



AGENTUR FÜR  
QUALITÄTSSICHERUNG DURCH  
AKKREDITIERUNG VON  
STUDIENGÄNGEN E.V.

## FINAL REPORT

UNIVERSITAS NEGERI YOGYAKARTA

### **CLUSTER SPORTS**

PHYSICAL EDUCATION, HEALTH, AND RECREATION (BACHELOR IN EDUCATION)

SPORTS COACHING EDUCATION (BACHELOR IN EDUCATION)

SPORTS SCIENCE (BACHELOR IN SPORTS SCIENCE)

PRIMARY SCHOOL PHYSICAL EDUCATION (BACHELOR IN EDUCATION)

May 2023



**Content**

---

**Decision of the Accreditation Commission of AQAS ..... 3**

**I. Preamble ..... 7**

**II. Accreditation procedure ..... 7**

    1. Criteria ..... 7

    2. Approach and methodology ..... 7

**III. General information on the university ..... 9**

**IV. Assessment of the study programmes ..... 9**

    1. Quality of the curriculum ..... 9

    2. Procedures for quality assurance ..... 19

    3. Learning, teaching and assessment of students ..... 21

    4. Student admission, progression, recognition and certification ..... 23

    5. Teaching staff ..... 24

    6. Learning resources and student support ..... 26

    7. Information ..... 28

**V. Recommendation of the panel of experts ..... 30**

## DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “PHYSICAL EDUCATION, HEALTH, AND RECREATION” (BACHELOR IN EDUCATION)
- “SPORTS COACHING EDUCATION” (BACHELOR IN EDUCATION)
- “SPORTS SCIENCE” (BACHELOR IN SPORTS SCIENCE)
- “PRIMARY SCHOOL PHYSICAL EDUCATION” (BACHELOR IN EDUCATION)
- OFFERED BY UNIVERSITAS NEGERI YOGYAKARTA, YOGYAKARTA, INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 17<sup>th</sup> meeting on 22 May 2023, the AQAS Standing Commission decides:

1. The study programmes “Physical Education, Health, and Recreation” (Bachelor in Education), “Sports Coaching Education” (Bachelor in Education), “Sports Science” (Bachelor in Sports Science), and “Primary School Physical Education” (Bachelor in Education) offered by Universitas Negeri Yogyakarta, Indonesia are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are conditional.

The study programmes comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. 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 **30 June 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 **30 June 2029**.

### Conditions:

For the programmes “Physical Education, Health, and Recreation” (Bachelor in Education), “Sports Coaching Education” (Bachelor in Education), and “Primary School Physical Education” (Bachelor in Education)

1. The provided course descriptions in English must be revised and updated to ensure that they provide complete information to students, especially with regards to:
  - a. stating the used teaching methods in practical courses;
  - b. including the learning objectives and learning outcomes;
  - c. stating the assessment methods;
  - d. clearly indicating the ratio between practical and theoretical parts of all courses.

Additionally for the programme “Physical Education, Health, and Recreation” (Bachelor in Education)

2. The learning objectives and learning outcomes of all courses must be achievable within the assigned workload and must be adjusted to match the workload realistically. Thus, the curriculum must be adapted accordingly, where necessary, and the changes must become clear from the module descriptions and must additionally be explained in a separate document by the university.

Additionally for the programme “Sports Coaching Education” (Bachelor in Education)

3. The course matrix must be revised to include and clearly indicate the key elements for both employment fields. This means, specifically, that the competencies, skills, and knowledge for the work as physical educator must be included in the course matrix.

Additionally for the programme “Sports Science” (Bachelor in Sports Science)

4. The intended learning outcomes for the programme must be specified according to the respective level to increase reliability and transparency for students and external members, especially regarding research direction and respective priorities.
5. The course matrix must be revised to clearly indicate the four routes of specialization. It is necessary to include more programme-related specifications in the course matrix.

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

For all programmes

1. For internationalization in research, the overall framework for publications should be improved in the following respects:
  - a. The teaching staff should pursue publications in international peer-reviewed journals, if possible, with an impact factor, to spread the findings globally. The research output should be monitored.
  - b. It is recommended to establish research groups in the study programmes.
  - c. The provided research budget should be increased to optimize the quality of scientific work, to enhance international scientific collaborations, and to increase the visibility of research outcomes of the institution.
2. Contacts and opportunities for staff and student exchange with a wider range of partner universities abroad should be established. The study programmes should also develop opportunities to better implement attractive opportunities for foreign students to take part in the study programmes. For this, e.g., the complete admission regulations should be available on the website in English.
3. The university should develop an internationalization strategy and increase the number of international staff (overseas guest professors and lecturers, especially from the US and Europe) to support staff members in the following areas:
  - a. pursuing and strengthening cooperations for publications and research with international scholars;
  - b. opportunities for the teaching staff to improve their English language skills.
4. The university should offer more options for elective courses where students can broaden their horizon and develop their personality independently.
5. The option to graduate the study programmes in seven semesters should be visible in the study plans.
6. The university should encourage more staff members to pursue a PhD.

Additionally for the programme “Physical Education, Health, and Recreation” (Bachelor in Education)

7. For the fulfilment of condition 2, the learning objectives and learning outcomes for the courses should be formulated more specifically especially regarding the following:
  - a. Important competences such as inclusive education and digitization should be part of the classes and should be stated as a learning objective.
  - b. The learning objectives and learning outcomes should include the social skills and didactical skills that will be learned in each course.
8. In the further development of the curriculum of the programme, the following aspects should be considered:
  - a. Options for students to choose a specialization should be included. Students should have the possibility to deepen certain topics and/or to connect them to practical training.
  - b. More international topics in the areas of public health and recreation should be represented in the curriculum.
  - c. The opportunities for students to improve their English language skills should be increased.
9. The area of research in humanities in sports (e.g., sport pedagogy, sport sociology and sport philosophy) should be strengthened among students in the study programme with the according research methods which also include qualitative research approaches.

