



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

UNIVERSITAS PENDIDIKAN INDONESIA

SOCIAL STUDIES

SOCIAL STUDIES EDUCATION (BACHELOR OF EDUCATION)

SOCIAL STUDIES EDUCATION (MASTER OF EDUCATION)

SOCIAL STUDIES EDUCATION (PHD OF EDUCATION)

SOCIOLOGY EDUCATION (BACHELOR OF EDUCATION)

SOCIOLOGY EDUCATION (MASTER OF EDUCATION)

March 2023



Content

Decision of the Accreditation Commission of AQAS	3
I. Preamble	6
II. Accreditation procedure	6
1. Criteria.....	6
2. Approach and methodology	6
III. General information on the university	8
IV. Assessment of the study programmes	8
1. Quality of the curriculum / Aims and structure of the doctoral programme.....	8
2. Procedures for quality assurance	16
3. Learning, teaching and assessment of students / Learning and assessment of students	19
4. Student admission, progression, recognition and certification / Legal status, admission and certification	20
5. Teaching staff / Academic level of supervisory staff.....	22
6. Learning resources and student support / Support and research environment.....	23
7. Information / Public information	25
V. Recommendation of the panel of experts.....	27

DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “SOCIAL STUDIES EDUCATION” (BACHELOR OF EDUCATION)
 - “SOCIAL STUDIES EDUCATION” (MASTER OF EDUCATION)
 - “SOCIAL STUDIES EDUCATION” (PHD OF EDUCATION)
 - “SOCIOLOGY EDUCATION” (BACHELOR OF EDUCATION)
 - “SOCIOLOGY EDUCATION” (MASTER OF EDUCATION)
- OFFERED BY UNIVERSITAS PENDIDIKAN, BANDUNG, INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 16th meeting on 27 February 2023, the AQAS Standing Commission decides:

1. The study programmes “**Social Studies Education**” (Bachelor of Education), “**Social Studies Education**” (Master of Education), “**Social Studies Education**” (PhD of Education), “**Sociology Education**” (Bachelor of Education) and “**Sociology Education**” (Master of Education) offered by **Universitas Pendidikan, Indonesia** are 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:

All study programmes

1. The university must provide data that proves that academic integrity and good scientific conduct are upheld in the reviewed programmes and that academic fraud is prevented.
2. The university must provide statistical data concerning its students' progression in the programmes under review to demonstrate the data collected and their use to improve the study programmes.
3. The university must provide an action plan to demonstrate how it encourages lecturers to broaden their international exposure in the form of exchange programmes, research collaboration, and degree study.
4. The university must provide support to improve its staff's English language proficiency.

5. The websites with content on the reviewed programmes must be more user friendly, transparent and better structured.
6. The ILOs, qualifications and research activities in the reviewed programmes must be provided as public information.
7. The faculty and head of programme must ensure that relevant information on the PhD study programme under review is available to the public.

Sociology Education (Bachelor, Master)

1. To reflect the current graduate profile, the university must include more content in the study programmes' courses that helps graduates to work as sociologists, in NGOs, etc.

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

1. The experts recommend broadening the collaboration with the labour market to include more possible employers from areas such as NGOs or social workers.
2. The study programmes should give more room to the development of critical thinking skills as well as problem and project based learning approaches in their courses.
3. The faculty should initiate a process of roadmapping to formulate its goals concerning the graduates' skills addressing future competencies required by graduates of the 21st century.
4. To further improve the study programmes under review, the university should emphasize the importance of the programmes' internationalisation and continue its efforts in this area.
5. To prepare their students for their future as teachers in the 21st century, the experts suggest including more course content concerning digitalisation and changes in teaching/learning methods.
6. It is recommended to close the feedback circle by sharing survey results in a structured manner with students, alumni and the labour market.
7. The university should improve its mobility structures and transparency to reach students more easily.

Bachelor study programmes

1. The experts recommend strengthening the connection between the different elements (courses) of the BA curriculum and, possibly, implement a system of modules.
2. The experts recommend implementing a course on democracy in the bachelor study programmes.

PhD study programme

1. The experts recommend reconsidering the format of the PhD proposal examination.
2. It is recommended to introduce a class on (Advanced) Academic Writing in the PhD programme.

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

EXPERTS' REPORT**ON THE STUDY PROGRAMMES**

- “SOCIAL STUDIES EDUCATION” (BACHELOR OF EDUCATION)
- “SOCIAL STUDIES EDUCATION” (MASTER OF EDUCATION)
- “SOCIAL STUDIES EDUCATION” (PHD OF EDUCATION)
- “SOCIOLOGY EDUCATION” (BACHELOR OF EDUCATION)
- “SOCIOLOGY EDUCATION” (MASTER OF EDUCATION)

OFFERED BY UNIVERSITAS PENDIDIKAN, BANDUNG, INDONESIA

Visit to the university: 18-21 October 2022

Panel of experts:

Prof. Dr. Birgit Weber

University of Cologne, Faculty of Human Sciences

Dr. Hakimul Ikhwan, S. Sos., MA

Faculty of Social and Political Science, Center for South-east Asian Social Studies, Gadjah Mada University, Indonesia

Eka Maylena

Deutsche Schule Jakarta, Indonesia (representative of the labour market)

Cleo Matthies

Student of IUBH University (student expert)

Coordinator:

Ronny Heintze

AQAS, Cologne, Germany

Dr. Sarah Jenischewski

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 degree programmes “Social Studies Education” (Bachelor), “Social Studies Education” (Master), “Social Studies Education” (PhD), “Sociology Education” (Bachelor) and “Sociology Education” (Master) offered by Universitas Pendidikan.

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 January 2022, 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 February 2022. The final version of the SER was handed in August 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 September 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 virtually on 18-21 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 March 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 ca. 50,645 students (May 2021).

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

UPI has defined its strategic 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 types and 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.

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.

The programmes to be accredited are offered by the Faculty of Social Science Education. On a structural level, the faculty 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

Following the report, all modules and student handbooks undergo revision and updating each semesters. This process is said to take into account an analysis of recent developments in the field, community and schools' needs, as well as input from students and graduates of the study programme.

Social Science Education (Bachelor)

As stated in the SER, graduates of the Social Science Education programme (Bachelor) are qualified to work in three general occupational fields: (1) the education sector, (2) as field researchers in the area of Social Science Education, and (3) as social workers in community empowerment activities, especially in the areas of anti-corruption and environmental activism.

