AQAS

AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

UNIVERSITAS PENDIDIKAN INDONESIA (INDONESIA

CLUSTER

"EDUCATIONAL ADMINISTRATION" (BACHELOR OF EDUCATION)

"EDUCATIONAL ADMINISTRATION" (MASTER OF EDUCATION)

"EDUCATIONAL ADMINISTRATION" (DOCTOR OF EDUCATION)

"EDUCATIONAL TECHNOLOGY" (BACHELOR OF EDUCATION)

"LIBRARY AND SCIENCE INFORMATION" (BACHELOR OF INFORMATION SCIENCE)

February 2023

Content

DECISION OF THE AQAS STANDING COMMISSION

ON THE STUDY PROGRAMMES

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

- **"EDUCATIONAL ADMINISTRATION" (MASTER OF EDUCATION)**

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

- **"LIBRARY AND SCIENCE INFORMATION" (BACHELOR OF INFORMATION SCIENCE)**

OFFERED BY UNIVERSITAS PENDIDIKAN INDONESIA (INDONESIA)

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 16th meeting on 26 February 2023, the AQAS Standing Commission decides:

1. The study programmes "**Educational Administration**" (**Bachelor of Education**), "**Educational Administration**" (**Master of Education**), "**Educational Administration**" (**Doctor of Education**), "**Educational Technology**" (**Bachelor of Education**), and "**Library and Science Information**" (**Bachelor of Information Science**), offered by **Universitas Pendidikan Indonesia (Indonesia)** accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (PhD).

   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 March 2024**. 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 **31 March 2029**.

Conditions:

1. The intended learning outcomes on programme level of the master's and PhD programmes "Educational Administration" must be re-formulated to allow international comparisons concerning level 7/8 of the European Qualifications Framework (EQF).

2. The course descriptions for the internship in the bachelor's programme "Educational Technology" must be drafted to allow a connection to the intended learning outcomes on programme level and the internship's contribution.

3. The graduation profile of the bachelor's programme "Library and Information Science" must reflect possible employment fields apart from being a librarian.

4. Evidence of the regular inclusion of the labour market sectors in the curriculum reviews must be provided.

5. An action plan for all programmes must be handed in on how to integrate international literature in the teaching process.

6. Diploma supplements for the bachelor's programmes "Educational Administration" and "Educational Technology", the master's programme "Educational Administration" and the PhD programme "Educational Administration" must be provided.

7. An update on literature used in the courses is required for all programmes. This must be transparently displayed in the semester lesson plans.

8. Evidence on the process of update mechanisms on study programme-related information is required.

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

1. All programmes are encouraged to strengthen English language acquisition components within the curricula.

2. The bachelor's, master's and PhD programmes "Educational Administration" should reflect on changing the name of the study programme to depict the core elements of the study programmes more transparently.

3. The graduation profile of the bachelor's programme "Educational Technology" should outline possible educational employment fields more transparently.

4. It should be reflected whether the bachelor's programme "Library and Information Science" should include more specialisation tracks to comprise the broadness of the discipline.

5. The bachelor's programme "Library and Information Science" is encouraged to include more international aspects of the discipline into the curriculum.

6. It might be wise to benchmark the teaching and learning methods in the future with international standards.

7. It is suggested to review the performance indicators for the final assessment for all programmes to align with the ILOs on programme level.

8. The quality standard manual for all programmes should include the following aspects concerning the examination method:

    a. Explicit examination opportunities for students with special needs should be established.

    b. Formalised opportunities for alternative assessment methods might support more flexible teaching methods (e.g., blended learning).

    c. The examination regulations should include a formalised appeals process to increase transparency for students.

9. The PhD guidelines should include the opportunity to invite international examiners to the dissertation examiner team.

10. The English entry requirements for the PhD programme "Educational Administration" should be increased.

11. It is suggested to start a reflection process on the adequacy of the ECTS calculation factor of SKS credits to enable more international student exchange.

12. To reflect the programme's content transparently, the awarded degree for the bachelor's programme "Library and Information Science" should be clearly stated in the diploma supplement, if applicable.

13. The teaching staff and students for the master's and PhD programme "Educational Administration" should be stronger supported with opportunities to attend international conferences and publish their research output at these conferences.

14. The teaching staff of all programmes should be supported stronger to acquire English competencies. This will support to connecting to international academia.

15. The MBKM options for students should be outlined in clearer way and communicated to students.

16. Information on the programmes should be published in an easy-to-understand format.

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

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EXPERTS' REPORT

ON THE STUDY PROGRAMMES

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

- **"EDUCATIONAL ADMINISTRATION" (MASTER OF EDUCATION)**

- **"EDUCATIONAL ADMINISTRATION" (DOCTOR OF EDUCATION)**

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

- **"LIBRARY AND SCIENCE INFORMATION" (BACHELOR OF INFORMATION SCI-ENCE)**

OFFERED BY UNIVERSITAS PENDIDIKAN INDONESIA (INDONESIA)

Visit to the university: 11–14 October 2022

Panel of experts:

Prof. Dr. Petros Pashiardis	Open University of Cyprus (Cyprus), Rector and Professor of Educational Leadership/Educational Administration
Prof. Dr. Kiran Kaura Gumir Singh	University of Malaya (Malaysia), Faculty of Arts & Social Science, Department of Library & Information Science
Prof. Dr. Vicente Antonio Vallejo Pijano III	Philippine Women's College of Davao (The Philippines), Chancellor
Dr. Sarah Henkelmann	Sciovation GbR, Aschaffenburg (Germany) (representative of the labour market)
Martin Schleef	Technical University Dortmund (Germany) (student expert)

Coordinators:

Patrick Heinzer & Maria Rentmeister	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 universities, universities of applied sciences and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the 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 academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II.   Accreditation procedure

This report results from the external review of the bachelor's degree programmes "Educational Administration" (Bachelor of Education), "Educational Technology" (Bachelor of Education), "Library and Science Information" (Bachelor of Information Science), the master's programme "Educational Administration" (Master of Education), and the doctoral programme "Educational Administration" (Doctor of Education) offered by the Universitas Pendidikan Indonesia (Indonesia).

1.   Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for doctoral Programme Accreditation (PhD). 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 February 2021. 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 21 May 2021. The final version of the SER was handed in July 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 August 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 site visit to the university took place on 11 – 14 October 2022. 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 27 February 2023. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In April 2023, 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 Pendidikan Indonesia (UPI) is a multi-campus university located mainly in Bandung, West Java. The higher education institution was founded in 1954 as a teacher education college and has since been further expanded and developed into its current state. UPI offers a wide range of bachelor's, master's, and doctoral programmes for teacher education and other employment fields and six campuses. On its main campus, UPI runs eight faculties and one postgraduate school. In total, the university offers programmes for currently approximately 50.645 students (May 2021).

According to UPI, the university strives to implement a "Tri Dharma" of higher education, education, research, and community service interrelated. The research aims to develop educational sciences, educational disciplines, and other discipline programmes in a cross-fertilization approach.

UPI has defined its development in a Strategic Plan 2021-25. In particular, UPI formulates the following aims: 1) producing educators and educational staff, scientists and experts in all programmes of higher education, who have global competitive and comparative advantages; 2) producing, developing, and disseminating knowledge and technology to improve the welfare of the community; 3) creating community service programmes based on research results of vocational, technological, and engineering education and 4) developing both national and international collaborations with higher education institutions, research institutions, industrial services, professional associations, the government, and other scientific societies.

The bachelor's programmes are part of the Faculty of Educational Sciences and the master's and PhD programmes are both part of the Postgraduate School. As of 2021, the Faculty of Educational Sciences offers nine study programmes on a bachelor's level, while the Postgraduate School offers a total of 40 master's and 21 PhD programmes of different disciplines. All programmes to be assessed are running programmes. The bachelor's programmes "Educational Administration", "Educational Technology", and "Library and Information Science" were established in 1964, 1971 and 2008, respectively. The master's programme "Educational Administration" and the PhD programme "Educational Administration" were both established in 1993.

Being a state university with legal entities, the funding of programmes originates from non-tax state revenues and the state budget. On the university level, UPI allocates the funding resources following the respective annual work plan and the university budget, which is based on the benchmark performances of the respective programme. These indicators are defined in UPI's strategic plan 2021-2025.

On a structural level, the Faculty of Educational Science is led by the dean, who is supported by three vice deans (academic affairs, student affairs, and finance and human resources) and the quality assurance unit on the faculty level. The postgraduate school is led by a director and supported by two vice directors (academic and student affairs and resources and finance).

IV. Assessment of the study programmes

1. Quality of the curriculum / Aims and structure of the doctoral programme

> **bachelor's/master's 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]*

> **doctoral 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 the achievement of the intended learning outcomes.*
>
> *The academic level of graduates corresponds to with the requirements of the appropriate level of the national qualifications framework or the European Qualifications Framework.*
>
> *The curriculum's design is readily available and transparently formulated.*
>
> *[ESG 1.2]*

Description

1.1 Educational Administration (Bachelor of Education)

Description

The bachelor's programme "Education Administration" is an eight-semester programme consisting of 145 SKS (semester credit units, equivalent to 209 ECTS). UPI uses a local credit system based on the tertiary education system in Indonesia, called a Semester Credit Unit, SKS. One SKS for both theory and practice courses is said to have a workload of 36 hours per semester with 12 meetings per semester.

