicated online tool. This evaluation is said to be student-run and the results are passed on to the respective lecturers for self-evaluation and quality improvement.

According to the SER, data on the duration of studies is collected on a regular basis. Of the 2015 student cohort, 47,87% have graduated on time in the Education Administration programme, 29,35% in the Guidance and Counselling programme, and 13,19% in the Education Technology programme. The average study period within the last four years is said to range between 8,66 and 10,19 semesters. The dropout rates provided in the report show a 1,57% rate for the Education Administration programme, a 1,9% rate for the Guidance and Counselling programme, and a 1,89% rate for the Education Technology programme, and are said to be due to either students' self-deregistration or due to their inability to complete the overall workload within the maximum study period of 14 semesters. In addition, UM emphasises that several measures have been taken to improve the quality of the study programmes and to achieve an acceleration of graduation, such as a periodical report of students' progress to their parents, additional learning training for new students, thesis writing training for final year students, and individual counselling for those students who have passed the standard study period of eight semesters.

Experts' evaluation

The programmes are completely integrated into the university's policy and associated procedures for quality assurance. The quality assurance is implemented on different levels with specific scopes. Academic and non-academic aspects of quality are surveyed under different national or internal standards. There is the evaluation of programmes as well as evaluation of courses or the workload of students. Data on the rates of completion is analysed, as well as statistics concerning gender or regional origin. The services and administrative/organisational aspects, on the other hand, are also part of the quality assurance system. Thus, the university has implemented a broad quality assurance systems that covers many different aspects of the quality of its study programmes and uses data and results of evaluations for their development. UM has installed actors for quality assurance on different levels and implemented standardized processes like the PPEPP cycle (determination, implementation, evaluation, control, improvement) including all organizational levels.

Stakeholders from inside and outside the university are consequently involved in the process of quality assurance. Besides teachers and learners, representatives from the labour market as well as alumni and graduates are included in the feedback processes. There are defined steps in the process to implement or integrate their feedback into the programme reviews. This applies to aspects of the curriculum as well as organisational and/or administrative aspects. Several reviews of the curriculum during the past years document that the university follows this process in practice.

UM has implemented several standardized instruments for evaluation and quality assurance. Different tools and formats are in use, like surveys, data collection or feedback-systems. This is a very substantial approach.

The defined targets are chosen well and give a comprehensive view to the programme, learning outcomes, students support and success, quality of lecturers and different services. They are a good basis for revision and further development of the programmes. The continuous evaluation – from internal data collection to feedback from alumni or the labour market – allows for adaption of teaching and learning, services and organizational aspects. The results of monitoring and evaluation are delivered in internal meetings and are included in the analysis of strengths and weaknesses of the departments and the university. Also, they are published on several public or internal websites, and are updated continuously. Thus, one can be sure that the data and information are always up to date.

Besides the internal quality assurance, there are external partners included by UM. This allows a more objective validation of the collected data and the results of analysis. One can be sure that quality assurance follows current standards on any level.

There is no specific data about students' usage of digital media like the learning platform SIPEJAR, digital communication or social media, although they play a huge role in teaching and learning as well as for communication all over the programme. There could be important findings and results for the further development of those tools and their integration in the diverse parts of the programmes (and other programmes as well) and, finally, there could be indicators for the innovation of teaching and learning or the potentials of learning environments (**finding 10a**).

During the site visit, it became obvious that the inclusion of alumni and labour market representatives is done very seriously und consistently. Nevertheless, it probably makes sense to widen the labour market perspective for the students and open the horizon more into the field of commercial companies, e.g. human resources management or software development (educational software). Their specific requirements could be included more strongly to be considered in the further development of the curriculum (**finding 10b**).

In addition, not only input from the labour market but also current academic trends should be monitored more closely, and they should continuously be incorporated into the further development of the study programmes, especially the Education Technology and Education Administration programme, via the already installed quality assurance processes (**finding 10c**).