The programme-specific intended learning outcomes referred to in the report can be divided into the categories of knowledge and skills. Knowledge-based ILOs include the mastery of (1) professional decision-making skills based on the results of analysis of information and data in the context of solving social science education learning problems, (2) the basic concepts of social science, social science education theory, environmental education, and anti-corruption education, (3) the utilization of Information and Communication Technology for exploring and developing materials and social science education learning processes, (4) the concepts and structures of a social science education curriculum and its application in the social science education learning process in Junior High School /MTs, (5) social science education research procedures, social research, and the production of scientific articles. ILOs referring to special skills obtained by the students of this programme include the abilities to (6) analyse behavioral, cognitive, constructive, humanistic, and social approaches, (7) analyse and criticise various concepts of interdisciplinary, multidisciplinary, and transdisciplinary approaches in relation to curriculum development in the context of social science education learning in schools, (8) apply planning, strategy, and evaluation techniques of social science education learning, (9) integrate learning tools in the context of social science education learning at school, (10) develop media in professional organisations and train others in this area, (11) implement social sciences to solve social problems in the country and society, (12) manage activities that exist in the community by adjusting the culture of local wisdom, (13) further develop existing activities in the community in terms of building urban/rural areas, (14) critically discuss the concept of transdisciplinarity in the context of social science education learning at school, (15) master methods, calculations and data analysis with appropriate tools, and (16) critically apply models of overcoming social problems in the family, class, school and community.

The curriculum consists of 146 Indonesian credits (SKS), of which 114 are to be obtained in compulsory courses and 32 in elective courses. Compulsory courses are further divided into general courses (14 SKS, e.g. religious courses, Pancasila education, physical education, Bahasa Indonesia education), university based professional courses (8 SKS, e.g. curriculum and learning, education management), study programme based instructional skill courses (12 SKS, e.g. learning evaluation of social science, ICT literacy and learning media of social science) faculty based professional courses (6 SKS, e.g. introduction to social science, social science education), and study programme based core professional courses (87 SKS, e.g. English proficiency courses, Indonesian society development, social cultural shift, research methodology in social studies, amongst others). With regards to elective courses, students are required to take 16 SKS in the area of environmental education and 16 SKS in the area of anti-corruption education. Compulsory courses are to be taken in the first six semesters, while semesters seven and eight are dedicated to compulsory and elective courses as well as to the final project and the writing of a scientific paper. In addition, students are required to take part in the field practice programme which provides them with hands-on experience in the area of teaching.

Experts' evaluation

The desired qualifications to be achieved are presented as intended learning outcomes are well described and adequate.

The study programme is constructed as an integrated interdisciplinary programme of social sciences as history, geography, economics, law, politics and sociology-anthropology, which are all integrated at least mostly among the three years. They are thematically integrated with social science education theory and learning in theory and practice. Even if most of the students will become a teacher, the programme prepares also to proceed to work as social workers and anti-corruption educators. These students may choose different elective proficiency courses. The programme has a clear focus on education – with a greater amount in the bachelor than in the master and doctoral programmes.

The intended learning outcomes reflect academic and labour market requirements, and are regularly updated to current developments. The construction of the programme offers a wide overview upon the core issues of the subject and support special competencies in the field of social science education.

For the academic purpose, research methods courses are also implemented in the B.A with a course of Research Methodology and Education Research in Social Studies, as well as Map Literacy and statistics.

To take current labour market requirements into account, students can receive special expertise in current developments like environmental education, anti-corruption education and digitalisation on the one hand and special teacher competences like learning strategies, planning of social studies, evaluation of social studies on the other hand.

The programme follows a problem and project based approach, dealing with scientific content, but preparing students also in didactic courses for planning, implementing and analyses.

Even if there is a format for semester lesson planning, the lecturers have the opportunity to address current issues within the lesson. Modules and student handbooks are regularly updated once a semester.

The proof for appropriateness is given by the feedback of the labour market experts and tracer studies of their alumni. In a systematic monitoring process, the satisfaction by graduates and alumni is surveyed in surveys. However, as the curriculum intends to qualify not only teachers, but also NGO and social workers, it seems that stakeholder involvement focuses strongly on the field of teaching and needs to widen the perspective also to other fields and include exchange and feedback processes (**Finding 1**).

The academic degree corresponds to the requirements of the European Qualification Framework and Indonesian Qualification Framework level 6. The achievement is demonstrated in a final thesis.

As the teachers show their expression and commitment to problem and project-based learning approach and critical thinking, it should be useful to make more space for such approaches also in B.A.; caring for students, who are aiming at NGOS, social work, but also for future teachers, who should prepare their students for being agents in an complex and dynamic 21st Century (**Finding 2**).

The curricular structure supports the achievement of the outcomes and the learners' progression. While the experts appreciate this, they recommend that, recognizing the broadness of social studies, the faculty should consider initiating a roadmap exercise addressing future competencies required by graduates of the 21st century (**Finding 3**). This might support moving from a responsive approach towards an academically reflected and balanced selection of required areas of knowledge relevant for the body of knowledge in social sciences. In this context it could also be considered to strengthen the connection between the different quite fragmented elements of the BA curriculum. Currently the structure seems to be fragmented. It should be considered to use the modularisation concept for all degree programmes to avoid unnecessary fragmentation of modules by combining several elements in one module (**Finding 4**).

The curriculum includes subject specific and cross-subject knowledge as well as subject related, methodological and general skills. Specific Elements like internship are reflected adequately and are transparently defined in the design of the curriculum. All curricular elements (courses/modules) including their functions, their compulsory or elective character and their usage/exclusiveness are documented. An idealised typical course plan is available and shows a similar workload within the first six semester and gives freedom to the remaining compulsory and elective courses with a big focus to complete the final project. Nevertheless, the reviewers suggest considering installing a course on democracy in the Bachelor programmes (**Finding 5**).

The curriculum is constructed transparently. The total programme workload is correctly and transparently allocated to the different courses/modules.

A correct number of credits is assigned to all elements of the curriculum.

At least, the expert group could discover that students seem to be very satisfied with the programme and feel their expectations were met.

Conclusion

The criterion is fulfilled.