The curriculum of the programme consists of different groups of courses, namely general courses (14 SKS/20 ECTS), academic unit field experience courses (4 SKS/6 ECTS), fundamentals in education courses (6 SKS/9 ECTS), faculty-based professional courses (4 SKS/6ECTS), subjects of study field learning expertise (12 SKS/17 ECTS), study programme-based core professional courses (89 SKS/128 ECTS), and study programme-based elective professional courses (16 SKS/23 ECTS). As outlined, the curriculum is designed so that level 6 of the Indonesian Qualifications Framework (KKNI) is reached after the successful completion of the programme, which is equivalent to the bachelor's level.

The thesis in the bachelor's programme covers 6 SKS credits.

General courses are compulsory for all students, as are the academic unit field experience courses, study programme-based instructional skill courses, and study programme-based core professional courses. Courses from the elective category are part of the study programme-based elective professional courses. Furthermore, all study programmes at UPI offer courses on education management, while the policy and educational innovation courses are provided to other study programmes at the Faculty of Educational Sciences. Specialisation options are offered through the study programme-based elective professional courses in which students can choose between education administration in either universities or schools and training and development institutions. These courses are to be taken in semesters four to seven.

According to the SER, the curriculum supports student career orientation and practical work abilities through courses of programme-based core professional courses (e.g., "Internship Education Supervision", "Education Management Internship", "Educational Planning Practices", and "Field Practice Courses"). These courses shall offer guidance from practitioners and graduates and include collaborations with schools, universities, government institutions, state-owned companies, and private companies.

The intended learning outcomes of the programme are described by UPI as focussing on the ability to apply the fields of expertise by utilising science and technology to gain skills in problem-solving as well as applying discipline-related and theoretical concepts in practice. The graduate profile outlined in the SER is that of jobs as administrative staff in both formal and non-formal educational institutions at various levels and in training or HR development institutions.

As typical in Indonesia, UPI has national exchange possibilities for students. Through the so-called *Permata* programme, students can take courses at several Indonesian state universities (e.g. Semarang State University, Makassar State University, or Yogyakarta State University). The recognition procedure of courses from these universities is outlined in Memorandums of Understanding.

Experts' evaluation

To begin with, the panel of experts wishes to state that they found it very unusual to have a study programme in "Educational Administration" at the bachelor's level. This field of study is traditionally and internationally offered at the master's and doctoral levels. However, in the discussions with the faculty during the virtual site visit, it became apparent that the programme was created because of a local societal need in Indonesia to prepare professional administrators for staffing the Indonesian Ministry of Education and other regional educational institution offices. Consequently, the experts' panel believes that there is a clear need on the national level due to the academisation of the discipline in the past years.

Overall, as seen in the SER, the intended learning outcomes (ILOs) for the bachelor's programme "Educational Administration" and the qualifications to be achieved are both subject-specific and interdisciplinary. Moreover, the intended learning outcomes seem to be updated according to current developments in the academic field. However, the experts point out that these recent developments focus mainly on Indonesia and the region but neglect a more international level. The updates also consider the labour market for which the graduates are intended to be qualified, albeit to a more limited extent. Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated through both final exams and a thesis. The panel of experts sees the programme as appropriate and corresponding to the academic degree requirements of the European Qualifications Framework (EQF) and the respective national qualifications framework.

The design and structure of the bachelor's programme follow a logical sequence of essential core and university/faculty courses, leading to more advanced courses in the third and fourth years and culminating in a thesis. This curricular structure of the programme strongly supports the achievement of the intended learning outcomes and the learner's progression in a clear and well-structured way. Moreover, the information provided to enrolled students is clear and well-structured, too. Furthermore, there is a clear distinction between compulsory and elective courses. During the virtual site visit, the panel of experts was shown a typical syllabus which is given to students with all details about the course, spelling out the readings, requirements, and percentage weights of the various assignments. Indeed, there is a lot of clarity and transparency in what the experts have seen.

In conclusion, the students are well-informed about the programme's expectations from day one of the semester. As said before, the bachelor's programme primarily focuses on the national labour market and is established in Indonesia. However, the discipline focuses on a comparative view of educational administration across the globe (especially in master's and PhD programmes). The experts' panel believes that therefore a foundation of a good command of English should be provided to students (**Finding 1**).

Given the overall assessment of the expert's panel on the nature of the bachelor's programme in "Educational administration", it is recommended that the department should start a reflection process on changing the name of the programme to enhance the international comparability and visibility of the programme (**Finding 2**). A possibility would be a bachelor's in Educational Administration and Management.

Conclusion

The criterion is fulfilled.

1.2 Educational Administration (Master of Education)

Description

Depending on the student's educational background and profile, the master's programme "Educational Administration" consists of at least 40 SKS or 48 SKS depending on the student's background. These credits, including thesis preparation, can be achieved in four to six semesters. The structure of the curriculum differentiates between different types of courses, namely the foundation of expertise (3 SKS), postgraduate school expertise courses (4 SKS), *Aanvullen* courses (12 SKS), study programme-based core professional courses (15 SKS), study programme-based elective professional courses (8 SKS), and special seminar proposals and thesis courses (8 SKS). The programme offers three specialisations to students: Education Planning and Management, Human Resource Development, and Educational Supervision.

All students of the master's programme have to take postgraduate expertise courses. These include the courses "Applied Statistics", "Philosophy of Science", and "Pedagogical Studies". So-called *Aanvullen* courses have to be taken by students whose educational background differs from the programme requirements to bridge a possible gap in education and skills and include courses on "Educational Planning", "Education Leadership", "Education Supervision", and "Education Financial Management". Elective courses are taken depending on the chosen specialisation.

The curriculum is described as being designed following level 8 of the Indonesian Qualifications Framework (KKNI) and shall therefore be equivalent to the master's level. The intended learning outcomes focus on mastering the field-specific disciplined of educational administration both in general and in the field of the graduates' chosen specialisation. The ILOs also strive to produce graduates that can utilise scientific methods and research to further the development of educational administration in various contexts. Part of this is building networks with institutions and universities to improve the quality of learning, research, and scientific development.

The SER outlines several strategies on programme level to build and support graduate career orientation, namely by organising different academic activities such as seminars, workshops, discussions, and public lectures by outside speakers and guest lecturers and by facilitating textbook writing as well as research activities.

According to the SER, the graduate profile of the programme offers employment as a policy analyst/maker, event organiser, education administrator at the district/city/provincial levels, education supervisor in every education unit at regional and central levels, as well as a lecturer or researcher in Education Policy, Leadership and Management.

As stated in the SER, UPI offers national exchange possibilities for students. Through the so-called Permata programme, students can take courses at several Indonesian state universities (e.g., Semarang State University, Makassar State University, or Yogyakarta State University). The recognition procedure of courses from these universities is outlined in Memorandums of Understanding.

Experts' evaluation

The intended learning outcomes for the master's programme in "Educational Administration" and the qualifications to be achieved are presented in subject-specific and interdisciplinary ways. Moreover, the intended learning outcomes seem to be updated according to current developments in the academic field, but mainly within Indonesia and the region and not so much at a more international level. Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated through both final exams and a master's thesis. The experts testify that the master's programme "Educational administration" corresponds to the academic degree and the Indonesian Qualifications Framework (KKNI) and the European Qualifications Framework (EQF).

The panel of experts learned that the programme has primarily students with working experience in the field, which is quite common in Indonesia in many disciplines. The curriculum considers these backgrounds to a great extent, offering courses in management, leadership, quality management, or organisational theories. Consequently, the curriculum provides a broad picture of the discipline. However, the panel of experts suggests that the master's programme should change its name from "Educational Administration" to "Educational Management and Leadership" to underline the critical components of the programme and in order to connect to international developments of the discipline. The experts believe that the radiance of the programme on a global level might become more robust and more adequate when changing the programme's name. It might be the case that this is not permitted due to national legislation, but a reflection on this might be helpful (**see Finding 2**).

The master's programme in "Educational Administration" also accommodates the needs of students without a background in the field by offering bridging courses, which the panel of experts considers adequate to formulate the necessary foundation and knowledge. Based on this, the information provided to enrolled students is apparent and well structured, as was explained to the experts during the virtual visit and discussions.

The master's degree is a mixed-mode approach with courses encompassing core knowledge and a thesis of only eight credits. The amount of credits for the thesis does not reflect the amount of work that goes into the thesis, both from the student's and the professor's workload. This should be the subject of a verification process of the workload (**see Finding 16**).

In any case, the content seems to be aligned with the ILOs of the programme. At this point, it is interesting to note that there is a "lab school" within the premises of the UPI, which is connected to the university, but it was not mentioned at all either in the Self Evaluation Report or by the faculty members. This school could prove to be a powerful add-on for applying theory during the teaching and research of all three programmes in educational administration.

Moreover, based on the limited information in terms of the course syllabi it remained difficult for the panel of experts to ascertain the level of knowledge gained at the master's level. The titles of the course offerings all seem great both for in-depth expertise and horizontal coverage of what is considered the current knowledge area in educational administration, management and leadership. Thus, and based on some of the observations mentioned above, it was not easy to ascertain how the content for the bachelor's degree is differentiated from that of the master's in Educational Administration in terms of breadth and depth in the beginning of the assessment. In any case, as the panel of experts was told by the programme's faculty members during the discussions, in the bachelor's programme, students learn the basic concepts. During the master's programme, students learn how to develop and analyse concepts in real life. It was also stated that during doctoral-level studies, the content of the courses is more about the creation of new models and applications in real life. Despite that documentation issue, the experts are convinced that the content fits the level, but it still lacks an adjustment of documentation. This will help the programme to show the core identity to externals. Additionally, the intended learning outcomes on the programme level for the master's programme "Educational Administration" must be adjusted to differentiate transparently the level of learning outcomes to be acquired. The adequate level descriptors for the respective level must be considered according to the European Qualifications Framework or alike (**Finding 3**).