Additionally for the programme “Sports Science” (Bachelor in Sports Science)

10. A stronger emphasis should be placed on improving the students’ research competencies in the context of sports science.
11. The range of applied teaching methods should be increased in the programme.

Additionally for the programme “Primary School and Physical Education” (Bachelor in Education)

12. The strong emphasis on entrepreneurial aspects in the programme should be significantly reduced, if not neglected at all.

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

## EXPERTS’ REPORT

## ON THE STUDY PROGRAMMES

- “PHYSICAL EDUCATION, HEALTH, AND RECREATION” (BACHELOR IN EDUCATION)
  - “SPORTS COACHING EDUCATION” (BACHELOR IN EDUCATION)
  - “SPORTS SCIENCE” (BACHELOR IN SPORTS SCIENCE)
  - “PRIMARY SCHOOL PHYSICAL EDUCATION” (BACHELOR IN EDUCATION)
- OFFERED BY UNIVERSITAS NEGERI YOGYAKARTA, YOGYAKARTA, INDONESIA

Visit to the university: 16-19 January 2023

### Panel of experts:

<b>Prof. Dr. Annette Hofmann</b>	University of Education Ludwigsburg, Head of Department Sports Science (Germany)
<b>Prof. Dr. Andreas Hohmann</b>	University of Bayreuth, Professor for Training and Movement Science (Germany)
<b>Prof. Dr. Arno Mueller</b>	University of Erfurt, Head of the Department of Kinesiology (Germany)
<b>Septiana Wahid Saputra</b>	Nord Anglia School, Jakarta (Indonesia) (representative of the labour market)
<b>Franziska Sophie Muehler</b>	Student at German Sports University Cologne (student expert)
<b>Coordinator:</b>	
Maria Rentmeister	AQAS, Cologne, Germany
Kamilla Halemba	

## 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 programmes "Physical Education, Health, and Recreation", "Sports Coaching Education", "Sports Science", and "Primary School Physical Education" offered by Universitas Negeri Yogyakarta, Yogyakarta, 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). 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 October 2021. The university produced a Self-Evaluation Report (SER). In May 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 29 August 2022. The final version of the SER was handed in October 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 December 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 the review of the SER, an online site visit to the university took place on 16-19 January 2023. During the online meetings, the experts interviewed different stakeholders, e.g., the management of the higher education institution, the programme management, teaching and other staff as well as students and graduates in separate discussion rounds and consulted additional documentation as well as student work. The online site 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. As Mr. Septiana Wahid Saputra was not able to attend the virtual meetings, Universitas Negeri Yogyakarta agreed that the panel of experts can consist of four persons.

The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

#### *Decision*

The report formed the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on report, the AQAS Standing Commission took its decision on the accreditation on 22 May 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 July 2023, AQAS published the report and the result of the accreditation as well as the names of the experts.



### III. General information on the university

---

Universitas Negeri Yogyakarta (UNY) was established as a teacher training institute in 1964 and received full university status in 1999, now offering non-education programmes as well. The university is divided into 7 faculties which offer programmes at Diploma, Bachelor, Master and PhD level, 129 in total. UNY also offers two professional programmes (teacher professional programme and engineering professional programme). In December 2021, the number of students was approx. 27,920 and the number of lecturers was approx. 1,240.

The university is governed by a rector and 4 vice rectors (for academic issues, general and financial issues, students and alumni, and planning and cooperation). As 2 supporting institutes, UNY has established a Research and Community Service Institute (manages research activities and Core Research Planning) and a Quality Assurance and Educational Development Institute. UNY also has support services for IT, a language centre, teaching practicum or internship, as well as community service.

As outlined by the university, it follows a *Tri Dharma* approach, i.e., the university practices cover aspects of teaching, research and community services. Furthermore, the university outlines that all units establish and implement strategic planning (Rencana Strategis/RENSTRA) in accordance with UNY's guidelines. According to the SER, the university's strategic planning is aligned with the university's mission, vision, and core values and follows the Ministry of Research, Technology, and Higher Education's strategic planning. The planning is updated every five years (currently: 2020-2025 RENSTRA).

According to its strategic plan, UNY pursues 4 strategic policies with the goals of (1) improving educational quality, (2) fostering creativity and innovation, (3) enhancing student competitiveness, and (4) enhancing academic prestige. UNY set 10 strategic targets for the implementation of the 4 strategic policies. The Strategic Plan is transferred into Faculty Strategic Plans.

The 4 programmes to be accredited are affiliated with the Faculty of Sports Science. The faculty is headed by a dean and 3 vice-deans who are supported by senates, a quality assurance committee and several administrative units. In the academic year 2021/2022, the faculty managed 12 study programmes consisting of: 3 applied undergraduate study programmes, 4 undergraduate study programmes, 4 master's study programmes and 1 doctoral study programme.

The Faculty of Sports Science (FSS) was founded in 1977. The Faculty of Sports Science consists of four departments (1) Department of Physical Education Health and Recreation, (2) Department of Sports Coaching Education, (3) Department of Sports Science, (4) Department of Primary School Physical Education.

As stated in the SER, FFS's vision is to be a competitive and innovative faculty in the field of physical education, coaching and sports science, at the national, regional, and international levels. FSS has formulated 3 missions to achieve this vision: 1) organise quality academic activities in accordance with science and technology, 2) conduct innovative and quality research and community service programmes and 3) improve the quality of teachers/lecturers, staff and learning infrastructure.

Next to the four Bachelor's study programmes in this cluster, the Faculty also offers the following programmes: "Physical Education, Health, and Recreation" (Master and PhD), "Sports Coaching Education" (Master and PhD), "Sports Science" (Master and PhD), "Primary School Physical Education" (Master). In addition, the faculty offers the following vocational programmes: "Health Promotion", "Indonesian Traditional Medicine", and "Management of Recreation Business".