Description

Social Science Education (Master)

Graduates of the Social Science Education Master's programme are said to be educated to become experts of Social Studies Education, practitioners in the field of education, innovative researchers, and edupreneurs. In order to achieve this graduate profile, the SER lists the following intended learning outcomes for this programme: (1) the upholding of human values, on a religious, moral, and ethical level, (2) the ability to cooperate in a socially sensitive way and to demonstrate an attitude of responsibility, (3) expertise in the field of Social Studies Education, both on a theoretical and strategic level, (4) the mastery of applied research methods, (5) an understanding of the field-specific skills including learning innovation, creative pedagogy, and environmental education, amongst others, (6) the ability to conduct systematic and creative research that responds to community needs, (7) skills in academic and public communication, (8) the capability of decision making to solve problems in the area of Social Studies Education based on scientific data and human values, and (9) the management, development, and maintenance of professional networks on a local, national, and international level. In addition, the university states that the curriculum is designed in a way that students can (10) develop knowledge and solve problems in the scientific field of Social Studies Education; (11) demonstrate high integrity and have a holistic perspective, both as individuals, community members, and Indonesian citizens; (12) produce various quality scientific works in the field of Social Studies Education which are recognized at the national, regional and international levels; and (13) provide new ideas to improve the quality of Social Studies Education.

Depending on the Bachelor degree of the students, the Master's programme comprises 38 SKS (for students with a Bachelor of Education) or 50 SKS (for students with a non-educational Bachelor degree). The curriculum contains four course categories: four prerequisite courses (e.g. "Paradigms in Social Studies Education", 12 SKS, only to be taken by students without an educational background), three basic expertise courses offered by the postgraduate school ("Applied Statistics", "Philosophy of Science", and "Pedagogic Studies", 7 SKS), five basic courses specific to the study programme (e.g., "Theory and Principle of Social Studies Education", "Applied Research Methods in Social Studies Education", amongst others; 15 SKS), and four elective courses (e.g., "Developmental Ecopedagogy in Social Studies Education", "Entrepreneurial and Business Education", amongst others; 8 SKS). Following the idealised study plan, all courses are to be taken in the first two semesters. The last year is dedicated to the final thesis.

Experts' evaluation

The master programme is constructed more deeply into the dynamic changing and complex society, given more attendance, for example, to innovation and entrepreneurship, also defining an edupreneur as a graduate profile, looking at changes in social systems, reflection on politics and democracy, to critical theory and to challenges of society looking at population and environmental issues. Hence, it allows to give attention to contemporary social challenges. Additionally, it deepens the focus on social science education and sharpens competencies in applying research methods and developing a research project – in qualitative analyses, applied statistics and applied research methods – as well as including students in their lecturers' research.

Looking at other criteria within the curriculum, they are all achieved: (1) The desired qualifications to be achieved are presented as well described and adequate intended learning outcomes. (2) The intended learning outcomes reflect academic and labour market requirements and are updated to current developments. (3) Proof for appropriateness is given by the feedback of the labour market experts. (4) The academic degree corresponds to the requirements of the European Qualification Framework and Indonesian Qualification Framework level 8. (5) The achievement of the ILOs is demonstrated in a final thesis. (6) The curricular structure supports the achievement of the outcomes and the learners' progression. (7) The curriculum includes subject specific and cross-subject knowledge as well as subject related, methodological and general skills, like mentioned above. (8) All curricular elements (courses/modules) including their functions, their compulsory or elective character and their usage/exclusiveness are documented. (9) An idealised typical course plan is available. The curriculum is constructed transparently – and shows that the competencies could be followed. (10) The total programme workload is correctly and transparently allocated to the different courses/modules. A correct number of credits is assigned to all elements of the curriculum.

Conclusion

The criterion is fulfilled.

Description

Social Science Education (Doctoral Programme)

The graduate profile of students of the Social Science Education doctoral programme is defined as (1) academic experts of Social Studies Education, (2) practitioners at an educational institution, (3) researchers in Social Studies Education, and (4) leaders / edupreneurs in the field. The ILOs of the programme are divided into attitude, knowledge, and skills. On an attitude level, students are said to uphold human values, cooperate and have social sensitivity as well as concern for the community, demonstrate a responsible work attitude, display scientific, educative, and religious behaviour, and adapt to the dynamics of society. On the level of knowledge, the ILOs include expertise in the field of social studies education, the mastery of applied research methods, and the understanding of relevant subdisciplines such as learning innovation, creative pedagogy, ecological-based learning, and entrepreneurship education. Finally, students are said to acquire skills in the area of logical, critical, systematic, and creative thinking through scientific research, the compilation and successful dissemination of scientific ideas and arguments, problem-solving in the development of Social Studies Education, and the management, development, and maintenance of local, national, and global networks.

The number of SKS to be obtained in the PhD programme depends on the academic background of the students. Depending on whether students have an academic background in Social Science Education or not, and whether they have already taken relevant courses of the Postgraduate School in their Master's studies, the overall extent of the programme ranges from 37 to 56 SKS. As it is the case in the Master's programme of Social Science Education, the curriculum organises courses into four categories: the four prerequisite courses (12 SKS) should be taken by students with a non-linear academic background, while the three Postgraduate

School Basic Expertise Courses (7 SKS) are to be taken by all students who have not already covered them in their Master's studies. The five study programme specific courses (15 SKS, e.g. "Value and Analytical Development in Social Studies Education", "Advanced Research Methods in Social Studies Education", amongst others) have to be taken by all students. Finally, 7 SKS are to be obtained in elective courses which focus on subdisciplines of the field, such as "Issues in Spatial Inequality", "Global Perspectives in Social Studies Education", or "Social Studies Education from a Postmodernism Perspective". One of the elective courses, i.e. "Independent Study of Dissertation Proposal" is highly recommended to be taken by all students. All courses are scheduled for the first two semesters, while the writing of the dissertation (15 SKS) is scheduled for semesters three and four.

Experts' evaluation

Even though the doctoral and the master programme have a lot in common, the PhD programme convinces with more advanced research methods in social studies education and as well as a deeper focus on complex, global and contemporary social challenges. Furthermore, the curriculum focusses especially future leaders in Social Science Education. This is also expressed by students, who confirmed that the PhD really requires them to do independent research, produce new knowledge and publish it internationally.