Furthermore, it is unclear to what extent ILOs for the master's programme reflect labour-market requirements. For the panel of experts, there were no available documents to provide insights on market needs surveys or details on how the last programme curriculum review was conducted. However, it must be stressed that the strong focus on academic writing for students (in all programmes) and on producing papers is a very good feature of the overall academic study programme. Still, evidence on a regular external reflection from the labour market should be provided (**see Finding 9**).

Additionally, based on the panel of experts' discussions with the faculty members, the panel of experts concludes that the academic content and delivery of the programmes should be enhanced in terms of internationalisation and a more multidisciplinary approach as is envisioned. There is an effort to introduce internationalisation and diversity into the programmes, but little evidence supports these initiatives. The panel believes that the programme is very localised in terms of research and teaching. This can be a strong point of the programme when used to present the findings to the academic community. However, the scientific language is English, and a good command of English should be fostered within the programme as an integrative part of the curriculum. Thus, the programme should enhance the English language skills of participants to facilitate more internationalisation (**see Finding 1**). This would improve their capacity and ability to read and understand international literature in English because the vast majority of global research in this field is published in English. For example, the panel of experts suggests creating a formal programme for students and teaching staff to improve their English language skills. In addition, English-speaking teachers could improve the language skills of students. It would be a win for all students and UPI itself.

Conclusion

The criterion is partially fulfilled.

1.3 Educational Administration (Doctor of Education)

Description

Based on students' educational background, the PhD programme "Educational Administration" consists of at least 43 SKS or 55 SKS. The curriculum differentiates between postgraduate expertise courses (10 SKS), study programme-based core professional courses (15 SKS), the dissertation (15 SKS) and elective and so-called Aanvullen courses (12 SKS). The PhD programme lasts 6 to 10 semesters, including dissertation preparation.

All students must take the postgraduate expertise courses, which include, e.g., "Science Philosophy", "Pedagogic Study", "Further Research Methodology", and "Writing Scientific Publication". From the elective category of courses, students can choose from different courses and must obtain between 6 and 10 SKS with courses ranging from subjects on education financing to learning theory or management information systems in education. Students who have obtained their master's degree in another discipline or programme than Educational Administration have to take the *Aanvullen* courses to bridge possible gaps in knowledge and educational background. These courses include "Education Administration: Strategy and Application", "Theory and Practices of Education Leadership", "Concept, Process and Methodology of Educational Planning", and "Basic Theory and Concept of Educational Policy Analysis". Academic activities such as seminars, workshops, discussions, public lectures by outside speakers and guest lecturers and the facilitation of research activities and textbook writing are also part of the study programme.

The curricular structure of the programme aims at level 9 of the Indonesia Qualifications Framework. Thus, it seeks to provide graduates with the ability to develop new knowledge and technology in their scientific or professional practice through research and to provide them with problem-solving skills through multi-, inter-, and transdisciplinary approaches. The intended learning outcomes are outlined in the SER accordingly, and the graduate profile includes positions as educators in tertiary institutions, state/government agencies, and private educational institutions such as educational and training foundations.

UPI has national exchange possibilities for students. Through the so-called *Permata* programme, students can take courses at several Indonesian state universities (e.g. Semarang State University, Makassar State

University, or Yogyakarta State University). The recognition procedure of courses from these universities is outlined in Memorandums of Understanding.

Experts' evaluation

The doctoral programme is well structured, and the qualifications to be achieved are subject-specific and interdisciplinary. Moreover, the intended learning outcomes on programme level are updated according to current developments in the academic field. As stated above, the panel of experts points out that the study programme's focus is based chiefly within Indonesia and the region and not so much at the international level. Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated with final exams and a doctoral-level dissertation. The panel of experts points out that the "lab school" could prove to be a powerful add-on for applying theory during the teaching and applied research of various aspects of Educational Administration Management and Leadership.

The doctoral programme in "Educational Administration" also accommodates the needs of students without a background in the field with some bridging courses, as is the case with the master's programme, which seems to provide an adequate environment for a candidate to proceed according to the current curriculum. Moreover, there is a combination of knowledge delivery via courses, research expertise, and a 15-credit dissertation.

Comparable to the situation described in Chapter IV.4.3, the panel of experts needed help to ascertain the level of knowledge gained at the doctoral level, but the discussions showed that the content of the courses fit the respective level. The titles of the course offerings are great both for in-depth knowledge and horizontal coverage of what the panel of experts would consider the current knowledge area in the Educational Administration, Management and Leadership field. As stated above, the panel of experts cannot quickly ascertain how and to what extent the content for the master's programme in "Educational Administration" is differentiated from that of the doctorate in "Educational Administration" in terms of breadth and depth based on the documentation. Again, as the faculty members told the panel of experts of the programme during the discussions, the master's students learn how to develop and analyse the concepts in real life, and during the doctoral level studies, the content of the courses is more about the creation of new models and applications in real life. Nonetheless, the documentation must be updated to provide a clear overview with the correct level descriptors on the programme level (**see Finding 3**).

The discussion showed that UPI aims to improve international visibility for the programmes. The panel understands that the current research lines focus on the Indonesian education sector, with PhD students taking their own working experience as a starting point for their PhD thesis topics if it fits the UPI research lines. This self-purpose in terms of research and teaching makes sense because graduates of the programme stay primarily in Indonesia. Still, the comparative drive of the discipline must be addressed. The department aims to present its research findings in international workshops and papers. Consequently, the panel believes that the PhD programme should enhance the English language acquisition opportunities within the programme to foster more internationalisation (**see Finding 1**). One way to introduce this topic early could be to raise the English entry requirements for the programme (**see Finding 15**) and teaching staff (**see Finding 20**).

Similarly, the department should strengthen support opportunities to attend international conferences and publish research output effectively at these conferences (for PhD students and teaching staff alike) (**see Finding 19**). For doctoral students, there are no opportunities for participation in international conferences and exposure to visiting international academics and international literature in their respective fields of study. The panel of experts recommends conferences such as CCEAM, UCEA, AERA, BELMAS, and ACEL. Some examples of high-impact journals are Educational Management, Administration and Leadership, International Journal of Leadership in Education, International Journal of Educational Management, Professional Development in Education, International Studies in Educational Administration, Leadership and Policy in Schools, Leading and Managing, School Leadership & Management, Educational Administration Quarterly, and Journal

of Educational Administration. The experts commend that the UPI university library already subscribes to some of them. Therefore, steps should be taken for more active inclusion of significant high-impact international journals in the field into the courses of the doctoral level programmes. Accordingly, UPI must create an action plan to include international journals in the Educational Administration, Management and Leadership discipline in the teaching and research process of both students and faculty (**see Finding 11**).

As stated above, the curriculum's composition focuses on educational management, administration, leadership, and professional development in education, starting from the bachelor's level with the theoretical foundation, their application at the master's level, and the development of new approaches at the PhD's level. The broadness of the discipline reflected in the curriculum is currently not fully reflected in the programme's title. As stated before, it might be the case that national regulations or competitive reasons are the rationales behind the programme's title, but to reflect the curriculum's character entirely and to underline the key components of the programme to connect to international developments of the discipline, consideration of possibilities to rename the programme should be initiated (**see Finding 2**).

The process for the achievement of the PhD degree is transparently described. This gives PhD students a clear overview of the milestones during their studies at UPI. The curriculum includes courses at the programme's beginning that foster the students' progression. The next step includes the research phase, which a UPI mentor supports. A PhD final examination committee does the examination. The explanations of its composition can be seen further below (**see Finding 14**).

Conclusion

The criterion is partially fulfilled.

1.4 Educational Technology (Bachelor of Education)

Description

The bachelor's programme "Educational Technology" is an eight-semester-programme and consists of 147 SKS (equivalent to 227 ECTS). The curriculum is divided into different groups of courses, namely general courses (14 SKS/23 ECTS), fundamentals in education courses (6 SKS/9 ECTS), faculty-based professional courses (4 SKS/6 ECTS), study programme-based core professional courses (95 SKS/137 ECTS), study programme-based elective professional courses in the field of development media and learning resources (16 SKS/23 ECTS), elective core professional courses in the field of curriculum development (16 SKS/23 ECTS), and field practice courses (4 SKS/6 ECTS). The thesis comprises 6 SKS. The number of credits obtained per semester is outlined in the SER via a chart. The Indonesian Semester Credit Unit System, 1 SKS equals 36 hours per semester with a total of 12 meetings with a 3-hour time allocation consisting of scheduled lectures, structured assignments, and independent assignments.

General courses are mandatory for all bachelor's students of the programme and include e.g., "Art Education", "Citizenship Education", "Religious Education", and Physical Education and Sports". Fundamentals in education courses cover subjects such as "Education Foundation", "Education Management", and "Educational Psychology and Counselling", while faculty-based educational courses consist of "Educational Policy and Innovation" and "Pedagogy". Study programme-based core professional courses consist of a variety of subjects, e.g., "E-Learning", "Communication Theory", "English" or "Graphic Media". Elective courses offer specialisations in either "Curriculum Development" or "Media & Learning Resources Development".