The positive evaluation of the reviewers can be summarised briefly as follows: The quality assurance system for the programmes is well-elaborated. Standardized procedures are consistently installed and completed by instruments as well as defined responsibilities on all levels which enable the actors to create and develop high-quality study programmes, which are continuously adjusted to the actual requirements. Only the focus on some areas such as digital media, other fields of the labour market and current academic trends should be integrated to a greater extent in the quality assurance management.

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

As stated in the SER, learning activities in the three programmes include a blended learning approach and thus combine online and offline learning environments. Before the COVID-19 pandemic, 30% of teaching is said to have taken place online. Online learning, both synchronous and asynchronous, can be delivered by the university's online learning platform (SIPEJAR). The report mentions a commitment to the UM Curriculum Guideline 2020 which highlights the approach of student-centred learning. This is put into practice with

methods such as inquiry, discussion, case study, simulation, problem-based learning, project-based learning, or cooperative learning, amongst others.

The design and organisation of learning activities in the three programmes is documented in each course's semester lesson plan (RPS), which is collaboratively developed by lecturer expertise groups and is said to consider course objectives and ILOs as well as methods, materials, and assessment types, amongst others. This plan is then communicated to students via the Academic Information System (SIAKAD UM) where students can also access their grades and provide feedback concerning the quality of their classes. A special emphasis is put on the combination of scientific autonomy of the individual lecturers and the academic freedom of the students, which not only includes the above-mentioned student-centred learning methods but also the opportunity for students to provide input and suggestions related to the learning process and coursework.

The report mentions the offer of intermediate semesters, which cover eight weeks of every even semester and provide students with the opportunity to improve their grades. In these semesters, students can participate in community service courses (KKN) and thus gain hands-on experiences in an interdisciplinary and cross-sectoral environment.

Assessment schedules are communicated to the students by their lecturers at the beginning of the semester and are also listed on the semester lessons plans. Following UM's academic calendar, each course needs to include at least two examinations, i.e. a mid-term exam and a final exam. Assessment methods reported in the SER include online and offline exams, multiple-choice tests, essays, and oral exams. Project- and portfolio-based assessments are also possible, as are reports by field supervisors in the case of community service and internships. Students are said to have the opportunity to take make-up exams and to submit objections to their grades. All assessment regulations are available to students on the university website.

The completion of final theses in the Bachelor programmes is formally structured into seven phases: (1) appointment of two supervisors by the Head of the respective department, (2) creation of a thesis proposal with the support of the supervisors and the thesis proposal seminar, (3) writing of thesis including plagiarism check, (4) thesis exam conducted by the two supervisors and a main examiner, (6) if necessary, a revision of the manuscript. The final output of the thesis may take the form of a research report, development process report, or an article published in a national or international journal. All guidelines and regulations concerning assessments and the final thesis are said to be available to the students in the education guide, which is available on UM's homepage.

Experts' evaluation

Besides the well-equipped facilities on the campus, the learning, teaching, and assessment of students of the UM programmes are facilitated and enhanced by the use of two education management systems, SIPEJAR and SIAKAD. The delivery of materials and resources for learning, teaching, and assessments of students is thus readily and transparently available on both online platforms. As such, students can take an active role in the learning process and communicate directly with peers and instructors. Feedback from peers and lecturers is readily and transparently available for each learner in the online portal. The availability of the two education management systems, SIPEJAR and SIAKAD, makes the learning experience more enriching and addresses the diversity of students' needs, enables flexible learning paths, and stimulates student motivation, self-reflection, and engagement in the learning process.

However, for the BGC programme, some issues may arise pertaining to the use of the online learning platform to master the skills of guidance and counselling. Skill-based courses need laboratories for both individual and group counselling sessions that are equipped with up-to-date technological supports such as cameras, recording facilities, and one-way mirrors. This should be considered when fully or mainly returning to learning on campus; there should be more laboratories then which should be equipped adequately (**finding 11**).