Looking at other criteria, they are all achieved: (1) The desired qualifications to be achieved are presented as well described and adequate intended learning outcomes. (2) The intended learning outcomes reflect academic and labour market requirements and are updated to current developments. (3) Proof for appropriateness is given by the feedback of the labour market experts. (4) The academic degree corresponds to the requirements of the European Qualification Framework and Indonesian Qualification Framework level 9. (5) The achievement is demonstrated in a dissertation. (6) The curricular structure supports the achievement of the outcomes and the learners progression. (7) The curriculum includes subject specific and cross-subject knowledge as well as subject related, methodological and general skills, like mentioned above. (8) All curricular elements (courses/modules) including their functions, their compulsory or elective character and their usage/exclusiveness are documented. (9) An idealised typical course plan is available. The curriculum is constructed transparent – and shows that the competencies could be followed. (10) The total programme workload is correctly and transparently allocated to the different courses/modules. A correct number of credits is assigned to all elements of the curriculum.

However, even if students express satisfaction with the program, there are also voices that ask for more support concerning a better proposal examination (**Finding 6**) and wish for more efforts in the programme concerning the international dimension (**Finding 7**). This is a perspective that is explicitly shared by the panel of experts.

Based on the Q&A with PhD students, collaborations in research and writing need to be improved and international environment classes introduced. Collaboration in global classes is important in the PhD programme as students need skills in academic writing. This becomes an issue because students must publish an article in internationally accredited journals as a condition to graduate the PhD programme. Hence, a support class in academic writing would be helpful (**Finding 8**).

Conclusion

The criterion is fulfilled.

Description

Sociology Education (Bachelor)

The study programme was established in 2009, according to the SER, in order to meet the needs of professional teachers in Sociology subjects. Its aim is to become an excellent study programme in research, education and national and regional service by 2025. Following the SER, graduates of the Sociology Education Bachelor programme qualify for employment as educators, research assistants, as well as in the community empowerment sector.

The SER lists the following intended learning outcomes for this programme: (1) the upholding of human values, on a religious, moral, and ethical level, (2) mastering the concepts and theories of sociology, (3) mastering and applying educational theory in Sociology learning, (4) mastering approaches, strategies and methods of critical and innovative Sociology learning, (5) understanding and developing Sociology learning curricula, (6) solving educational and social problems with a scientific research approach, (7) understanding and developing concepts and theories of sociology for community empowerment, (8) being able to integrate learning and innovation skills, having skills to become a lifelong learner, (9) being able to apply logical and critical thinking in the development and implementation of science paying attention to human values, (10) being able to apply methods, media, learning resources and evaluation of Sociology learning, (11) being able to apply appropriate methodologies and data processing applications to conduct research that contributes to the development of sociology, (12) being able to apply concepts and theories of sociology to empower the community, (13) being able to solve social problems by using a sociological approach.

As stated in the SER, the curriculum is distributed over eight semesters with a total of 146 Credits. It consists of General Courses (14 SKS), Basic Education Courses (8 SKS), Expertise Courses Faculty (6 SKS), Study Skills Courses (12 SKS), Core Expertise Courses (86), Study Programme Elective Expertise Courses (16 SKS), and Education Unit Field Introduction Courses (4 SKS). As the SER mentions, several courses are taught in English, such as Introduction to Sociology or Development Sociology. Furthermore, according to the university, the programme is taught by four professors, twelve lecturers with doctoral degree and eight teaching staff with a master degree.

Experts' evaluation

The curriculum for bachelor's degree has been designed to achieve the learning outcomes. According to the SER document, the learning outcomes of the undergraduate programme are to produce educators, researchers, and community service with national and global competitiveness. Most BA courses are relevant for educators, but only slightly relevant for researchers and community services. This results in a mismatch of the graduate profile and curriculum content. At the moment, the study programme concentrates on producing sociology teachers, not sociologists, and thus leads to inadequate training to become a researcher, social activists or community empowerment activist, and private sector workers. To reflect the current graduate profile, the university must include more content in the study programmes' courses that helps graduates to work as sociologists, in NGOs, etc. (**Finding 9**).

The intended learning outcomes are mostly to meet requirements for school teaching but less oriented for non-school/teaching labour market requirements i.e., private sectors and community services. The BA curriculum has reflected the focus on the ability to teach Sociology in school and to learn the tools for assessment, using media and ICT in teaching sociology. Meanwhile, the training to work in other sectors i.e., community empowerment, journalism, and private sectors is not sufficiently presented in the curriculum (**see Finding 9**).

The digitalisation has influenced the method of learning, which shifted from the conventional classical learning to the use of digital media, and recently becoming blended learning system. However, as a subject of study, the digital (and digitalisation) have not been sufficiently presented in BA curriculum. The increase of popularity of Google, for instance, has changed the instrument of teaching and learning, but insufficiently changed course substance related to i.e., googling culture and its consequences to education, learning, and teaching (**Finding 10**).

The BA students are not sufficiently trained to think critically. Referring to the discussion during the site visit, the curriculum developed with the frame that views critical thinking is not necessary for the BA program. In fact, critical thinking is a long learning process, and thus the students should be trained as early as possible, even before the university education. Thus, it is very substantial to develop capability in critical thinking in undergraduate study (see **Finding 2**).

The study programme has insufficiently collaborated with non-school partner for students' internships i.e., private companies and (NGOs). The internship is mostly conducted in schools. Broadening the scope of the labour market pushes students to work in broader sectors (see **Finding 1**). The national government policy of the MBKM (Freedom to Learn and Independent Campus) could give opportunities for the study programme to work in collaboration with diverse stakeholders i.e., private sectors/companies and NGOs. It gives students more options for internships in non-school sectors. It allows students to follow their interest for 20 credits outside the university or any other University abroad, including the private sectors/companies and NGOs. Eventually, broader exposure in non-school and teaching related sectors will expectedly improve the employability of graduates (see **Finding 1**). Since job-market as schoolteacher has remarkably decreased especially in major cities/urban areas in Indonesia, the curriculum needs to expand students' qualification for broader jobs market i.e., journalists, community empowerment activists, and entrepreneurs (see **Finding 9**).

Conclusion

The criterion is partially fulfilled

Description

Sociology Education (Master)

The Master's programme in Sociology Education, established in 2012, aims at producing graduates to be employed as experts of Sociology Education, researchers, education consultants, and experts in the area of community empowerment. The university states that graduates of this study programme have reached a level 8 of the national qualification framework. According to the SER, the average number of registered students increases by 35% annually.