### IV. Assessment of the study programmes

---

#### 1. Quality of the curriculum

**Bachelor'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]

**Description**General information

According to the self-evaluation report (SER), the students' workload is assessed based on the SKS credit system, whereby 1 SKS amounts to 45.33 hours of student workload. For conversion purposes the faculty indicates that 1 SKS corresponds to 1.62 ECTS (1 ECTS = 28 hours of student workload). UNY states to evaluate the curricula of the university every five years. For FSS, the last evaluation and adaptation took place in 2014 and 2019. In 2020, the curricula were evaluated and adapted again to include the national regulations for the "Merdeka Belajar Kampus Merdeka" (MBKM), translated as "Independent Learning Independent Campus". The Freedom of Learning Regulation (MBKM) is a national regulation of the Ministry of Education which allows students to take a certain number of credits outside the study programme, e.g. at other universities or even choose learning activities outside universities, e.g. by doing an internship or humanitarian project.

The Faculty of Sports Science (FSS) states that the curricula were developed considering national regulations including the Indonesian National Qualifications Framework (KKNI), at level 6 for the Bachelor's programmes. For curriculum planning, FSS explains to derive ideas from the (1) defined vision, (2) the needs of stakeholders and the need for the post graduate studies, (3) the results of the evaluation of the curriculum that has been used and the demands of the development of science and technology, (4) the views of various scientific experts, and (5) the development of the era of globalisation, where a person is required to pursue lifelong learning, paying attention to the society and economy, politics, culture and technology.

According to the SER, the curriculum development in each study programme involves internal stakeholders (university leaders, faculty leaders, and lecturers) and external stakeholders (alumni, professional associations, and graduate users). As stated in the SER, the university holds workshops that include partnerships with domestic and foreign universities, government, and private institutions to prepare the curricula as well as analysis of market needs and distribution of alumni.

Physical Education, Health, and Recreation (BPEHR) – Bachelor

The vision of the study programme is to be a superior and competitive study programme in the fields of physical education, health, and recreation, adaptive physical education in the Asian level by 2025 with Sympathetic, Professional, Optimistic, Rational, Piety, Innovative, and Futuristic values (SPORTIF). The SER lists five missions of the study programme as well as five overall objectives. There are five missions of the study programme are provided in the SER as follows: 1) Organising quality and sustainable physical education, health, recreation and physical education learning processes at the junior secondary and senior secondary education levels that are quality and sustainable in order to produce graduates who are superior, creative, innovative, devoted to God Almighty, have global personality and insight, are independent, and are able to synergize in society; 2) Conducting research and development in the field of education physical, health, recreation and adaptive physical education for junior and senior secondary education levels with the support of science and technology,

which can be used according to stakeholder needs; 3) Organising community service in accordance with science in the fields of physical education, health, recreation and adaptive physical education at the junior and senior secondary education levels, with empathy and in accordance with the needs of the community; 4) Organising various collaborations with partner institutions in the field of physical education and adaptive physical education both nationally and regionally; and 5) Organising support activities for the development of soft skills and English language skills. As stated in the SER, the overall five objectives are: 1) Producing educational graduates and professional educators/teachers in the field of Physical Education, Sports and Health at the junior and senior secondary education levels with the following attitudes: Sympathetic, Professional, Optimistic, Rational, Piety, Innovative, and Futuristic (SPORTIF), who are superior and competitive at the national and Asian levels; 2) Producing research, articles, and textbooks by study programme lecturers to improve the quality of learning which has implications for improving the quality of graduates that can be used according to stakeholder needs, 3) The implementation of community service that has a direct or indirect impact on the development of lecturers' horizons outside the university institution with a sense of empathy, to support the development of graduate competency insights needed by graduate users; 4) The implementation of various collaborations with partner institutions in the field of physical education and adaptive physical education both nationally and in Asia; and 5) The achievement of soft skills development activities and English language skills as a supporter of graduate competence.

The programme's graduate profile is as follows: 1) Educational staff/teachers of Physical Education, Sports and Health at the secondary education level, as well as providers of inclusive education accompanied by good communication skills; 2) Instructors in physical education, sports and health at the secondary education level, as well as inclusive education providers; 3) Extracurricular coaches at the secondary education level, as well as inclusive education providers.

FSS states that BPEHR has nine Programme Objectives (PO) and twelve Programme Learning Outcomes (ILO). The Programme Objectives were provided in the SER as follows: 1) Have a religious attitude based on piety to God Almighty and uphold human values in carrying out their duties; 2) Have the ability to plan, implement, and evaluate physical education, sports and health learning according to the characteristics of students and materials through various approaches, 3) Acquire knowledge about students, learning theories and methodologies, principles, procedures, and the use of evaluation in making the right decisions based on scientific analysis of information and data; 4) Have knowledge and mastery of information and communication technology to support learning physical education, sports and health (PJOK) by utilising various learning resources, learning media, and the potential of the local environment based on educational standards; 5) Demonstrate a responsible, law-abiding and disciplined attitude towards work and contribute to improving the quality of life in society, nation and state; 6) Have the ability to communicate both orally and in writing with students, provide counselling guidance, and is skilled at teaching concepts in sports and health physical education (PJOK) at the secondary education level; 7) Have the ability to analyse, think logically, and develop scientific physical education, sports and health (PJOK) at the secondary education level; 8) Establish cooperation with various parties and social sensitivity both inside and outside the institution in the education process at the secondary school level; and 9) Internalise the spirit of independence, struggle, and entrepreneurship in the field of physical education, sports and health (PJOK).