Graduates are expected to have competencies in curriculum design and to be able to conduct research in the fields of curriculum science, learning, and information and communication technology. The intended learning outcomes of the programme are supposed to reflect this along with affective, cognitive, general and specific

skills to be obtained during the study programme. As stated in the SER, there is an emphasis on mastering and developing science, technology and arts in the field of educational technology, studying and preserving culture related to the educational technology sector, and improving the quality of community life with the field of educational technology. The graduate profile for the programme identifies employment possibilities as educational developers, curriculum developers, employment in the entrepreneurial field of education technology, and teachers.

UPI has national exchange possibilities for students. Through the so-called *Permata* programme, students can take courses at several Indonesian state universities (e.g., Semarang State University, Makassar State University, or Yogyakarta State University). The recognition procedure of courses from these universities is outlined in Memorandums of Understanding. The programme includes the so-called Freedom to learn opportunity that allows students to take courses outside the UPI context.

Experts' evaluation

Overall, the panel of experts points out that UPI has a well-developed bachelor's degree in "Educational Technology". It shows careful planning and execution to ensure that it meets the Indonesian government regulations and national standards. The panel of experts confirms that the academic degree corresponds to the learning outcomes and requirements of the appropriate level of the National Qualifications Framework and, thus, is also aligned with the respective level of the European Qualifications Framework (EQF).

The terminal requirements of the study programme show field studies, thesis, industry projects, internships, and final examinations. These are evidence of quality programme planning and its implementation. The intended learning outcomes of the programme are well-formulated and readily available. They show the academic requirements and their intended outcomes. Organised examinations, evaluations, and student feedback ensure that internal quality assurance mechanisms are in place.

The course list is well-defined and provides a clear path for the study programme. The panel of experts confirm that the bachelor's programme "Educational Technology" has clearly defined progression levels by building knowledge blocks from the first to the fourth year. The intended learning outcomes on programme level are stated for each of the different profiles. However, the experts only see a slight difference in the graduation profile of the educational occupation areas. This should be adjusted because a more precise formulation of the ILOs on programme level for this profile will attract more students due to a higher clarity (**Finding 4**).

Implementing the outcome-based education (OBE) approach is clearly visible in the programme's lesson plans and syllabi. They provide students with the necessary level of information on what they are expected to learn in the courses. The curricula and support mechanisms address the intended learning outcomes on programme level. The curriculum includes an internship, which allows students to get practical experience early in their careers. The discussions showed that the character of the internship is, in practice, matched to the programme. However, the precise addressing of the ILOs on course level does not fully apply to the internships. Externals expect that the description of the internships has clearer ILOs on course level, and the ILOs should tie into the ILOs on programme level (**Finding 5**).

The panel of experts discussed the content of the curricula during the online site visit with the teaching staff of UPI and received many valuable insights. The experts command that the Freedom-to-Learn Programme (MBKM) allows for more diversity of learning, especially in the choice of electives. The MBKM Programme enhances the current two elective tracks offered by the study programme. The experts find it essential that students build their own expertise and more specialisations in the field in addition to the current two tracks/specialisations.

During the online site visit, the experts have seen course syllabi that describe the essential components of the programme on a very high level. It includes the teaching methods, examination methods, clearly defined

responsibilities, number of credits, and the literature. The literature in the UPI and national libraries, as explained below, includes resources allowing students to fulfil the ILOs on course and programme level. However, the course descriptions need to reflect the up-to-date content standard fully. Conversely, the experts have discussed that the courses use more up-to-date literature than stated in the syllabi. Consequently, the experts testify that the literature used in the courses matches the expected student output, the teaching process, and thus the ILOs. Therefore, the documentation must be updated to adequately reflect reality, considering internationally published literature (**see Finding 22).**

The connectivity to the programme from the Indonesian higher education system to the international academia will be crucial in the future development of the programme. The discipline is highly influenced by upcoming technological input from anywhere in the world. However, the panel learned that the research lines of the department have exciting components for the international academic community. The key here is a greater exposure to English at an early stage. The panel of experts concludes that the study programme should provide more opportunities for students to acquire English language competencies (**see Finding 1**).

Conclusion

The criterion is fulfilled.

1.5 Library and Information Science (Bachelor of Information Science)

Description

The bachelor's programme "Library and Information Science" is an eight-semester programme and consists of a total of 144 SKS. According to the SER, the curriculum consists of general courses (14 SKS), university-based professional courses (2 SKS), faculty-based professional courses (2 SKS), study programme-based core professional courses (98 SKS), study programme-based elective professional courses (in expertise management and ICT expertise, each 16 SKS), a field practice course (4 SKS) and the thesis (6 SKS). The programme's curriculum is designed following level 6 of the National Qualifications Framework, which is equivalent to a bachelor's degree.

General courses (e.g., "Arts Education", "Physical Education and Sports", or "Religious Education") are mandatory for all bachelor's students of the programme and are to be taken during the first and second semester, while the study programme-based core professional courses are stretched out for the duration from the first until the seventh semester. The practical field course is to be taken during semester eight and consists of an apprenticeship programme to gain learning experience to produce academic work, namely the thesis. The SER states that generally, grouping courses take into account a levelling from basic to more advanced courses. Specialisations in the form of courses such as "Leadership in Information Institutions" and "Web-Based Databases" are offered to map students according to their talents, interests, and abilities.

According to the SER, the study programme aims to produce professional and competent librarians in various types of libraries and information institutions, with intended learning outcomes that are supposed to reflect the specific discipline-related and general skills on an affective and cognitive level. On a specific scale, the programme aims to equip graduates with the ability to master library managerial concepts in the fields of information, communication, documentation, archives, and museums, as well as to be able to integrate learning and innovation skills through the use of technology and to conduct studies and research relating to their fields. The programme also emphasises improving the quality of life in society and the community through the graduates' conduct.

As typical in Indonesia, UPI has national exchange possibilities for students. Through the so-called Permata programme, students can take courses at several Indonesian state universities (e.g. Semarang State

University, Makassar State University, or Yogyakarta State University). The recognition procedure of courses from these universities is outlined in Memorandums of Understanding.

Experts' evaluation

The experts have examined the intended learning outcomes on programme level. The intended learning outcomes are based on the four main domains of affective, cognitive, general, and specific skills. The experts conclude that the demands of data literacy and technological literacy of the IR 4.0 movement have influenced the formulation of the learning outcomes for the current programme (2020 version) and that these demands fulfil the stakeholders' requirements.

The experts conclude that two aspects need to be considered about the ILOs. The Faculty of Educational Sciences (FIP) offers the bachelor's programme. Thus, the degree is also intended to fulfil FIP's vision, mission, and educational objectives. The programme was initially developed to meet the demand for school librarians, justifying its placement at an Education Science Faculty. The experts understand that the programme's aim has been broadened to train graduates who can be employed in a broader range of libraries or information centres. Given this background, the experts understand why the intended learning outcomes on programme level primarily focus on school librarians. However, the discussion showed that this graduate's profile widened over time, and graduates take different career paths. Consequently, an adequate presentation of the programme's current status is needed. Thus, to meet the development of the study programme, the panel of experts concludes that the intended learning outcomes for the bachelor's programme "Library and Information Science" must be resharpened to reflect all graduation profiles apart from becoming school librarians that have been added since the programme started (**Finding 6**).

The ILOs for 'specific skills' specify research skills and the two areas of expertise, library management and ICT. While the experts welcome the option for students to specialise within the field of study, they find the two specialisations in library management and ICT too minor and limited. Information science is a broad discipline, and in line with the ILOs, other little packages may be considered, such as records management, information management, museum and archives management, and similar (**Finding 7**).

The panel of experts concludes that the programme's core professional courses are spread across semesters 1-7, with a logical progression of basic to more advanced content. The workload is transparent and evenly distributed throughout all eight semesters. Based on the insight gained during the virtual site visit, the experts acknowledge that there already is an evident effort to improve the English language competency of the programme's students. However, the inclusion of an additional English language course, such as "English for Librarians", is commendable. In line with the service-oriented nature of librarianship, the panel of experts considers competency in the English language as an added value for the graduates' competencies of this programme. Therefore, efforts to enhance the student's command of English are encouraged to continue and be further emphasised (**see Finding 1**). For example, selected courses could be taught in English with the appointment of international staff as visiting lecturers. This will increase the English language competencies and include global content and context into the subject.

Concerning the two existing specialisations, the experts conclude that the subject content of the Library Management minor is substantive and includes appropriate content. The Library ICT minor has six subjects, including current skills needed for librarians. The experts wish to point out that the ICT minor could also benefit from including the "Information systems management" course. Especially the inclusion of the "Bibliotheraphy" course is commended by the experts and highly appreciated by the students and alumni.

However, the panel of experts points out that some courses need review regarding their assigned amount of credit and workload. The current low number of credits given to some courses leads the experts to conclude that more than the assigned credits may be needed to cover the content of core subjects. It is desireful that

this aspect is considered in the future development. For example, the experts point out that information literacy is a significant core area of the library & information science discipline. Due to its high importance, the experts point out that more than two credits for this core area may be needed. The graduates must be information literate to fulfil many of the requirements of the other courses and future work requirements. Another example is the course "Library and information services", for which the assigned two credits may not suffice to cover the content of this core subject.

There is an evident emphasis on students' research skills in several courses: Techniques for writing scientific papers; Library and Information Research Methods; Statistics; Library and Information Scientific Studies. The panel of experts points out that the module description for each course has to show the mapping between the intended learning outcomes and the course learning outcome to enable specific teaching methods (not confined to lecture and discussion) and appropriate assessment methods to achieve the learning outcomes. Currently, only the programme outcomes and the course aims are listed. In the practice of Outcome Based Education (OBE), the strategic mapping between the programme outcomes and the course outcomes is essential to the methods used in teaching and learning and more so in assessment.