Concerning programme learning outcomes for this study programme lists the following: (1) the upholding of human values, on a religious, moral, and ethical level, (2) mastering the concepts and theories of sociology, (3) analysing concepts, pedagogic theory in Sociology learning including models, methods, etc., (4) applying pedagogic theory and sociology theories in Sociology learning, (5) applying appropriate research methods to carry out research concerning the learning of sociology and its curriculum, (6) being able to integrate learning and innovation skills, having skills to become a lifelong learner, (7) being able to apply logical and critical thinking in the development and implementation of science paying attention to human values, (8) being able to develop knowledge, technology, and art in Sociology education through research, (9) identifying and solving problems in Sociology education and learning using a multidisciplinary approach, (10) conducting research related to sociology education and research to support education/learning and community needs by developing knowledge that applies human values, (11) publishing the results of studies and research in scientific forums or accredited national or reputable international journals.

According to the SER, the curriculum differs depending on the students' educational background. The curriculum for students with a single-level educational background consists of 36 SKS, while those with non-university educational background study to receive 48 SKS. The group of subjects at the postgraduate level are

Basic Expertise Courses, Expertise Courses, and Special Expertise Courses. The university states that some of the courses, such as Critical Study of Postmodern Sociology, are taught in English.

Experts' evaluation

The curriculum for master's degree in Sociology Education has been designed to achieve the learning outcomes. The tracer study indicates that 80 percent of graduates become schoolteachers, and the other 20 percent work as professionals in other fields. Even though predominant graduates working in education, according to SER document and site visit, the MA graduates are expected to work in the field of education, research, consultancy, and community empowerment. However, the curriculum has not sufficient courses and training to compete for job market in those diverse field of works (see **Finding 9**).

There is a clear differentiation of curriculum between BA and Master program. For instance, in the research method course for BA students is more focusing on the statistics, whereas for MA student is applied statistics. Also, most courses in the BA programme are mandatory with only two elective courses, whereas the master programme has more elective course for about 20 credits. Unlike the BA programme, the Master programme has emphasised the necessity to train students on critical thinking. The master programme has also offered courses on contemporary issues related to, for instance, media and digitalisation. The students have been familiarised with digital tools of learning, and recently adopted hybrid learning option (daring and offline). The master programme has attempted to balance the curriculum and method of learning between 'pure' sociology and education of sociology. To keep the balance is necessary since the input of master students are BA holders in sociology education, 'pure' sociology, and other social science disciplines.

The university initiates edupreneur skills in its students. It means education enriched with entrepreneurial skills which are needed in terms of modern educational process. It consists of academic and non-academic activities of students. The course on entrepreneurship is in cooperation with the ministry and it is the same for all students in the university. It is not exclusively for students of the Faculty of Social Science. The Edupreneur has oriented to broaden students' job market opportunities. Also, the study programme uses to publish information regarding job market to its students, especially the fresh graduates.

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.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

[ESG 1.1, 1.7 & 1.9]

Description

As outlined in the self-evaluation report, all five programmes adhere to external and internal quality assurance mechanisms. External QA processes involve national accreditation procedures (BAN-PT) which are conducted every five years as well as annual audits. The results of external QA processes are said to be shared with relevant stakeholders.

Internal QA procedures, which follow ISO 9001: 2015, involve routine quality audits and satisfaction surveys. The central responsible unit for the internal quality assurance on the university level is the University Quality Assurance Unit (SPM). Internal audits concern the evaluation of academic, administrative, and financial activities, teaching material, alumni tracer studies, student satisfaction surveys concerning teaching performances, and the coordination of the study programmes, amongst others. Instruments for the activities of SPM include the university's quality manual, the quality policy, quality standards, and standardised quality procedures. In addition, data is said to be collected on student progression and success rates, graduation rates, and the composition of the student body. Also, the report mentions that anti-discrimination activities are in place. Finally, procedures to maintain academic integrity and prevent academic fraud are said to be managed through the university's QA system via the formulation educational standards, lecturers' input during the individual courses, and – in the case of Master and PhD programmes – the Graduate School Commission.

On the study programme level, the responsible QA unit (GKM) collects feedback from lecturers, students, graduates, the labour market, as well as academic/professional associations each semester. This feedback concerns curricular structures, study programme objectives, learning processes, facilities, teaching materials and methods, student supervision, as well as graduate profiles, competencies, and employability. As for the doctoral programme, the documents provided by the university define the following administrative parties, which are responsible for the compliance of PhD students' research topics and academic policies with accepted academic standards: (1) Postgraduate Commission, (2) supervisors, and (3) examiners.

Experts' evaluation

The procedures for quality assurance in the Social Studies Education Programme (Bachelor, Master and Doctoral degree) and Sociology Education Programme (Bachelor and Master degree) are subject to and connected with the Faculties and University. Based on the Q&A with the senior management of the Faculty during the virtual site visit, they confirmed they must coordinate with the university level to conduct internal audits and satisfaction surveys on a regular base every semester. The satisfaction surveys are focused on the services provided by the faculty and lecturers to students. The members of Senior Management of the Faculty ensured that the result of student satisfaction surveys were always discussed in internal faculty meetings and acted upon. An example was presented regarding student satisfaction surveys concerning a lecturer, where 11% of students assessed the knowledge of the lecturer as only 3 out of 5. As a result, the dean set up a programme to increase field specific knowledge of lecturers by allocating a budget to workshops / training. This might lead to an increase in lecturer competency and performance. The experts highly welcome this approach.

The quality assurance system also includes several aspects such as course and/or programme evaluations, evaluation of student workload, progression & completion rates. During Q&A with teaching staffs of Social Studies Education Programme (Bachelor, Master and Doctoral degree), it was stated that UPI implemented a format of semester lesson planning but the lecturers still have the opportunity to change course contents due to meet with the current needs. For example, a lecturer can address current issues in lecturers meeting and propose to change the planned semester lesson plan. Hence, it is expected that the knowledge learned is always in accordance with current needs of labour market.

Through the quality assurance system, each student has an academic advisor to ensure the smooth progression of the student's studies. There is also a schedule plan for exams and student activities to ensure there is no conflicting exams or activities.

Evaluation of the programme and student development is always carried out at the end of semester. In urgent cases, it can be held at any time. There is a report of student satisfaction survey of teaching and learning process which was held by the university in the first semester in 2021/2022. There were four aspects pointed out as student concern; aspect of approach and learning method, learning media and tools, learning resources, and aspect of creation learning climate. The positive impact of survey result can be seen if the result of the next survey had improved.