The Programme Learning Outcomes were stated in the SER as follows: 1) Graduates can carry out their duties based on obedience to God Almighty; 2) Graduates can contribute to improving the quality of community life based on professional academic values, norms, and ethics; 3) Graduates can work together and have a concern for society and the environment; 4) Graduates can know and utilise information and communication technology in education; 5) Graduates can analyse and develop physical education science at the secondary education level; 6) Graduates can understand and analyse the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation; 7) Graduates can undertake physical

education learning with a student-centred approach; 8) Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards; 9) Graduates can develop an entrepreneurial spirit in the field of physical education; 10) Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of the field of physical education; 11) Graduates can create a network of cooperation both inside and outside the institution; and 12) Graduates can make decisions and provide appropriate solutions based on analysis of information and data.

The programme covers 8 semesters with 152 credits (246 ECTS). The credits are divided into theoretical courses, practical courses, and extracurricular courses. Students have to take 24 credits (39 ECTS) of university-mandatory courses, 12 credits (19 ECTS) of faculty-mandatory courses and 88 credits (143 ECTS) of study programme-specific courses. 8 credits (13 ECTS) are outside of the study programme and an additional 20 credits (32 ECTS) are to be gained outside of UNY.

For this programme, FSS explains that evaluation and updating of the curriculum is conducted every year. At the Study Programme level, the programme has prerequisite courses that must be passed to take Methodical and Didactic courses. As examples, the following prerequisite courses in the study programme are stated: 1) Rhythmic Activity as a mandatory requirement for Methodic II courses, 2) Football Game, 3) Basketball Game, 4) Volleyball Game, and 5) Badminton Game. The Methodical and Didactic courses are mandatory to be passed before students can take courses in Micro Physical Education. Furthermore, the Micro Physical Education course is a prerequisite course before students can take one of the courses outside the UNY study programme, namely Educational Practice (PK) or internship. At the final stage, the PK course is a mandatory graduation prerequisite course for students to be able to take the Thesis Final Project.

The SER states that the planned admission number and admission cycle for this programme is 200 students per semester/year. Upon graduation students are awarded with a Bachelor in Education.

### Experts' evaluation

The meetings with the staff, faculty, labour representative and the reading of all the material provided gave a deep insight into this study programme. In general, it has shown that the intended learning outcomes (ILOs) of the study programme as a whole meet the criteria for a Bachelor's degree; however, this does not fully apply to the definition of the ILOs of the courses (see below).

The panel of experts positively points out that basic management and entrepreneurial skills are included in the study programme which they see as an advantage for the future professional life of the graduates. The high percentage of graduates that find a job (many of them as P.E. teachers in secondary schools) after they finish their study programme shows that they are qualified for the labour market.

After the site visit, the panel of experts would like to point out the following aspects which give room for improvement.

The study programme must improve the learning objectives and learning outcomes for the courses (**Finding 1**). While the panel of experts learned more details about the programme during the site visit, the learning outcomes on the course level as provided seem too ambitious and should be adjusted to a manageable scale. The study programme must thus revisit if the learning objectives and learning outcomes for all courses are achievable for students within the assigned workload and adjust the learning objectives and outcomes to match the workload realistically. The university should hand in a concept on what changes have been made (**Finding 1a**). The experts remark that important competences such as inclusive education and digitization should be part of the classes. Accordingly, the learning objectives and learning outcomes should include the social skills and didactical skills that will be learned in each course (**Finding 1b**). Especially for the class "adaptive physical education" stated in the provided curriculum, the panel of experts finds it questionable whether one 2-credit course can lead to achievement of all the mentioned learning objectives and learning outcomes. For the class

“adaptive physical education”, the experts point out that there should be a possibility to deepen this topic and/or to connect it to practical training (**Finding 1c**).

The provided course descriptions in English must be revised and updated to ensure that they provide complete information to students (**Finding 2**). Based on the provided documents and the discussion with the teaching staff, the panel of experts learned that a variety of practical teaching methods are used in the courses. However, the experts point out that the course descriptions for this study programme do not cover the full range of methods for practical teaching. The experts conclude that the course descriptions must be revised to state the used teaching methods for the practical courses (**Finding 2a**). Likewise, the above-mentioned improved learning objectives (**cf. Finding 1**) must be included in the course descriptions as a next step (**Finding 2b**).

The panel of experts finds that the profile of the study programme should be strengthened. Based on the topics of the final theses (Bachelor's theses) provided, the major focus of research in this study programme is on sports science as a natural science. The panel of experts concludes that there seems to be a lack of topics dealing with the humanities of sports science. This area of research (e.g., sport pedagogy, sport sociology and sport philosophy) should be strengthened among students with the according research methods which also include qualitative research approaches (**Finding 3**). For future further development of the curriculum, it might be beneficial to include options for students to choose a specialization (**Finding 4**).

To further strengthen the efforts towards internationalization, the panel of experts points out potential for improvement in the following areas: research, English language skills, and international exchange of students and staff. For internationalization in the area of research, the teaching staff should pursue publications in international impact or reviewed factor journals and focus less on conference reports (**Finding 5a**). Furthermore, the experts point out that more international topics in the areas of public health and recreation should be represented in the curriculum (**Finding 6**). Regarding English language skills, the opportunities for students to improve their English language skills should be increased (**Finding 7**). Such opportunities could be created, for example, by teaching classes in English or by providing teaching and reading material in English, by writing exams and papers in English and/or by offering online classes with international partners who teach in English. The panel of experts also strongly supports the university's efforts to establish cooperations with new partner universities. The study programme should offer contacts and opportunities for staff and student exchange with a wider range of partner universities abroad (**Finding 8**).

## Conclusion

The criterion is partially fulfilled.

### Sports Coaching Education (BSCE) – Bachelor

The SER lists five missions of the study programme and six overall objectives. The programme's graduate profile is as follows: 1) Designing the training process, training load, training equipment to develop an athlete's talent that is effective and ergonomic; 2) Analysing motion, competition, training process using valid and reliable instruments; 3) Identify sports talent by applying valid and reliable instruments; 4) Educate and/or train creative, innovative people by using science and technology to follow the development of sports coaching science.