In addition, based on findings discussed during the site visit, there are some more areas in the programme that need careful consideration of improvement. These are as follows:

Teaching and learning activities should go beyond a teacher-centric approach and include more student-centred and innovative learning methods in order to foster independent, reflective, and critical thinking skills on a higher level. This didactic concept seems to be low regarded in the concept of both programmes. Thus, the university should include more student-centred learning methods in the didactic concept of both programmes (**finding 12**).

Teaching and learning activities in the Guidance and Counselling programme should provide more opportunities to practice ICT skills (**finding 13**).

It is recommended that the learning material in the Guidance and Counselling programme should include more international references (think globally but act locally to develop local wisdom) (**finding 14**).

Both the requirements for examinations and their organisation are comprehensibly regulated and documented for the students. Students are informed about the dates and requirements in good time. Possibilities for make-up exams are given. The students are also informed about course/semester plans etc. to organise their studies. The forms of examination are suitable for demonstrating the acquisition of the competences targeted by the courses.

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

Student admission to the Bachelor programmes can take place within three different schemes. The National Selection of State Universities Admission (SNMPTN) scheme follows national regulations by the Council of Rectors of Higher Education Institutions of Indonesia and is based on the level of high school diplomas including both academic and non-academic achievements. The Joint Selection of State Universities Admission (SBMPTN) scheme is also a nationwide selection process and uses the results of a written test and a skill test to determine student admission. Finally, the Independent Selection scheme follows UM-specific regulations and involves a written test and an evaluation of prior achievements. The university also emphasises that the admission of students follows a strict non-discrimination approach.

Monitoring of students' progression takes place via academic guidance. Each student is assigned an academic advisor who keeps track of their progression via SIAKAD and offers additional consultation if required. If issues cannot be clarified with the academic advisor, students can request assistance by the study programme coordinator or Head of the Department and, if the necessity should arise, also involve the Dean's office or the Rector's office.

According to UM, recognition of competences is facilitated by a credit transfer programme with regards to student mobility. This is based on a collaboration between UM and other national HEIs and regulated by the national *Freedom to Learn – Independent Campus* programme (MBKM), which is implemented at UM in the

form of a *Homeland Student Exchange programme* (PERMATA). In these programmes, students can take between two and seven equivalent courses or activities per semester at another Indonesian HEI. In addition, students' participation in campus teaching programmes is recognised and may replace certain courses that are scheduled for the respective semester.

Upon graduation, students receive three documents: the graduation certificate, an academic transcript, and a Diploma companion certificate (SKPI). The latter is referred to as the graduate certificate accompaniment letter and contains a description of the student's learning outcomes and extracurricular activities. It also includes a list of study results and the final assessment.

Experts' evaluation

From the experts' point of view, the university meets all requirements of the formal criteria in the area of student admission, progression, recognition and certification. The admission criteria and process as well as the specific requirements for the individual study programme are clearly defined in all their complexity and are made fully available to prospective students. It can be assumed that students are aware of the type and scope of the requirements for a successful degree before and during their studies. The university has an extensive quality management system which it also uses to generate data from previous cohorts for the admission process.

Clear rules for the recognition of formal and informal (pre-)study achievements are also named and published, which guarantees the principles for facilitating student mobility. To foster and support student mobility, there is a collaboration offer with various international institutions through which students can take part in a stay abroad (student exchange). A special scholarship programme was also set up to promote student mobility. All information is freely accessible in detail.

Nevertheless, the proportion of students who take part in international programmes is still comparatively low, which may be due to the restrictions imposed by the Corona pandemic. The developments should be focused on after this challenge is mastered. As part of the internationalisation that the university is striving for, the expert group would like to propose that the mobility programmes should be continuously expanded and advertised with great motivation (also from the teachers) (**finding 15**).

The degree includes all required and necessary certificates and documents which are handed to the graduates after successfully completing a Bachelor programme.