The quality assurance system in the Social Studies Education Programmes (Bachelor, Master and Doctoral) and Sociology Education Programmes involve internal and external stakeholders (students, lecturers, education personnel, cooperation partners, labour market, alumni). The data are collected through surveys conducted by the university quality assurance department, which shares the results with the faculty, which in turn shares it with the study programmes. However, we could not see the evaluation results are shared to students, labour market or alumni (**Finding 11**). During the Q&A with teaching staffs of the Social Studies Education Programmes (Bachelor, Master and Doctoral) and the Sociology Education Programmes (Bachelor and Master), it was explained that the result of student survey regarding lecturer and learning process is always discussed in internal meetings with the faculty and/or the study programme.

80% graduates of the Social Studies Education Bachelor Programme and Sociology Education Bachelor Programme work in schools and the educational field, while the other 20% are spread across various fields of work. Therefore, the majority information and feedback are coming from schools and the educational field. Schools also provide assessments during the students' job training in the seventh semester, which counts for three credits in the Bachelor Programme of Sociology Education and in Bachelor Programme of Sociology Education, too. Through the job training course at school, the programme offers the practical skills and knowledge needed by students as future teachers. After graduating, students who will become teachers are required to take part in a teacher professional education programme for two semesters to increase competence and receive a teaching certificate. This teacher professional educational programme is organized by an educational university that has been appointed by the Indonesian Ministry of Education and UPI is one of them.

The info of profession types, salary and waiting time to get job are provided by Social Studies Education Programme and Sociology Education Programme in a tracer study report of graduates. Prior to graduation, the faculty usually invites the labour market to distribute info on labour market to future graduates.

There is no data regarding the procedures that have been implemented to safeguard academic integrity and prevent academic fraud within the programme. There is also no data regarding a code of good scientific conduct been passed by the university (**Finding 12**). Also, there is no statistical data on students' progression, (e.g. student composition, study duration, completion rate, grade distribution, failed/completed exams) which can be shown (**Finding 13**). However, during the Q&A with teaching staff of Social Studies Education Programme (Bachelor, Master, Doctoral) and Sociology Education Programme (Bachelor and Master), they explained that they always analysed and used this data for the development of the programme.

Conclusion

The criterion is partially fulfilled for all programmes of the cluster.

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 designed to meet the demands of social interaction and the realities of the 21st century in that they include discovery-inquiry learning, problem-based learning, cooperative learning, work-based learning, service learning, value-based learning and blended learning. As such, learning activities address both theoretical, skill-related, and social aspects related to the field of study. A further focus is put on introducing students to their potential future employment sector e.g. by including practical experiences in real-life settings in schools.

The main format of teaching described in the report are lectures, which are complemented by structured assignments and discussions. Also, online-learning is said to be implemented both in a synchronous and asynchronous way. Following the documents provided by the university, student-centred learning is at the core of didactic approaches at the Master and PhD level. As such, students are encouraged to work independently on the provided teaching material. The application of information technology and online resources is said to enhance students' collaborative learning activities. Finally, the report also mentions complementing learning activities outside the lecture-based framework, such as writing competitions, lecture guidance, course practicum, and group discussions.

Assessments are said to be authentic, i.e. oriented towards a continuous learning process, objective, i.e. based on predefined standards, and transparent. Each course includes mid-term and final exams. In addition, students' learning success is said to be assessed by quizzes, individual and group assignments, practical assignments, and class participation. On a graduate level, oral and written tests as well as daily assessments are also mentioned.

Students are said to be informed about the content, teaching methods, and assessment methods at the beginning of the semester via course-specific semester learning plans. Also, all teaching and assessment schedules follow the university's academic calendar and grades are made available to the students online.

Master's students propose a preliminary study of the research area they would like to address in their final thesis to their supervisor and receive final approval by the study programme manager. Also, they are strongly advised to take the elective course on "Independent Study of Thesis Proposal" as a preparatory step. After

writing the thesis, students have to defend their work in front of a committee assigned by the School of Postgraduate Studies, which includes both supervisors and examiners.

Doctoral students' midterm and final exams are said to take place mainly in the form of written works, minor research studies, or in-depth reading reviews. Students who have passed the compulsory classes need to take a competency test before they can participate in the Dissertation Proposal Seminar as a preparation for their doctoral thesis. Only after the successful completion of the competency exam and the seminar students may receive approval of their proposal from the study programme team and commence the writing of their thesis. The defence of the doctoral thesis takes place in two steps: (1) a presentation of the research outcomes and defence of the dissertation in front of examiners assigned by the Postgraduate School, and (2) a public defence which takes place after corrections have been implemented, involving supervisors and examiners. External examiners are required to hold at least a doctorate and come from a university of an equivalent cluster.

Experts' evaluation

The university offers a wide range of teaching methods, which are very well linked to the topics of the courses. The learning and teaching methods correspond to the intended learning outcomes. Furthermore, the study programmes also enable flexible and individual learning paths and stimulate student motivation as well as engagement in the learning process. The students can transfer their knowledge also outside the university, which is enabled by the lecturers offering many learning methods.

The university offers hybrid learning options as well as blended learning and enables its students to use digitalisation as a resource for more autonomy in their studies.

For students with handicap the university offers various support services and is very eager to sensitize all students to this topic. The university has the physical setup and all buildings are equipped to meet special needs of the students.

In an academic calendar all the dates for the exams are fixed. Students receive the syllabus of the class in the first meeting, including the dates of the exam. The exams usually take place in the regularly scheduled course time and do not overlap. Once per semester the students can retake exams. If there is a conflicting schedule between exams in two classes, the academic advisor will adjust this. Besides, the students can always meet their supervisor for academic questions.

Conclusion

The criterion is 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

The report describes four overall admission pathways for Bachelor programmes. The National Selection for State University Entrance (SNMPTN) path is based on the academic portfolio of applicants' achievements at Senior, Vocational, and Islamic High Schools, while the Joint Selection for Higher Education Entrance (SBMPTN) involves a standardized entrance exam. In addition, students can also be admitted according to the university's Independent Selection framework and based on student achievement.

Prospective Master's and Doctoral students are selected according to the following criteria:

- Bachelor's degree (S1, for applicants for the Master's programmes) / Master's degree (S2, for applicants for the Doctoral programmes)
- a GPA of at least 3.50
- an educational background in the relevant discipline
- academic recommendations from two supervisors as well as a research plan
- performance in an entrance exam with regards to academic potential and English skills
- performance in an interview

Progression

According to the SER, student progression is monitored via an online system (SIDIMAS). Furthermore, academic advisors inform the Head of the respective study programme about student activities and/or problems on a regular basis. Also, the report mentions reporting duties of dissertation supervisors.