FSS states that BSCE has five Programme Objectives (PO) and 13 Programme Learning Outcomes (ILO). According to the SER provided, the Programme Objectives are as follows: 1) Graduates are able to understand and demonstrate obedience to God Almighty in carrying out their responsibilities; 2) Graduates are able to demonstrate nationalism, responsibility, cooperation and tolerance for the surrounding community and work; 3) Graduates are able to demonstrate innovation skills, practical communication, and transfer knowledge and

sports skills; 4) Graduates have in-depth knowledge of basic concepts, coaching principles, performance analysis and evaluation as well as designing and implementing sports entrepreneurship; and 5) Graduates are able to apply knowledge and skills in designing, implementing, and analysing training programmes as well as analysing and solving current sports problems.

According to the SER, the 13 Programme Learning Outcomes (ILO) are as follows: 1) Graduates are able to demonstrate obedience to God Almighty in carrying out their responsibilities; 2) Graduates are able to demonstrate nationalism, responsibility and tolerance for the surrounding community and work; 3) Graduates are able to demonstrate practical communication skills; 4) Graduate of capable understand draft and principles education and apply in the field of sports coaching; 5) Graduates are able to understand the theory and concepts of sports training; 6) Graduates are able to understand the theories and concepts of sports entrepreneurship; 7) Graduates are able to design sports training programmes; 8) Graduates are able to design sports entrepreneurship; 9) Graduates are able to implement sports training programmes; 10) Graduates are able to implement sports entrepreneurship; 11) Graduates are able to analyse and evaluate sports training programmes; 12) Graduates are able to analyse and evaluate sports performance; and 13) Graduates are able to solve sports problems based on scientific rules, procedures and ethics in generating solutions and ideas.

The programme covers 8 semesters with 152 credits (246 ECTS). The credits are divided into theoretical courses, practical courses and extracurricular courses. Students have to take 46 credits (74 ECTS) of university-mandatory courses, 12 credits (19 ECTS) of faculty-mandatory courses and 67 credits (109 ECTS) of study programme-specific courses. 9 credits (15 ECTS) are outside of the study programme and an additional 18 credits (29 ECTS) are outside of UNY. For this programme, evaluation and updating of the curriculum is conducted every year.

The SER states that the planned admission number and admission cycle for this programme is 160 students per semester/year. Upon graduation students are awarded with a Bachelor in Education.

### Experts' evaluation

Following the overall UNY approach of designing the intended Programme Learning Outcomes (PLO) on programme level for study programmes, the PLO are differentiated into generic and specific skills, knowledge, and attitudinal aspects. The Bachelor's programme "Sports Coaching Education" includes a theoretical foundation and the application of the discipline. As stated in the SER provided, the graduate profile for the study programme outlines that the graduates of this programme can be employed primarily as coaches, and to a minor degree, as physical educators. In general, the panel of experts believes that the PLO are appropriate. When looking at the PLO in combination with the curriculum, however, it became evident that there are specific tracks designed for the potential fields of employment.

Consequently, it has been discussed during the online site visit that the competencies, skills, and knowledge are different in the two respective employment fields by nature. The course matrix that was provided in the SER is specific enough to define the key elements that will be known by all graduates, and which are track specific for the graduate profile to become a coach. The panel of experts recommends that the course matrix should include and clearly indicate the key elements for both employment fields. This means, specifically, that the competencies, skills, and knowledge for the work as physical educator should be included in the course matrix. The course matrix for this programme must be revised accordingly (**Finding 9**).

Regarding the qualifications for the labour market to become a coach, it can be stated that the curriculum is composed to ensure that graduates of the programme are equipped with the relevant skills and competences to be successful in this profession. This became evident when talking to graduates and representatives of the labour market. The disciplines of training and movement science, as well as the coach profession had been the subject of an intensified academisation in the past years. Currently, the curriculum strongly emphasises

relevant basic science disciplines, training methodology, practical sports and their varieties. The curriculum should be revised to include further disciplines, such as training and movement science (**Finding 10**).

The experts testify a substantial and profound focus on sports coaching for which they point out areas of improvement in the following. This conclusion is underlined by the frequent invitation that already takes place of elite coaches and athletes to visit the UNY for taking part in student certification and performance diagnosis respectively. Something that was brought to the attention of the panel of experts during the site visit was the opportunity to apply for elective courses that are track specific. More elective sports coaching courses might be a fruitful add-on that strengthens this track. This should be easily possible as expert coaches from the national elite sports system can be integrated into the programme in order to provide elective and certified sports-specific courses. Also, the availability and the high standard of the UNY sports facilities allow for the teaching of a variety of different sports courses. Furthermore, an increase in international exchange could strengthen the quality of the coach education programme (**cf. Finding 8**). On the one hand, the mobility of the students (e.g., participation in international summer schools) could be increased. On the other hand, overseas guest lecturers could be invited to teach (at least in online-courses). This holds true especially for some scientific disciplines like, e.g., sport psychology, training science, performance analysis, etc. as well as some specific sports like, e.g., soccer, handball, swimming, rowing, and canoeing, etc.

The documentation of the programme is consistent and coherent on a general level. The structure supports students' learning processes and provides an overview of the programme at an early stage. Despite that, when examining the course descriptions on a detailed level, it became evident that crucial information on the courses was missing. The course descriptions are an essential component not only for teachers or students but also for other higher education institutions when it comes to recognition processes within Indonesia (via the "Merdeka Belajar"/"Freedom to learn" project) or abroad with other higher education institutions. During the site visit, it became apparent that more happens within the courses than described in the course descriptions. The experts believe that the programme management loses an advantage here because it is believed that when curating the course descriptions correctly, outsiders can understand the key features of a specific course more easily. Thus, the course descriptions must be revised (**cf. Finding 2**). This includes the actual teaching method (**Finding 2a**), the descriptions of the programme learning outcomes on course level for all courses (**Finding 2b**), and the assessment methods (**Finding 2c**).