Conclusion

The criterion is 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

The teaching staff at UM consists of civil-servant and non-civil-servant lecturers. The former are recruited by a national computer-assisted test which is coordinated by the Ministry of Education and Culture, and the latter

by an official announcement on the university homepage. All applicants must hold a diploma from an A-accredited university and have knowledge of the English language. The selection process described in the SER includes the consideration of the applicants' qualifications, portfolios, written tests, teaching practice, and interviews. A recruitment procedure is said to be initiated based on a needs analysis conducted by the individual study programme and to consider the opening of a position up to four years in advance.

The distribution of teaching staff responsible for the programmes to be accredited is listed as follows:

- <u>Education Administration</u>: five professors, seven associate professors, ten assistant professors, and one lecturer

- <u>Guidance and Counselling</u>: three professors, nine associate professors, four assistant professors, and nine lecturers

- <u>Education Technology</u>: two professors, two associate professors, eight assistant professors, and two lecturers

Staff development is said to take place in the form of various trainings, both before and during teaching activities, with regards to pedagogical competencies as well as teaching methodology and innovative didactics. Also, each study programme organises support for junior lecturers such as a mentoring programme, team teaching and joint research activities together with a senior lecturer. With regards to research, staff development is facilitated by study permits and scholarships to obtain postgraduate degrees both in Indonesia and abroad or to receive non-degree qualifications (e.g. joint research or joint publications). Furthermore, collaborative research projects and the invitation of guest lecturers from universities in Taiwan, the Philippines, and Malaysia are mentioned as examples of knowledge exchange to result in a higher quality of lecturer output.

Experts' evaluation

Based on the review of the SER and discussions during the site visit, there seems to be an adequate number of teaching staff involved in the three educational programmes. The distribution of teaching staff responsible for the programmes to be accredited is well-balanced and sufficient for the smooth running of the three programmes. Thus, it can be concluded that the composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes. The quantity, qualifications, professional and international experience of the teaching staff are readily and transparently available on the programme website.

For the BGC programme, the majority of staff members involved with teaching are also considered to be qualified and competent to do so because they are registered members of ABKIN, a professional organization in Indonesia consisting of guidance and counselling teachers or counsellors.

However, there are some suggestions for improvement based on findings discussed during the site visit.

It is recommended that the programmes should strengthen collaborative research activities between their teaching staff and partners in industry and academia (**finding 16**). This goal would ideally be accompanied by an intense communication process between the leaders and teaching staff of each study programme. The resulting activities might range from projects purely for reasons of teaching to externally financed "research on demand". Both would strengthen the ties between theory and practice and be a fruitful opportunity to critically reflect on practice.

The experts also recommend that teaching staff be further encouraged and supported to increase the level of internationalisation and mobility with regards to both research and training (**finding 17**). This could be achieved by a wide range of actions, starting with acquiring English-language literature, conducting online exchanges

as well as shorter and longer stays abroad, but also incorporating international results into teaching and research, including guest scientists in teaching, and creating explicit structures for the purpose of mobility.

Conclusion

The criterion is fulfilled.

6. Learning resources and student support

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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]

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Description

As stated in the SER, each study programme has access to centralised classrooms including projectors, air conditioning, and sockets with a capacity for up to 50 students. Further facilities include internet hotspots in every lecture building, a shared computer room referred to as a teaching laboratory, a student guidance consultation form, a final project examination room, a campus garden, art facilities, religious facilities, indoor sports facilities, polyclinics, and dormitories. Students are said to have access to notebooks, computers, cameras, camcorders, and TVs to support their learning activities. The Education Administration programme provides access to a laboratory for research projects and self-study activities of both lecturers and students. The programme's teaching laboratory includes office stationery, whiteboards, and simulation equipment, amongst others.

Students of the Guidance and Counselling programme also have access to study-programme-specific facilities, such as a group guidance room, an observation room, and a counselling testing laboratory.