Recognition

The university states that a policy is implemented with regards to the recognition of prior learning. Courses that have been taken at other universities may be recognised through a credit transfer mechanism. Activities that may be recognised can also include internships, independent student exchanges, campus teaching, and entrepreneurship. Activities conducted in informal and non-formal learning settings can be recognised as additional competencies to be listed in the Diploma Supplement.

Certification

Upon graduation students are said to receive a corresponding academic degree certificate. This document is accompanied by a transcript of records and a Diploma supplement (SKPI) with information on students' competencies and the university's institutional status.

Experts' evaluation

The formal requirements for the different admissions and the specific prerequisites for individual study programmes are clearly defined and are available to prospective students on the official website. Especially for Masters and Doctoral students explicit criteria are defined and available. Actively speaking English is a specific prerequisite, which is important when following an international accreditation.

In the Curriculum for the PhD programme, the specific procedure and regulations regarding the award of doctoral degrees is defined and available to students in the curriculum chapter assessment.

The University gather data on the admission procedures from 2017 on. Reports of the doctoral thesis are also available.

The university has implemented mechanisms to recognise prior learning, including non-formal and informal learning, to be recognized as other competencies. The regulations regarding the recognition of competences and transfer of credits from other higher education institutions are documented and available to students.

Especially for the masters and doctoral degrees, there are cooperations with several foreign universities. Mutual agreements to facilitate the mobility of students and graduates are set in place. As the credit point systems differs between the ECTS System and the INQF-System a possible conversion is presented. The University points out that the main focus is upon ASEAN countries, because other support for oversea exchange is limited. Hence. Especially the international dimension offers room for further development – in cooperation in research, staff mobility and student mobility (see **Finding 7**). Also, transparency from potential incoming students from abroad could be approved.

Graduates receive documents with transparent information and the status of the studies as a S1 Certificate, transcript of grades and a diploma supplement. The Institution is legally entitled to award doctorates and the legal status of doctoral candidates is clearly defined.

Conclusion

The criterion is fulfilled.

5. Teaching staff / Academic level of supervisory staff

<p>Bachelor’s/Master’s degree</p> <p><i>The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.</i></p> <p><i>Staff involved with teaching is qualified and competent to do so.</i></p> <p><i>Transparent procedures are in place for the recruitment and development of staff.</i></p> <p>[ESG 1.5]</p> <p>Doctoral degree</p> <p><i>The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.</i></p> <p><i>Staff involved with teaching is qualified and competent to do so.</i></p> <p><i>Transparent procedures are in place for the recruitment and development of staff.</i></p> <p>[ESG 1.5]</p>
--

Description

The courses in the Bachelor, Master, and PhD programmes of Social Studies Education are taught by eleven professors, ten head lecturers, and ten expert assistants, while the Bachelor and Master courses in the Sociology Education programmes are offered by six professors, four head lecturers, two lecturers, and one expert assistant. Following the information listed in the SER, postgraduate courses are taught only by teaching staff holding at least a PhD.

The performance of teaching staff with regards to the three pillars of the higher education (i.e. teaching, research, and community service) is said to be assessed regularly and serves as a basis for the distribution of academic positions and academic promotion. Regarding the workload the university mentions the Lecturer Workload Provisions which regulates the workload of teaching staff at HEIs on a national level. Following this



provision, a lecturer must meet the annual minimum of six credits in teaching, three credits in research, two credits in community service, and two credits in supporting fields.

Staff development includes an encouragement to pursue a doctoral degree as well as the organisation of trainings in the area of innovative teaching/learning methods and current technology. Financial assistance is said to be offered to teaching staff who would like to attend seminars and workshops for their individual professional and academic development.

Staff recruitment is said to involve both a national and a university-based selection process.

The supervision of PhD students is provided by two promoters. The primary promoter is required to hold a position as professor or head lecturer and to have a considerable list of first-author publications in reputable international journals in the relevant field. The co-promoter needs to hold a PhD and have the function of at least head lecture. In total, qualified teaching staff is said to be able to assume the function of a promoter for up to four students and the function of a co-promoter for four additional students. As explained in the SER, external supervisors are required to have equivalent qualifications.

Experts' evaluation

To achieve the vision of international recognition and competitiveness, more than at this time already implemented, the university needs to encourage lecturers to broaden their international exposure in the form of exchange programmes, research collaboration, and degree study (**Finding 14**). The profile of academic background of lecturers needs to be improved through pushing young lecturers (with Master degree) to continue doctoral study abroad (**see Finding 14**). Referring to the SER document and site visit, it is very clear that the university has a commitment to improve capability of teaching staffs. It has committed to allocate financial support for teaching staff to continue their studies.

In addition, it is also necessary to facilitate staff exchange programme with international universities to improve academic experience and networks. The university may also encourage teaching staff to initiate international collaboration and exchange in the field of research or conference. Teaching staff who initiate international collaboration and exchange will be credited in the Key Performance Indicator (KPI) and recorded in the system for further monitoring (**see Finding 14**).

To improve individual competitiveness to study and collaborate internationally, the university needs to provide support to improve English language proficiency (**Finding 15**).

UPI also recruit lecturers with non-educational background, since the input and interest of students are diverse, not only in the field of education and teaching.

Conclusion

The criterion is partially 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

The report lists several sources of funding that are available to the university, i.e. governmental funding, tuition fees, as well as collaborations with foreign institutions and businesses. Financial resources are said to be allocated to the individual study programmes according to the university's strategic plan and work plan and are based on the number of students enrolled.

The university lists several facilities that are available for the study programmes, such as classrooms, thesis defence rooms, offices, and lecturer rooms. Two classrooms are said to be equipped with white boards, projectors, sound systems, and air conditioning. Learning activities also take place in computer and physical laboratories as well as in a social laboratory, a social studies education laboratory and a micro teaching laboratory. With regards to subject-specific library resources the SER lists 3,500 textbooks and digital books, one national accredited journal, fifteen proceedings, 750 theses, 300 magister theses, and 150 dissertations. In addition, the central library of the university offers access to print and online resources, both in the form of books and international journal subscriptions.