## Conclusion

The criterion is partially fulfilled.

### Sports Science (BSS) – Bachelor

FSS states that the BSS programme has five Programme Objectives (PO) and eight Programme Learning Outcomes (ILO). According to the SER provided, the POs are as follows: 1) Graduates are able to develop programmes, provide consulting services to improve quality physical fitness; 2) Graduates are able to provide consulting services, formulate prescriptions, and traditional medicine, physical activity, and nutritional management approaches; 3) Graduates are able to provide consulting services, develop special training programmes for clients with special needs; 4) Graduates have the ability to develop concepts, technical skills, and build human relationships in building sports organisations; and 5) Graduates have the ability to conduct and make sports research reports.

As stated in the SER, the PLO are as follows: 1) Promote and guide a healthy lifestyle that includes physical activity, exercise, and wellness programmes and fitness in various communities by utilising the latest theory and research literature; 2) Apply knowledge of various health scientific disciplines, exercise and medicine traditional Indonesian to handle injury in consequence activity sport; 3) Apply management knowledge and skills

to sports organisations based on the values of leadership and creativity, and a high work ethic; 4) Capable of analysing, evaluating, and solving problems in doing the task of providing services in the field of sports based on a scientific approach; 5) Demonstrated ability to communicate effectively in both oral and written formats, 6) Collaborate with individuals, sports entities, communities, businesses and professionals in providing fitness, health care, services sports services other; 7) Able to conduct and produce sports research reports and other related fields; and 8) Demonstrate professional, sympathetic, and ethical behaviour in providing sports professional services.

BSS offers four concentrations or specialisations, namely (1) adaptive physical activity, (2) physical fitness, (3) physical therapy and rehabilitation, and (4) sports management. In general, the graduates of BSS are supposed to be qualified to work as: 1) special group sports therapists and programmers (women, pregnant women, elderly, and disabled), 2) Personal trainers and sports health and fitness instructors, 3) non-medical therapists in sports health and traditional medicine, 4) Managers of achievement sports organisations, recreation and organisations related to the sports industry, and 5) Sports researchers.

The programme covers 8 semesters with 152 credits (246 ECTS). The credits are divided into theoretical courses, practical courses and extracurricular courses. Students have to take 22 credits (36 ECTS) of university-mandatory courses, 12 credits (19 ECTS) of faculty-mandatory courses and 98 credits (159 ECTS) of study programme-specific courses. 20 credits (32 ECTS) are outside of UNY.

The SER states that the planned admission number and admission cycle for BSS is 100 students per semester/year. Upon graduation students are awarded with a Bachelor in Sports Science.

### Experts' evaluation

The learning outcomes and the programme's requirements in the Bachelor of Sports Science are in line with the academic degree awarded to the graduates at the end of the programme, which is demonstrated by the different exams and the final thesis to be delivered by the graduates.

Based on the SER provided, the study programme objectives and the graduate profiles in the subject-specific (sports science) and interdisciplinary areas document four routes of specialisation, namely (i) adaptive physical activity, (ii) physical fitness, (iii) physical therapy, and (iv) sports management. However, the experts believe that the curriculum structure currently contains a too broad scope with various courses from different areas. The rationale might be that the programme strives to accommodate students with different educational goals to attract a solid number of Bachelor students. Given the freedom of the university, the experts still believe that this way limits the programme management to provide specific science and research methodology because the challenge of such a broad cohort will be somewhat to homogenise the academic competence of the four cohorts on the one hand, and to specify their labour market competencies on the other hand.

The statements and feedback from graduates and the labour market have only partly confirmed the adequacy of the programme learning outcomes (PLO) during the online site visit. In conclusion, the PLO do not clearly outline the research direction and respective priorities of the programme. Thus, the intended learning outcomes on programme level must be specified according to the respective level to increase reliability and transparency for students and external members (**Finding 11**).

Furthermore, on a general level, the differentiation of the course matrix (as stated in the SER) between the PLO of the Bachelor's programme in regard to the four routes of specialization is not clear. The panel of experts found several overlaps (e.g., early childhood sports, sports massage, manipulative therapy basics, injury prevention and treatment, etc.). In addition, the experts think that more programme-related specifications seem necessary in the course matrix. Therefore, the PLO as well as the course matrix should be specified with clear links to the general science and research focus, and in regard to basic, applied, and evaluative research methodology (**Finding 12**).



Generally, the concept of the curricular structure supports the achievement of the learning outcomes progressively by differentiating between general courses, expertise courses, elective courses, and matriculation courses. Thus, some flexibility and choice is provided for the students when it comes to structuring their progression and interests throughout the programme. Nevertheless, compared with the other three routes of specialization (adaptive physical activity, physical fitness, and physical therapy) the programme specification for sports management seems to be less represented in the course matrix. All four options for specification within the study programme should be equally represented in the course matrix (**cf. Finding 12**).

In general, the teaching and learning methods in the Bachelor of Sports Science are appropriate and correspond to the programme learning outcomes. As documented in the SER, the curricular programme covers science-specific knowledge well, aiming to develop subject-related and general skills. However, specific teaching methods preparing undergraduates as future researcher and scientists should be added. In this regard, a stronger emphasis should be given by focusing on improving the students' research competencies in the context of sports science (**Finding 13**). Relevant key topics, among others, could consist of academic writing, quantitative and qualitative research methodology, and alike. All in all, in regard to the methodological research skills of the graduates, more emphasis should be given to the improvement of the methodological versatility and the application of not only quantitative, but also qualitative methods enriching the science competence of the graduates. To increase the range of applied teaching methods, the panel of experts suggests teaching more classes or online-courses in English, introducing project-based and (single) case-based approaches, including scientific test and observation methods, as well as questionnaire and interview techniques (**Finding 14**). This should support their proficiency when it comes to evidence-based decision making in their field of expertise.