The panel of experts points out that the input from the industry through surveys and group meetings are commendable and have contributed to the formulation of the ILOs. However, the experts find the input and focus of the study programme too local in Indonesia. It is, therefore, more advantageous for the international development of the study programme to include international perspectives in the curriculum development. This step would ensure that the graduates are competitive on the international market. Furthermore, increased international input could also add an advantage to student research projects regarding the topics explored. Local issues in the context of Library and Information Systems (LIS) can be expanded and aligned to international issues, and this would increase the possibilities of publishing research findings in international journals and increase the visibility of the discipline developments in Indonesia (**Finding 8**).

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

> **bachelor's/master's 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]*
>
> **doctoral 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.*

Q

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

Description

As outlined in the self-evaluation report, all five programmes adhere to external and internal quality assurance mechanisms. Whereas national or international accreditation bodies carry out external QA procedures, UPI carries out internal quality assurance of the programmes on three levels (university, faculty (postgraduate school respectively) and study programme level). Additionally, these units follow ISO 9001: 2015 concerning implementing quality assurance instruments.

The central responsible unit for internal quality assurance at the university level is the University Quality Assurance Unit. The task of this unit is described as setting quality standards translated into specific quality assurance instruments. They comprise competencies, learning standards, standards for academic staff, facilities, infrastructure, financial aspects, and community service and student affairs standards. Following an internal audit carried out once a year, the university-wide unit appoints two lecturers for each study programme as auditors who receive the documentation of the respective programme. The documentation includes evidence on the competency standards of graduates, lecture plans, financial reports, information on the infrastructure, education qualifications, research results, and capacity reports concerning the enrolment numbers.

On faculty and postgraduate school level, the quality control unit is responsible for coordinating the standard procedures defined by the overarching university unit. The quality control unit focuses on implementing the standards set by the university unit.

The responsible unit is the Quality Control Group on study programme level. As outlined in the SER, the responsibilities of the faculty level cover components such as the implementation of lectures, semester exams, student final exams or academic guidance.

As an instrument of constant quality assurance on course level, students of all levels can submit suggestions through the website, the academic information system (via teaching evaluations), the suggestion box, or the teaching staff/head of the programme.

As part of the UPI information system, the programmes collect information with the so-called SIPTAMA application, an integrated student and Alumni service system, including a tracer study based on a survey. By this, the head of the study programmes can follow Alumni and detect a potential need for adjustments. The surveys give information on employment rates or labour market needs. The results are to be integrated into the further development of the respective study programme, e.g., curriculum, soft skills, and technical skills.

Experts' evaluation

The discussion with the university, the faculty management and the study programmes clearly showed that policies on university level are applied to all programmes in the cluster. UPI's current strategic plan serves as an overarching framework that defines the roles and responsibilities in the quality assurance process on several levels. On study programme level, the so-called Quality Control Group (GKM) plays an essential role in the process. Overall, the panel of experts concluded that UPI has a well-organised and operating QA system in the various study programmes starting with the Head of the Quality Control Group at study programme level, followed by the Head of the Quality Control Unit at faculty level, and coordinated by the Head of the Quality Assurance Division (QAD) at university level. The panel of experts took note that UPI uses the Internal Monitoring and Evaluation (*Monevin*) processes of Higher Education Institutions, such as Observation, Audit, Assessment, and Evaluation of institutional performance, about input, processes and outputs and make decisions

in the context of developing and improving the quality of performance, conditions and educational instruments of all programmes concerned on an ongoing basis.

Furthermore, the PDCA-cycle (Plan, Do Check, Action) is used as a continuous quality improvement process. Based on the information provided in the self-evaluation report, the panel of experts concludes that the evaluation of quality assurance at study programme level is divided into two aspects: internal and external. The QAD coordinates all university units monitoring and implementing internal and external quality assurance audits conducted every five years. The Internal Quality Audit (AMI) is used as an instrument by the Quality Assurance Unit, which is part of the university's quality control and is internal to the study programme. These are clear evidence that UPI's QA policies, processes, and procedures are in place and working well. Therefore, the panel of experts confirms that UPI's operations can guarantee an adequate quality assurance circle. In addition, the panel of experts looked at the provided 2020 Quality Audit (AMI Report), which reports a low score for student fee payment, research output, graduate performance and community service. Being essential for the programme's vitality, it might be wise to link the QA AMI results with the Continuous Quality Improvement (CQI) process of the university and utilise it by management in future development. Understanding that this review focuses on the programme level, it might be an idea to implement this as a trailblaze.

The experts learned that internal discussion groups with teaching staff are formed to discuss learning models, the variety of learning media and the implementation of follow-ups in the quality assurance process. The experts have been provided with evidence during the site visit that data is collected with a specific view of the programmes. The experts confirm that this is systematically done for the internal side of the quality assurance process. The panel of experts appreciates that the faculty and the programme management strive to benchmark with external associations and the labour market. In line with the self-evaluation report and deducted from the discussions with several stakeholders, it can be confirmed that efforts have been made in this regard. Evidence shows that students could get into internships, field study, and job placements as part of their study programme. The employers were pleased with the programme graduates' qualifications, knowledge, and skills. There are mechanisms to ensure that the process is straightforward and defined. Even though the programmes strive to benchmark with new input from the external world, the experts conclude that the labour market's perspective is currently only occasionally involved in the curriculum's development process. Therefore, evidence of the regular inclusion of the labour market sectors in the curriculum review must be provided. If absent as formal documents, proof of the implementation steps is required (**Finding 9**).

Student involvement in the quality assurance process is carried out via quality teaching and learning satisfaction surveys, which are carried out twice a year. This serves as a stakeholder input on the performance of their lecturers, including an assessment of academic and administrative services, facilities, and other university programmes. This is the expected level of involvement of students in the quality assurance process. More robust integration of students, including student representatives or the student board, might be a good subject of reflection.

The responsibilities for the PhD programme are defined by the technical guidelines on the educational implementation in the School of Postgraduate Studies at UPI (in its current version (2020) submitted to the self-evaluation report). These guidelines cover topics in all lecture activities (including contracting procedures, responsibilities of students and lecturers, scientific publication requirements or academic counselling). These guidelines give students, UPI staff and externals a clear overview of the essential steps in the PhD process. In addition, the homepage shows the teaching staff's expertise areas for the programme, which allows students to have a broad overview of research topics. More detailed guidance on this matter will be done during the early phase of the enrolment process.

Following the wishes of the labour market, the panel of experts concludes that some skills should be improved for graduates in the future. To ensure that alumni qualification meets the labour market's demands, alumni

should have better research and English skills, development of learning management systems and better executive skills (for Master and PhD holders). Meeting the demand for skills required in the 21st century, especially English language skills, is much more critical now than in the past. The panel of experts thus suggests that UPI should focus on skills like creativity, communication, critical thinking, and creativity to improve their students' innovative skill sets and mind set. The experts expect that students will need a skill background to handle complex data and skill set for research. As the labour market is getting tough, people must network through Information and Communication Technology (ICT). Implementing new ICT in all programmes is key (for testing and evaluation). These points are examples of a stronger regularity on the feedback, as stated above.

Conclusion

The criterion is partially fulfilled.

3. Learning, teaching and assessment of students / Learning and assessment of students

> **bachelor's/master's 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]*
> **doctoral degree**
> *The form of supervision and/or course structure is adequate and corresponds with the intended learning outcomes.*
> *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

According to the SER, the learning and teaching methods are defined university-wide and applied to the respective study programme. Generally, the learning and teaching methods are said to be designed so that students will get to know components, such as problem-solving, discussion, problem-based learning, project-based learning, or contextual learning. For all study programmes under review, most courses shall focus on student activities, either in-class or outside class. On postgraduate level (master's and PhD programmes), the lectures are mainly supposed to be focusing on research articles and discussing their content. With this, UPI strives to develop students' competencies further to carry out research and prepare for the thesis or dissertation. As an answer to the Covid-19 pandemic, UPI decided to shift all learning activities online using different tools and online platforms.

The respective study programme's organization shall follow a predefined semester learning plan and the teaching materials for the study programme. The organization of courses depends on the different kinds of courses. The respective faculty organizes general courses and faculty courses, and discipline-related courses are managed and administered by the head of the respective study programme. At the beginning of each semester, students can plan their academic semester with the support of the academic supervisors. Each course has 16 meetings per semester. At university level, it is predefined that face-to-face activities have 50 minutes per SKS credit, structured assignments and independent assignments 60 minutes per SKS each.

As stated in the SER, the postgraduate school (master's and PhD programmes) applies a research-based learning approach based on working with current research data and using this data in presentations or assignments. It is stated that students will get familiar with this approach to research topics, which supports their development process for the master's thesis/dissertation.

The assessments of students are carried out in two phases (mid-term and final term). As outlined in the SER, the assessment methods comprise multiple-choice questions, multiple-choice questions based on higher-order thinking skills, computer-based tests, or essay tests. Additionally, papers and articles shall foster the research competencies at all levels. For the master's and the PhD programme, all examinations are essays that strive to underline the programmes' focus (focusing on problem analysis and implementing theory into practice). The teaching staff of all levels must submit the examination template to the Quality Audit Unit one or two weeks before the examination date, which evaluates the template in terms of methods and content. The respective study programme organises examinations in coordination with the faculty and the postgraduate school. The examination team will consider possible overlaps with the faculty/postgraduate school.