Course descriptions are said to be available to students online on the university website. In the area of student support, the university refers to the UPI Chancellor's Regulation (2020), which defines the services that are to be offered to the students by the university as well as by the individual faculties and study programmes. Academic guidance with regards to study planning as well as academic and non-academic problems is said to be provided by academic advisors. Further guidance is offered by student organisations at the study programme level, a university-level Student Scientific Forum (LIMAS), and the university's Guidance and Counselling and Career Development Agency. Post-graduate students are further supported by the Student Communication Forum (FKM) which operates on the Graduate School Level. Tuition fees are said to vary according to the income of students' parents. Scholarships are available to support students from lower economic backgrounds, as well as to award students with outstanding academic achievements and students with active organisational experience. New students are offered an orientation programme in the form of a guidance period programme in collaboration with student organisations for undergraduate students and pre-lecture activities for postgraduate students. These programme specific orientations are complemented by an annual university-wide campus orientation period and a public welcoming lecture. Furthermore, the SER states that the students are encouraged and supported in participating in exchange programmes both within and outside Indonesia

Experts' evaluation

The university gives the students international exposure and experience. It offers a short term training in other countries and also dual degree options. Still the student mobility should structurally be more facilitated, as well as the internationalization efforts need to reach the students more easily (**Finding 16**).

The very good relation between teaching staff and students should be mentioned, which also leads to well developed and also practiced support mechanisms. It might be good to further develop the students' role as active stakeholders for them to become more engaged in the development of their study programme and a dialogue structure can be developed beyond a problem-based approach.

The students are provided with access to the module descriptions, including information on the intended learning outcomes, the intended methods of learning and teaching and the forms of assessment regularly. If the students are worried about something, the expected workload for example, they can always contact their

teachers. This is true for if they are worried about not being able to complete their studies within the expected period of time. In this case they can also go to the academic advisors and get help with their individual planning of their studies. There are also regular consultation hours by staff members like a study service.

The students can use a very professional infrastructure, they have access for example to computer work-places, technical equipment and as well digital as analogous resources in the library. The library is equipped with appropriate national and international literature and other academic sources. The university provides full information about the collection on their website, also about the accessible databases. For databases and electronic journals that are not available via the campus there is a cooperation with the national library.

The whole infrastructure for the students is very appropriate to the number of students. The orientation and introduction offers, available for new and potential students, are rated as very well and helpful by the students.

Internship and teachings at university are connected. The lecturers from UPI exchange actively with the lecturers in the school. While the students are doing their internship in school they are also required to do research and receive support by their teaching staff if necessary.

Conclusion

The criterion is 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

As described in the report, the dissemination of information takes place on various platforms. Information on the study programmes themselves can be accessed on the individual programme website and via the programmes' social media accounts on Instagram and YouTube. In addition, the university provides course and module descriptions on its website.

Experts' evaluation

The public information is provided at university, faculty and study programme level which are interrelated to each other. All information related to the Social Studies Education Programme (Bachelor, Master and Doctoral) and Sociology Education Programme (Bachelor and Master) are put on the faculty and study programme websites. Sometimes they also put some information in university website. There is no specific explanation regarding the type of information placed in university, faculty and study program. The info regarding curriculum and courses are provided in each study program. Sometimes we also can find info regarding student training and student activities. The info regarding job vacancies, sometimes can be found in university, faculty and study programme website. So, it seems that the general public is expected to look at all the websites at UPI

to find the information needed instead of providing relevant information in a user friendly approach(**Finding 17**).

The official website is very important for all stakeholders to get official information about the study programme. Moreover, if we talk about an international accreditation, the official website must be easy-to-access, provide a clear picture of study programme and understandable information. Based on Q&A during virtual site visit, the alumni explained that there is an alumni community that is very helpful for job access afterwards.

The intended learning outcomes are not provided as a public information (**Finding 18**). The selection procedures are detailed provided in study programme and faculty website. Public information regarding qualification awarded and research activities are not shown clearly in SER and during Q&A (**see Finding 18**). For PhD programme, the public information is minimal and at this time not adequate as a source of information for the public (**Finding 19**). Students are informed about teaching, learning and assessment procedures. All information related to academic activities is also provided for students only. From the point of view of UPI outsiders, the information structure found on the official website is not updated regularly (**Finding 20**).

Conclusion

The criterion is partially fulfilled for all programmes.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programmes “**Social Studies Education**” (**Bachelor of Education**), “**Social Studies Education**” (**Master of Education**), “**Social Studies Education**” (**PhD of Education**), “**Sociology Education**” (**Bachelor of Education**) and “**Sociology Education**” (**Master of Education**) offered by Universitas Pendidikan Indonesia with conditions.

Findings:

1. The experts recommend broadening the collaboration with the labour market to include more possible employers from areas such as NGOs or social workers.
2. The study programmes should give more room to the development of critical thinking skills as well as problem and project based learning approaches in their courses.
3. The faculty should initiate a roadmap exercise addressing future competencies required by graduates of the 21st century.
4. The experts recommend strengthening the connection between the different elements (courses) of the BA curriculum and, possibly, implement a system of modules.
5. The experts recommend implementing a course on democracy in the bachelor study programmes.
6. The experts recommend reconsidering the format of the PhD proposal examination.
7. To further improve the study programmes under review, the university should emphasize the importance of the programmes' internationalisation and continue its efforts in this area.
8. It is recommended to introduce a class on (Advanced) Academic Writing in the PhD programme.
9. To reflect the current graduate profile, the university must include more content in the study programmes' courses that helps graduates to work as sociologists, in NGOs, etc.
10. To prepare their students for their future as teachers in the 21st century, the experts suggest including more course content concerning digitalisation and changes in teaching/learning methods.
11. It is recommended to close the feedback circle by sharing survey results in a structured manner with students, alumni and the labour market.
12. The university must provide data that proves that academic integrity and good scientific conduct are upheld in the reviewed programmes and that academic fraud is prevented.
13. The university must provide statistical data concerning its students' progression in the programmes under review to demonstrate the data collected and their use to improve the study programmes.
14. The university must provide an action plan to demonstrate how it encourages lecturers to broaden their international exposure in the form of exchange programmes, research collaboration, and degree study.
15. The university needs to provide support to improve its staff's English language proficiency.
16. The university should improve its mobility structures and transparency to reach students more easily.
17. The websites with content on the reviewed programmes must be more user friendly, transparent and better structured.
18. The ILOs, qualifications and research activities in the reviewed programmes must be provided as public information.

19. The faculty and programme responsible must ensure that relevant information on the PhD study programme under review is available to the public.
20. The university should make sure that its homepage is always up to date.