The Education Technology programme offers technological equipment such as a studio room, a computer and network laboratory, an audio laboratory, a server and control room, a video laboratory, and an administration room, amongst others.

Regarding student support and information, course descriptions are available to students via the SIAKAD system, where lecturers upload their semester lesson plans including objectives, activities, evaluations, and resources used in the courses. Furthermore, module descriptions are said to be published on the respective study programmes' websites.

As described in the SER, the university offers various programmes and facilities to support students' wellbeing, study progression and/or mobility. Dormitories and medical facilities are provided on campus. The facilities of the Faculty of Social Science are also equipped with wheelchair-accessible buildings and braille plates. Further support for students with special needs includes a Student Activity Unit called the Study Movement for Inclusion of Disability and a programme that recruits students to assist those with special needs. Scholarships are set in place to provide students from a lower socioeconomic background with the possibility to access higher education.

New students are supported by university-wide as well as faculty-specific orientation programmes. Consultation services are provided not only by academic advisors, but also by lecturers and thesis supervisors. In addition, mentoring is offered in the form of a Student Creativity Programme, complemented by activities such as the National Student Scientific Week and guidance on article writing. Student organisations are integrated into the Department Student Association. Specialised consultation services are available at the Centre for Career

Counselling and Academic Competency Guidance and, in the case of career guidance, the UM Alumni Association Centre. The support of student mobility described in the SER concerns the recognition of credits obtained at other Indonesian universities and exchange programmes with universities in Thailand and Malaysia.

Experts' evaluation

Students have full access to the descriptions of the individual modules, including all information such as the learning outcomes, teaching and learning methods, forms of examination and the expected workload. Avoidance of course overlaps and fulfilment of the basic requirements for completing the study programmes in the specified time are guaranteed by intensive support (institutional and personal) for the students before the start of their studies and during the study process. In general, the administrative support offered for students at Universitas Negeri Malang is extremely well developed. Justified absences can be compensated for by a summer school model and by extending the examination period after consultation with the administration.

The university provides its students with suitable facilities, a sufficient number of computer workstations, campus-wide WLAN, an appropriately equipped library, and access to international online resources. Students without technical equipment are provided with university equipment in times of crisis (e.g. the Corona pandemic). To support students in terms of financial issues, the university provides an extensive, multi-stage scholarship programme that draws on various funding sources and is communicated through governmental and institutional channels.

The laboratories required for the study programmes correspond to national requirements. Nevertheless, the expert group recommends continuous further development of the laboratories to reflect the current state of international research more (**finding 18**). In this regard, it would be desirable for the university to examine further options to create innovative places of learning for the students (**finding 19**).

The university maintains a very close relationship with its alumni. Students benefit greatly from this as they have the opportunity to learn about the alumni's experiences and thus consolidate their own priorities in their studies.

The international activities of the university are overall sufficient. Nevertheless, the expert group would like to recommend expanding those activities in the future (additional cooperation with international organisations and foreign universities), especially with regard to encouraging and supporting students for a stay abroad; also see chapter 4 (compare finding 15).

The university follows an integrative concept that provides services for students of all genders, religions, ethnicities as well as students with disabilities. During the site visit, it was obvious that the first steps have already been taken, but there is still a lot more to do for students with disabilities. The accessibility of the campus for students with special needs is already well on the way. However, the group of experts would like to strongly recommend that the participation of these students should not be restricted to special rooms, but that they should be fully integrated into the learning process in the future. This also applies to digital inclusion and thus unrestricted access to all of the university's offerings (**finding 20**).

Conclusion

The criterion is fulfilled.

7. Information

> **Bachelor/Master degree**
> *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.*
> *[ESG 1.8]*

Description

Both the faculty and the individual departments provide information about their activities, programmes, regulations, and services on their individual websites. In addition, social media accounts on Instagram, Facebook and YouTube are run and are supposed to enable a more dynamic communication strategy.