According to the SER, the assessment regulations are accessible to students online.

The final project at bachelor's level start with a student research proposal written by the exam and submitted to the thesis writing consideration team. This team evaluates the proposal and appoints two prospective supervisors which is supposed to support the respective student if needed. After presenting the written thesis, the student has to defend the thesis against three lecturers whom the dean appoints on the recommendation of the head of the study programme.

On the master's and PhD levels, the research proposal will be submitted directly to the head of the study programme, who will appoint three lecturers for the research proposal seminar. If the final project successfully passes this seminar, two supervisors will be appointed supervisors during the writing phase. Both master's and PhD final projects are carried out in two stages. In the first stage, the supervisors will evaluate whether the project might be successful, after which the defence of the thesis will be carried out on second stage.

Experts' evaluation

The teaching staff of all programmes considers modern theories and principles of teaching and learning methods that actively involve the learner in the learning process. In many courses, the assessment of students is done with various additional methods aside from traditional written examinations. In addition to lectures, many other methods of teaching and delivering content and new knowledge are applied in the courses, such as the participation of students in the design and preparation of assignments, lessons where small group assignments are made, group presentations during the lectures, discussions, feedback and reflection, comprehension exercises, case studies, role-playing, use of audio-visual material, seminars, discussions in groups of students (tutorials), and production of experimental plans of pedagogical material. There are regulations on how specific assessments should be carried out and how the university's grading system works. The learning plans were presented to the experts. Aside from the standard assessment tools, graduate students are also required to do a comprehensive examination in the form of a thesis and dissertation. Through the application of such methods, an effort is made to respect the diversity and the different needs of the students, enhance teacher-student communication, and more frequent and systematic evaluation of the student. As further outlined in Chapter IV.5 of this report concerning the teaching staff, it might be wise for the programmes to benchmark against the teaching and learning instruments with international scholars serving as programme assessors. The international programme assessor could play a vital role in examining the programme content, teaching methods and assessment during each curriculum review to ensure the revised programme's quality and competitiveness (**Finding 10).**

The current practice of teaching is conducted solely by the academics of the department. Occasional guest lecturers are involved in several subjects. It is noticeable that the guest lecturers are not from very diverse backgrounds and lack international input. The panel of experts recommends that the programmes should have dedicated international visiting scholars to teach which would benefit the programmes. This would ensure internationalization of the curriculum and exposure to subject matters that are interdisciplinary, multidisciplinary, and transdisciplinary.

Another aspect is the more robust integration of international literature into teaching. The experts understand that the different backgrounds of the programmes are deeply rooted in the Indonesian higher education system and consequently focus on the Indonesian educational sector. The experts believe that the addition of international literature in the respective discipline is necessary for the further development of the programmes. An action plan must be prepared to integrate international literature into all programmes' teaching processes (**Finding 11**). While there is access to the public in the national library system and an outstanding collection of international educational journals, the students and lecturers needed to be made aware of the availability of those resources.

UPI supports and organizes its students' learning and assessment within the programmes. The experts noted that the university regulations and policies comply with government-mandated requirements on the learning processes of the different courses. The programme schedules and course descriptions give an overview of the other teaching and assessment principles that the lecturer follows. The experts learned from the student panel that this documentation is made available to all participants and applied consistently. The information includes the intended learning outcomes at course level. These ILOs then guide the teaching staff to develop teaching and assessment methods.

The final year thesis is also another measure of attaining the intended learning outcomes. The experts understood that the Indonesian higher education system shifted towards an outcome-based education (OBE) some years ago. The main goal of OBE is to align courses with ILOs and thoroughly examine all ILOs on course level and, ultimately, with the ILOs on programme level. The experts have seen very good progress in the implementation of OBE. Although there is a wide range of teaching methods in practice, there needs to be a higher level of outcome-based education understanding among the teaching staff. Currently, each course is focused on attaining the ILOs on course level with little strategic assessment of the attainment of the programme learning outcomes. The thesis assessment in the final year only encompasses some of the programme's learning outcomes. To support the development, the experts suggest reviewing the performance indicators for the final assessment to align with the ILOs (**Finding 12**).

The student evaluation criteria and the examination methods are announced at the beginning of each semester. It is defined in the quality standard manual at UPI, a document that specifies the range of teaching and learning at UPI. The experts evaluate this document as important for manoeuvring the study programme. The policy generally covers the expected range for a public university in the tertiary education sector. However, the experts suggest focusing at the policy level on some aspects that might be beneficial for the further development of the programmes and the university (**Finding 13**). On examination level, it needs to be clarified to what extent students with special educational needs can have a choice on how they are examined and receive general support on this matter (**Finding 13a**). The policy covers many very detailed aspects which support the teaching staff in their day-to-day work. Furthermore, by providing an opportunity to integrate alternative (digital) assessment modalities, the blended learning environment of students might be strengthened (**Finding 13b**). Last, the policy might outline the formal appeal process to have a solid and transparent foundation for students and teaching staff (**Finding 13c**).

As outlined above, the PhD programme is marked by educational guidelines for setting up a postgraduate programme at UPI, which defines the essential components of the academic teaching and research process.

The examination process for PhD students represents a maximum of two supervisors (at least an associated professor with a scientific publication track record in reputable international journals). It defines the responsibilities of supervising staff and creates reliability in obtaining a PhD degree. The guidelines also include the definition of the dissertation examiner team, allowing one external member with relevant scientific background and a good reputation to be part of the team. The experts believe that this composition should be used to strengthen the international dimension in the PhD programme (**Finding 14**).

Conclusion

The criterion is partially fulfilled.

4. Student admission, progression, recognition and certification / Legal status, admission and certification

> **bachelor's/master's degree**
> *Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.*
> *[ESG 1.4]*
> **doctoral degree**
> *The institution is entitled to award a doctorate.*
> *Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.*
> *[ESG 1.4]*

Description

Admission

UPI indicates typical ways to enrol on the bachelor's study programme are through the national selection test for state universities, the joint entrance selection of state universities, and independent selection procedures. However, there are prescribed quotas stating that at least 30% of students per cohort have to be enrolled via the national selection, at least 30% via the joint entrance selection, and a maximum of 30% via the independent selection. The national selection centre committee carries out the national and joint entrance selections for student admissions (supported by a local committee). Prospective students can inform themselves about the enrolment criteria and the procedure on the UPI homepage, social media channels or the public relations team of UPI.

Prospective master's students need to fulfil the entry requirements outlined on the postgraduate school homepage. These requirements cover a bachelor's degree from an accredited study programme and a tertiary institution with a GPA of 2.75 out of 4.00. In addition, applicants must pass the admission selection test and provide English competencies equivalent to 500 points (TOEFL) or 5.0 (IELTS).

The admission regulations for PhD students cover that prospective students must present a master's degree in the discipline or an equivalent accredited study programme with at least a 3.00 GPA. In the case of international students, the degree must be recognized by the Indonesian Ministry of Research, Technology and Higher Education. Furthermore, the postgraduate school defines that students must provide a certificate stating that their English competencies are equivalent to 525 points (TOEFL) or 6.0 (IELTS).

The lecturer team carries out all admission selection tests for the postgraduate school in coordination with the programme's head.

Progression

According to the SER, constant progression mechanisms are carried out by the academic supervisor lecturers. At least once per semester, students meet with their appointed supervisors to discuss students' academic progression. This process can either be carried out online or face-to-face. The head of the programme monitors the academic progression of the whole cohort via an online system (SIDIMAS-UPI student directory system). It is outlined that the thesis writing team serves as a further academic guidance instrument.

For the postgraduate programmes, the progression of students is carried out as a multiple-step procedure. The main instrument of data collection is the SIDIMAS-UPI system. Furthermore, the head of the programme receives a lecturer report focussing on the current status quo of the cohorts. Moreover, the Master thesis supervisor reports the thesis's development to the programme's head.

Recognition

UPI outlines a regulatory process concerning the recognition of courses and credits from other universities. The process includes converting courses and submitting documents to the academic faculty section and the bureau of academic administration and student affairs. The recognition procedures for national exchange within the Permata programme are described in a specific Memoranda of Understanding (MoU) with the respective Indonesian university.

Across the university, students can also obtain credits from the so-called community-service institution in a "real work lecture" programme. Students can be placed for an internship in a field and district of choice during this programme. This two-month internship aims to gain working experience which supports the community. Assigned lecturers will support students during these internships.

Being more flexible, the PhD programme can revert to exchange programmes for supervisors, guest lecturers, visiting professors, or joint research collaborations between universities. If students are involved in these kinds of activities, grades can be recognized within the UPI system.

Certification

Upon completing the respective programme, graduates will receive a correspondent academic degree, the transcript of records and a certificate outlining their competencies.

Experts' evaluation

Admission

The admission requirements and prerequisites for individual study programmes are well-defined and made available to prospective students through the admission website. The various admission pathways are also clearly explained through their respective websites, and the steps in the admission process are clearly outlined. The selection of students in both undergraduate and postgraduate programmes follows a rigorous process with an explicit set of criteria and entry requirements.