The programme management confirmed their regular efforts to keep the PLO updated following current developments in the academic and scientific field or on the labour market. Collaborations to improve the quality of learning with national and international partners in the field of interest exist. The panel of experts points out that these efforts could be strengthened by a regular and formalised international exchange (**cf. Finding 8**). On the one hand, the mobility of the students (e.g., participation in international summer schools or internships) could be increased. On the other hand, overseas guest lecturers could be invited to teach (at least in online-courses). The experts believe that these steps will strengthen the quality of the conscience and research education programme.

### Conclusion

The criterion is partially fulfilled.

### Primary School Physical Education (BPSPE) – Bachelor

The programme's graduate profile is as follows: 1) Physical education educators in primary schools with personality, pedagogy, professional, and social competencies; 2) Instruction in primary school physical education; 3) Entrepreneur in sport field.

FSS states that BPSPE has four Programme Objectives (PO) and 13 Programme Learning Outcomes (ILO). According to the SER, the PO are as follows: 1) graduates who are obedient to God Almighty in carrying out their responsibilities based on an attitude of nationalism, responsibility, cooperation and tolerance towards society; 2) graduates are able to demonstrate the ability to innovate and practical communication in the physical education learning process in Primary school; 3) graduates are able to apply knowledge and skills in designing, implementing, and analysing Primary school physical education learning plans; and 4) internalising the spirit of independence and entrepreneurship in the field of Primary physical education.

As stated in the SER, the Programme Learning Outcomes (PLO) are as follows: 1) graduates are able to demonstrate obedience to God Almighty in carrying out their responsibilities; 2) graduates are able to plan, implement, and evaluate physical education learning in sports and health according to the characteristics of students, the characteristics of Primary physical education materials; 3) graduates are able to utilise various learning resources, science and technology-based learning media, and the potential of the local environment, according to process and quality standards, so that students have science process skills, think critically, be creative in solving problems; 4) graduates are able to analyse various alternative solutions to physical education, sports, and health problems and present their conclusions as a basis for decision making; 5) graduates are able to master information and communication technology to support learning physical education, sports and health; 6) graduates are able to develop an entrepreneurial spirit in the field of physical education, sports and health as Physical Education Primary School Teacher Education Study Programme; 7) graduates are able to cooperate with other parties in providing education and movement training at the Primary level and equivalent for children with special needs; 8) graduates are able to design sports entrepreneurship; 9) graduates are able to have the ability to manage the organisation of sporting events; 10) graduates are able to implement sports entrepreneurship; 11) graduates are able to communicate in international languages both orally and in writing, pictures, and other media; 12) graduates are able to study the implications of developing or implementing science and technology that pays attention to and applies humanities values in accordance with the field of physical education, sports and health based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism, compose a scientific description of the results of the study. in the form of a thesis or final project report and upload it on the university's website or scientific media; and 13) graduates are able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that applies humanities values in the field of physical education, sports and health.

The programme covers 8 semesters with 150 credits (243 ECTS). The credits are divided into theoretical courses, practical courses and extracurricular courses. Students have to take 24 credits (40 ECTS) of university-mandatory courses, 12 credits (19 ECTS) of faculty-mandatory courses and 86 credits (139 ECTS) of study programme-specific courses. 8 credits (13 ECTS) are outside of the study programme and an additional 20 credits (32 ECTS) are outside of UNY. As stated in the SER, this programme has prerequisite courses that must be passed to take Methodical and Didactic courses. At the final stage, the PK (internship) course is a mandatory graduation prerequisite course for students to be able to take the Thesis Final Project.

The SER states that the planned admission number and admission cycle for BPSPE is 100 students per semester/year. Upon graduation students are awarded with a Bachelor in Education.

### Experts' evaluation

The aim of the Bachelor's programme in Primary School Physical Education Study Programme is to produce high quality teachers for primary schools. The four general programme objectives (PO) are translated into 13 programme learning outcomes (PLO). The panel of experts is fully aware of cultural/religious specifications, as well as governmental frameworks and restrictions which create differences in the structure and focus of the intended learning outcomes. The experts can identify subject specific as well as interdisciplinary elements in this structure. However, the strong emphasis on entrepreneurial aspects in a programme for primary school teachers seems to be a foreign matter and should be significantly reduced, if not neglected at all (cf. PLO-6, PLO-8, PLO-10 in the provided programme's curriculum) (**Finding 15**). The panel of experts find these skills to be suitable for the Bachelor's programme of vocational science and recreation business management, but not so much for students aiming to become a primary school teacher.

Especially following the experience of the worldwide pandemic, the panel of experts commends that the curriculum takes into account that up-to-date technology (especially communication technology) are relevant for future teaching staff (cf. PLO-3, PLO-5, PLO-12, PLO-13).

In talks with labour market representatives as well as talks with students and alumni of this programme, it has been stated repeatedly that the graduates are well prepared for their job as a primary school teacher. According to the SER, programme evaluations (minor updates of the curriculum) are conducted annually. Major curriculum evaluations are conducted every five years. For example, the BPSPE tracer study analysis shows that at least 65% of the graduates find a job in primary schools, which allows the panel of experts to conclude that the study programme and the needs of the labour market seem to be matching.

In the experts' opinion, the general quality of the curriculum (academic level, workload (translated into ECTS)) of the graduates of the study programme is comparable and competitive to European standards, especially in regard to the academic level, the workload and the transfer of credits to ECTS. Additionally, the experts confirm that the total programme workload seems to be correctly and transparently assigned to the distinctive courses.

The eight-semester matrix/structure of the programme seems well balanced. The first and worrisome impression that there are not enough practical courses, respectively, that the proportion of practical parts within sports and games classes is significantly too low, has been rebutted by the submittance of an additional document/spreadsheet on "Proportion Theory and Practice Courses". To avoid further confusion regarding this aspect the course descriptions must be updated and revised. The course descriptions must clearly indicate the ratio between practical and theoretical parts of all courses (sports/games and the like) (**Finding 2d**).