Experts' evaluation

All necessary information is provided on different websites by UM and the departments. That includes assessment procedures, selection procedures as well as teaching and learning and other relevant aspects. The information is provided for students, stakeholders, and the interested public.

In addition to the website, there are several social media channels (Facebook, Instagram, Twitter and YouTube) with lively pictures and descriptions of UM's activities and services. Both the website and the social media activities are updated continuously.

However, not all information is provided in English, and there are certain parts of the information system without public access. Thus, the experts only can speculate on the quality of the information given. It is not always clear why some of the information is in restricted areas. Both aspects could be improved. The information system could, and should, be developed more consistently – particularly with regard to the claims of internationalisation. Monitoring and evaluation of the online activities might be helpful (**finding 21**).

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programme "**Educational Administration**" offered by **Universitas Negeri Malang**.

The panel of experts recommends accrediting the study programme "**Educational Technology**" offered by **Universitas Negeri Malang**.

The panel of experts recommends accrediting the study programme "**Guidance and Counselling**" offered by **Universitas Negeri Malang**.

Findings:

1. It is recommended to update and further develop the curricula of the educational programmes to include areas such as a stronger focus on management competencies and perspectives to train students more to become entrepreneurs.

2. For the Education Administration programme, it is recommended to adjust the curriculum in order to impart a higher level of skills in education technology, especially related to conceptual skills and latest research.

3. Within the Education Administration programme, experiences from the pandemic should be included to a wider extent and considered more seriously as sustainable measures (e.g. by developing a sound strategy regarding blended learning).

4. In the Education Technology programme, the theoretical basis should be strengthened by including more theory-based courses in its curriculum.

5. In the Education Technology programme, the teaching materials should be updated to include more theories and concepts as well as the newest empirical findings.

6. It is recommended to increase the linkage between courses with regards to content and structure to accommodate to the various subject-specific areas addressed in the curriculum.

7. In order to prepare students to pursue higher levels of studies after graduation, the experts suggest that undergraduate research is further fostered with regards to the curricular structure of each programme under review (e.g. by offering specific courses).

8. The university should provide students with more opportunities to explore career options outside the school setting, including various fields of industry and academia.

9. The curriculum of the Guidance and Counselling programme should include equal coverage of both the area of guidance and the area of counselling.

10. Quality assurance processes should consider additional sources of input, namely

    a. data on students' usage of digital media and digital communication to aid the further development of tools such as SIPEJAR, SIAKAD etc.,

    b. feedback from a wider section of the labour market, e.g. commercial companies in the fields of human resources management or software development,

c. and not only input from the labour market but also current academic trends (especially regarding curricular revisions in the Education Technology programme and the Education Administration programme).

11. In the Guidance and Counselling programme, it is recommended to provide more laboratories equipped with up-to-date technology supporting individual and group counselling sessions.

12. Teaching and learning activities should go beyond a teacher-centric approach and include more student-centred and innovative learning methods in order to foster independent, reflective, and critical thinking skills on a higher level.

13. Teaching and learning activities in the Guidance and Counselling programme should provide more opportunities to practice ICT skills.

14. It is recommended that the learning material in the Guidance and Counselling programme include more international references.

15. The expert group recommends expanding and advertising programmes supporting the international mobility of students.

16. Teaching staff should be encouraged and supported to increase collaborative research activities with industrial and academic partners.

17. It is recommended that the teaching staff is to be further encouraged and supported to increase the level of internationalisation and mobility with regards to both research and training.

18. The laboratory equipment of all three programmes should be continuously updated (also see finding 11).

19. The university should consider further options to create innovative learning spaces.

20. It is strongly recommended that the participation of students with disabilities should not be restricted to special rooms, but that they should be fully integrated into the learning process in the future, including digital inclusion and accessibility of all facilities.

21. The university should evaluate which sections of the website/which information need to be available for the public and which information needs to be given in English, taking into account potential areas of interest of different national and international stakeholders. These areas should be fully translated into English.