The bachelor's programmes are mainly administered via the central admission scheme, which is typical for Indonesian higher education institutions. This method increases the reliability of the process significantly throughout the country. The master's and the PhD programme may have their own admission requirements. In general, the admission requirements for the master's and the PhD programme are mainly fit for the purpose. However, the experts believe that the master's and the PhD programme "Educational Administration" and the inclusion of international research topics into the curricula and research could be supported by raising the minimum requirements in English for prospective students. Based on the documents provided by UPI, future master's students are required to have English language skills equivalent to 500 points (TOEFL) or 5.0 (IELTS) and for admission for PhD students this is 525 points (TOEFL) or 6.0 (IELTS). A solid command of English is

believed to be helpful in understanding international literature in English. Consequently, the panel of experts recommends revising this threshold to a higher level (**Finding 15**).

Progression

The documentation and the discussion testified that UPI, as a higher education institution, the faculty and persons involved in the programmes are highly active in following up on students' progress. This was supported by the available data, which is accessible online. It has been demonstrated that, in general, instruments are available to detect problems in the sequence of the programmes. These instruments include students' GPAs and focus on the minimum SKS per semester. The experts testify the fit for purpose of these instruments.

Recognition

The university demonstrated initial cooperation with other higher education institutions, mainly in the ASEAN region, which is a good start for international outreach. However, the panel of experts points out the following drawback: The Indonesian higher education system and the workload calculation is different to that in the European higher education system. That is, per se, not a problem and completely understandable. Still, with the strategic plans of UPI towards internationalising their programmes, the experts believe this matter should be carefully catered to. The experts learned that the Indonesian study programmes might have differences regarding the total amount of SKS in the respective levels, which follow the national regulations. From the self-evaluation report and the discussions, the experts understood that the basis of the calculation from SKS to ECTS is based on meetings with a duration of three hours per meeting (including scheduled lecture activities, structured assignments, and independent assignments) for the Indonesian higher education institutions while assuming only ten sessions with a duration of 2.5 hours per meeting for European higher education institutions. However, this calculation assumes a smaller number of sessions keeping in mind the average 12-15 teaching weeks within the European Higher Education Area (EHEA). The ECTS user's guide, being the baseline in the EHEA for ECTS, allows a range of 25-30 hours of student workload, leading to 30 ECTS credit points per semester or 60 ECTS credit points per year.

Consequently, the total amount for the programmes was converted correctly from SKS to ECTS. However, this only depicts the situation on the macro level to connect graduates of these programmes to the EHEA. For these recognition processes, national authorities have specific instruments. On the micro level, the experts want to express their worries that UPI's internationalisation ambition might need to catch up to other regional higher education institutions. The experts understood that a typical student in the programme takes, on average, around 18 SKS in one semester. With that in mind and a calculation factor of 1.44 for ECTS, opportunities for international exchange might be limited when taking a semester at UPI because other higher education institutions in the Indonesian context apply higher factors for the ECTS calculation. Consequently, international students taking a semester abroad might instead use these institutions because the legal obstacles are lower to fulfil the 30 ECTS credit points range for one semester at these higher education institutions. The expert's panel suggests a re-consideration of whether that factor is still adequate (**Finding 16**).

Certification

The self-evaluation report provided examples for each programme in this cluster. The documents show evidence that graduates receive a certificate with the respective degree (a "Bachelor of Education" degree for the bachelor's programme "Educational Administration" and "Educational Technology", a "Master of Education" degree for the master's programme "Educational Administration", a "Doctor of Education" for the PhD programme "Educational Administration", and a "Bachelor of Information Science" for the bachelor's programme "Library and Information Science"). During the review, the experts discussed whether the bachelor's programme "Library and Information Science" degree is a suitable denomination. The experts are aware that the

sect of degree is nationally regulated, but the experts want to express that a more explicit statement might be helpful for a better reflection of the programme's content (Library and Information Science) (**Finding 17**).

The documents submitted with the self-evaluation report also provide information on the transcript of records and the additional documents issued to graduates (Diploma supplement; *Surat Keterangan Pendamping Ijazah* (SKPI)). The analysis of the provided documents showed a mismatch between the programmes, which could not be clarified during the online site visit. Although the documentation shows the existence of diploma supplements, only the bachelor's programme "Library and Information Science" provided evidence on programme level. Consequently, evidence for the other study programmes must be provided (**Finding 18**).

Conclusion

The criterion is partially fulfilled.

5. Teaching staff / Academic level of supervisory staff

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bachelor's/master's 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]

doctoral 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 bachelor's programme "Educational Administration" has 25 lecturers, all employed full-time and having permanent positions.

The master's programme "Educational Administration" has five full-time lecturers who hold a PhD title. The programme also recruits temporary employees from other universities.

The PhD Programme "Educational Administration" has six full-time professors and three full-time lecturers, all of whom hold a PhD title. The programme also employs two external lecturers, both of whom hold a PhD title.

The bachelor's programme "Educational Technology" has 23 lecturers, one a full-time professor and 22 are full-time lecturers. Of the 23 employed lecturers, 16 of whom hold a PhD title. The programme invites competent practitioners as guest speakers or guest lecturers regularly.

The bachelor's programme "Library and Information Science" has seven permanent lecturers, three of whom hold a PhD. The SER includes a list of guest lecturers.

The teaching staff at UPI is described as being actively involved in research, publications, and community services funded by the university, the Ministry of Education or other external sources. The SER indicated an education personnel development programme in the form of regular training carried out by the University

Human Resources Division, the HR Department of the Faculty of Educational Sciences. The training focuses on improving carried-out tasks and functions as well as on-the-job training in ITC and the administrative field.

Before the recruitment process of teaching staff starts, UPI outlines a process to determine the needs of new lecturers and the relevant teaching load. This information has to be submitted to the faculty/postgraduate school director and forwarded to the rector and Chancellor. The recruitment of all teaching staff members for the five programmes is based on the university policy of recruiting lecturers and the Ministry policies since non-civil servant lecturers are recruited by the university, whereas the Ministry recruits civil servant lecturers. The selection procedures of new staff are carried out in several stages: administrative selection, online-based written tests, and English proficiency tests. In the final stage of the selection process, the respective head of the programme is involved in the final interview and the teaching ability test.

Experts' evaluation

In terms of numbers, the above-stated size of the teaching staff is adequate to bear the responsibilities for teaching and research for all three programmes. The list of staff members provided in the SER is quite comprehensive, and one can also visit the university webpage to learn more about the academic staff's qualifications, experiences and publications.

However, when looking at publications and participation in conferences, the experts observe that most of these publications and participations are local or regional so far. Thus, especially at the master's and doctoral levels, the university should strengthen its support for their faculty to attend international conferences and to publish their research output effectively at these conferences (for both students and teaching staff) (**Finding 19**). For doctoral students, the experts found few opportunities for participation in international conferences, exposure to visiting international academics, and international literature in their respective fields of study (for example, such conferences are the CCEAM, UCEA, AERA, BELMAS, and ACEL). The panel of experts welcomes that UPI university library has already subscribed to many of these journals.

Based on the assessment above, the panel of experts strongly recommends creating an action plan to include international journals in the "Educational Administration, Management and Leadership" discipline in students and faculty teaching and research process (**see Finding 11**). A similar programme for staff development could be organised on how to involve foreign visiting scholars to enhance the quality of the programmes, especially at the master's and doctoral levels, with regards to the PhD final examination committee, where there should be international experts to join the committee as external examiners. This would enhance the quality and international dimension of the doctoral programme in general (**see Finding 14**).

Taking a closer look at the teaching staff of the study programme "Library and Information Science", the panel of experts concludes, based on the provided documents, that the expertise of the teaching staff is mainly in Communication Science and Education disciplines. The PhD qualifications of the team are in English Education, Curriculum Development and Education management. The experts noted that only one staff member owns a PhD in Information Management. Most of the teaching staff is still young, so their career path needs to be well planned. Professional development of the teaching staff must consider the Library and Information Science discipline. Overall, as the programme's focus has shifted to incorporating more digital skills into the curriculum, the experts conclude that the current teaching staff with related competencies is adequate.

UPI has gained many years of experience with all the programmes assessed in this accreditation procedure. The experts confirm that the number of teaching staff is appropriate for the number of students, although it was noted that more international exposure could be gained by the teaching staff. During the virtual meetings, it was pointed out that the teaching staff had a very engaging relationship with the regional education department for community service in the last two years. Also, the training in qualitative and quantitative research enhanced the research capability of the lecturers. In the meeting with the faculty, the experts learned about

the applied approach in training new lecturers to equip them with the needed qualification to teach. Another significant achievement was the unique training given to lecturers to transition from face-to-face teaching and learning to online and blended/hybrid learning. This process enabled the university to transition to online learning during the pandemic.

The panel of experts further points out that greater emphasis should be placed on developing and acquiring English competencies for the teaching staff of the study programmes (**Finding 20**). This will help in the internationalisation of all courses. English as a language should play a more significant role in teaching and learning.

Conclusion

The criterion is fulfilled.

6. Learning resources and student support / Support and research environment

bachelor's/master's 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]
doctoral degree
Guidance and support are available for students which include advice on achieving a successful completion of their studies.
Appropriate facilities and resources are available for learning and research activities.
[ESG 1.6]

Description

In general, UPI describes in the SER that its students have access to many facilities and infrastructure. The facilities and infrastructure consist of furniture, educational equipment, educational media (books/e-books), information and communication technology facilities, experimental instrumentation, several sports facilities, an Islamic tutorial centre, a student activity centre, an auditorium, and dormitories. The SER states that the facilities' number, types, and specifications are determined based on the ratio of the use of the facilities following the characteristics of the method and form of learning.

Learning facilities include classrooms, libraries, education museums, laboratories/studios/workshops/production units, micro-learning labs, lab schools, partner schools, learning resource centres including information and communication technology, lecturer room, administration room, and public facilities. UPI also offers facilities and infrastructure that can be accessed by persons with disabilities (e.g.. Braille writing and voice information, ramps for wheelchair users, guiding blocks on roads or corridors in the campus environment, campus maps/plans or buildings in the form of embossed maps/plans, and restrooms for wheelchair users). The SER states that these facilities and infrastructure are generally available to support the teaching and learning activities.

Additionally, the programmes can flexibly plan, allocate, manage and be accountable for the funds obtained so that the number of tuition fees charged to students can be based on their economic background. The SER states that the university, along with the support of the faculties, departments and study programmes, provides access to information and opportunities to obtain education funding through a scholarship scheme. These

scholarships are provided by government and private institutions or agencies and can be accessed by students through various selection paths.

Experts' evaluation

At the beginning of each study programme, introductory events are held by the university and the faculties. Based on the evidence provided, access to all relevant information for enrolled students during their course of study is rated above average for all study programmes in this cluster. The group of experts commends the comprehensive module handbook presented during the site visit, as it was characterized by a high level of detail within the modules. Therefore, the experts conclude that students are fully informed about the services provided, such as teaching, learning, and examination methods, at the beginning of their study and the beginning of each semester. However, this information is only available in an abridged version for prospective students and other stakeholders, which might lead to problems (**see Finding 23**).

Furthermore, the panel of experts misses clear information on the MBKM programme. In the bachelor's programme "Administration Technology", for example, the MBKM programme is designated to the 6th semester and comprises 20 CP. However, the experts did not find this reflected in the semester lesson plans of the bachelor's degree programmes, as it should be communicated clearly to the students (**Finding 21**). Within the MBKM programme, the panel of experts suggests a more targeted alignment of the internships with the module-specific learning objectives.

Also, the experts noticed that some of the literature given in the module descriptions is quite outdated. It is strongly recommended to renew it, based on current international research, and to mark it clearly in the module descriptions (**Finding 22**).

In preparation for the upcoming semester, the teaching staff meets in special workshops to coordinate the individual courses and avoid overlapping. In the expert's discussions with the students, the panel of experts was convinced that this practice was working well as students confirmed that there were no overlaps. Also, the panel of experts is satisfied concerning the material equipment of the courses. The panel of experts agrees that the resources offered for the study programmes are adequate, although there is still room for further development. As learned during the site visit, UPI is already aiming to set up another computer lab shortly. In addition, the technical equipment of the laboratories and facilities is checked annually during the semester break and renewed if necessary. Overall, the equipment in the laboratories and other facilities can be rated as adequate. Likewise, the laboratories' capacity for the students expected to work is agreeable.

The panel of experts commends the UPI library as it is well equipped. The free access to the National State Library from which required literature can be borrowed is noted. Digital access to international literature is also fully available: the university has subscriptions to the most important international journals and scientific literature networks. Yet, the panel of experts learned during the on-site visit that both students and lectures – especially in the master's and PhD study programmes – presented only little knowledge of these research and scientific literature search options. The study programmes should therefore know how to use the enormous strength of their library more effectively since it guarantees a high degree of scientific quality with its current equipment (**see Finding 11**).

The university maintains a strong culture of counselling, support and guidance for its students. Contact persons are available to a reasonable extent. The support provided also refers to possible delays in studying due to students' personal circumstances, for which individual solutions can be found. To the knowledge of the panel of experts, however, there is no precise regulation but that modules with a grade lower than B can be repeated without a limit (**see Finding 13c**). Overall, support for PhD students is adequate, although international activities fell short of the experts' expectations. The panel of experts strongly recommends providing PhD students with even more international access by giving them vast opportunities to participate in international

conferences to present their research results (**see Finding 19**). Additionally, no inconsistencies were identified concerning the consideration of student diversity in the allocation, planning and provision of learning resources and student support.

Students find their internships in different ways, e.g., by word-of-mouth recommendation, digital formats, alumni or support given by the faculties and lecturers of the study programmes. The strategy seems successful as most students also find a suitable internship. The university has an international office that adequately supports incoming and outgoing students, but it needs to be found on the website (cf. **Finding 20**).

There is also a relevant number of scholarship programmes available. The tuition fees for students vary depending on the students' financial backgrounds and their families. The panel of experts would like to positively highlight that UPI has a zero per cent dropout rate due to financial challenges faced by students. The panel of experts therefore concludes that extensive support will also be provided to students in case of financial difficulties.

Conclusion

The criterion is partially fulfilled.

7.   Information / Public information

> **bachelor's/master's 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]*
> **doctoral 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

Information about the three programmes is provided via various channels, such as the main homepage, the faculty/postgraduate school homepage, or the specific study programme homepages. The information includes information on faculty, department, HR, academic and student profiles, publications, and online services, as well as student surveys, the programme learning outcomes, the curricula, assessment procedures, or career guidance information for Alumni. Information on requirements for selection and admission is also provided. In addition, social media channels are used to amplify the study programme's range. The university-wide UPI Public relations team, UPI TV, and YouTube channels announce all forms of activities of the UPI academic community in the form of (live) broadcasts. Furthermore, several online information portal systems are available to students, lecturers, and institutions.

Experts' evaluation

The panel of experts would like to attest that UPI has the potential to attract more international students in the future. Accordingly, more international students should be aware of UPI's offers.

The public information of the university itself is mainly available in digital form. Due to digitization, there is less demand for paper-based material. Nonetheless, the university can provide it if necessary. The university has a main website with relevant information, as does each faculty. They contain a variety of information that is also available in English (and sometimes in other foreign languages). However, the panel of experts found that

an appropriate amount of data is exclusively available in the Indonesian language, and various information needs to be available or retrievable on different websites. There is a communications office that members of the university can contact for up-to-date information to be published, but the experience indicates that there's much room for development. The expert group therefore recommends a clear public communication strategy for all internal and external stakeholders. The public information must contain the elements of the intended learning outcomes at programme level, the graduation profile and a comprehensive course description consequently available for all programmes. The latter does not have to be as detailed as for the enrolled students but should be presented in a clear and easy-to-understand format and must contain the following content: Intended learning outcomes on course level, teaching methods, students' workload, the credit points of the course, the assessment methods and weighting as well as the obligatory literature (**Finding 23**). In addition, there should already be a reference to the International Office on the university's main page, including at least essential information and contact forms.

The expert group also wishes to see a strategy that ensures that new relevant information is made available promptly on the website (in at least one foreign language) and that this information is kept up to date. This not only guarantees that national and international prospective students have access to all the information they need but also other stakeholders who, for example, offer internships and want to find out more about the study programme and the learning content to align their work with the students accordingly (**Finding 24**).

Conclusion

The criterion is partially fulfilled.

V.   Findings

1. All programmes are encouraged to strengthen English language acquisition components within the curricula.

2. The bachelor's, master's and PhD programmes "Educational Administration" should reflect on changing the name of the study programme to depict the core elements of the study programmes more transparently.

3. The intended learning outcomes on programme level of the master's and PhD programmes "Educational Administration" must be re-formulated to allow international comparisons concerning level 8/9 of the European Qualifications Framework (EQF).

4. The graduation profile of the bachelor's programme "Educational Technology" should outline possible educational employment fields more transparently.

5. The course descriptions for the internship in the bachelor's programme "Educational Technology" must be drafted to allow a connection to the intended learning outcomes on programme level and the internship's contribution.

6. The graduation profile of the bachelor's programme "Library and Information Science" must reflect possible employment fields apart from being a librarian.

7. It should be reflected whether the bachelor's programme "Library and Information Science" should include more specialisation tracks to comprise the broadness of the discipline.

8. The bachelor's programme "Library and Information Science" is encouraged to include more international aspects of the discipline into the curriculum.

9. Evidence of the regular inclusion of the labour market sectors in the curriculum reviews must be provided.

10. It might be wise to benchmark the teaching and learning methods in the future with international standards.

11. An action plan for all programmes must be handed in on how to integrate international literature in the teaching process.

12. It is suggested to review the performance indicators for the final assessment for all programmes to align with the ILOs on programme level.

13. The quality standard manual for all programmes should include the following aspects concerning the examination method:

    a. Explicit examination opportunities for students with special needs should be established.

    b. Formalised opportunities for alternative assessment methods might support more flexible teaching methods (e.g., blended learning).

    c. The examination regulations should include a formalised appeals process to increase transparency for students.

14. The PhD guidelines should include the opportunity to invite international examiners to the dissertation examiner team.

15. The English entry requirements for the PhD programme "Educational Administration" should be increased.

16. It is suggested to start a reflection process on the adequacy of the ECTS calculation factor of SKS credits to enable more international student exchange.

17. To reflect the programme's content transparently, the awarded degree for the bachelor's programme "Library and Information Science" should be clearly stated in the diploma supplement, if applicable.

18. Diploma supplements for the bachelor's programmes "Educational Administration" and "Educational Technology", the master's programme "Educational Administration" and the PhD programme "Educational Administration" must be provided.

19. The teaching staff and students for the master's and PhD programme "Educational Administration" should be stronger supported with opportunities to attend international conferences and publish their research output at these conferences.

20. The teaching staff of all programmes should be supported stronger to acquire English competencies. This will support to connecting to international academia.

21. The MBKM options for students should be outlined in clearer way and communicated to students.

22. An update on literature used in the courses is required for all programmes. This must be transparently displayed in the semester lesson plans.

23. Information on the programmes should be published in an easy-to-understand format.

24. Evidence on the process of update mechanisms on study programme-related information is required.

Q