Regarding the methodological and general skills of the programme, it seems to be the case that – fostered by the pandemic – the university, respectfully the faculty, had to provide a programme with a flexibility in teaching methods that were explained in the SER. Furthermore, for this study programme the experts confirm that all curricular elements (courses/modules) including their functions, their compulsory or elective character are documented. An idealised typical schedule was provided to the panel of experts as well.

## Conclusion

The criterion is partially fulfilled.

## 2. Procedures for quality assurance

### Bachelor'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]

## Description

As described by the university in its SER, the internal quality assurance system is based on national regulations and UNY's Strategic Plan and internal regulations. The system is coordinated by a Quality Assurance Centre and is outlined to follow the PPEPP-cycle. PPEPP stands for *Penetapan* (Determination), *Pelaksanaan*

(Implementation), *Evaluasi* (Evaluation), *Pengendalian* (Control), and *Peningkatan* (Improvement). The faculty states that the quality assurance system consists of 1) the internal quality assurance system (SPMI) developed by the university; 2) an external quality assurance system developed by the national accreditation body, BAN-PT (Badan Akreditasi Nasional Perguruan Tinggi).

Course evaluations are set to take place at the beginning and at the end of each semester as students are required to fill out a survey on the university's website. According to the SER, quality assurance is carried out through monitoring and evaluation at the study programme level. Monitoring and evaluation (MOVEV) of the study programme consists of internal and external MOVEV. Internal MONEV is obtained from data on satisfaction of students, lecturers and educators, while external MONEV is obtained from data on satisfaction of partners and users of graduates as well as through an alumni tracer study. The faculty states to also evaluate the workload of students.

Major revisions of curricula are undertaken every five years, minor revisions are said to be done annually, e.g., to revise the module handbook. According to the information in the SER, the revisions take into account recommendations from the National Accreditation Board and suggestions from stakeholders (e.g., users, parents, educational and non-educational institutions). Besides that, revisions are said to consider new developments in science, the demands of the job market and national and university policies.

Student satisfaction surveys are described as being used as an instrument to interpret and translate the needs and complaints of students in improving services, career guidance, scholarships, libraries, finance, facilities and infrastructure, assessment of lecturers, as well as faculty/study management.

FSS uses a tracer study for all four programmes to learn about the graduates' field of work. According to the university the tracer study data is used as a basis for improving the curriculums based on societal needs.

For each programme statistical data such as number of applicants, accepted and registered students, gender, number of drop out students and number of graduates as well as average GPA and duration of study are collected by the university. The SER states that the study completion rates for each study programme are regularly monitored. The average study completion for all study programmes offered by the university was 4.45 years in 2020 and 4.17 years in 2021. In more detail, the average study completion time for the "Bachelor of Physical Education, Health, and Recreation" (BPEHR) was 4.36 years in 2020 and 4.09 years in 2021. For the "Bachelor of Sports Coaching Education" (BSCE) the average study completion time was 4.49 years (2020) and 4.36 years (2021). For the "Bachelor of Sports Science" (BSS), the SER states 4.68 years (2020) and 4.3 years (2021). Last but not least, the average study completion time for the "Bachelor of Primary School Physical Education" (BPSPE) is stated as 4.29 years (2020) and as 3.93 years (2021).

### Experts' evaluation

Overall, the panel of experts conclude that the university has well-functioning processes for Quality Assurance in place. The panel of experts wish to make some remarks in the following.

The programmes should be updated to correspond to international developments. For example, inviting international lecturers should support this process. For all four Bachelor's programmes it should be considered increasing the number of international staff (overseas guest professors and lecturers, especially from the US and Europe) (**Finding 16**). This could also enhance international scientific collaborations, and thus improve the visibility of research outcomes of the institution.

During the virtual site visit, the panel of experts learned that representatives of the labour market are regularly requested to fill out a survey which is used in all programmes for the development of the curriculum. Additionally, the study programmes invite representatives of the labour market to contribute to the development of the

curriculum. The panel of experts also commends that the alumni seem to stay well connected to the university which allows them to easily share their feedback with the study programmes.

In general, it seems like students have to participate in many surveys at the beginning and at the end of each semester. Students have the opportunity to evaluate a course at the end of the semester and have to submit the survey in order to receive access to their grades of the course. The experts learned that each student is requested to fill out a course evaluation at the end of each course and that only students who fill out the evaluation can access their grades. The panel of experts wishes to point out that this practice might not lead to fruitful results as the overall number of evaluations that students are requested to fill out seems too high.

Furthermore, especially in the Sports Science programme, a certain degree of expertise should be ensured by inviting international experts representing the benchmark level in their fields of expertise, including quantitative and qualitative research methodology (cf. **Finding 16**).

### Conclusion

The criterion is fulfilled.

## 3. Learning, teaching and assessment of students

### Bachelor'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]

### Description

According to the SER, courses assessments can be in the form of assignments, projects or exams aiming to measure the achievement of the intended learning outcomes. The types of assessments consist of theoretical course exams, exams and/or practical course reports, practical course exams and/or reports, seminar course exams and/or assignments, exhibition/show assignment exams, field activity reports and exams, comprehensive exams and final assignment exams, or others. For courses that include theory and practice, the exams given are in the form of practical assessment and written exams. As for the theory courses, a written exam and presentation of papers is used. Types of theoretical course exams are in the form of mid semester and final semester exam (UAS). An academic calendar at the beginning of the semester sets the semester's dates and exam dates. The exams at the end of the semester are coordinated by the faculty. Students with an attendance rate of at least 75% of the total class meetings (16 meetings) are eligible to take the final exam. Remedial programmes are offered to students.

Practical course exams and field lectures are arranged by the faculty, department, or study programme concerned. The final grade for a course uses a scale of 0 to 100 (zero to one hundred) and are converted into letters A, A-, B+, B, B-, C+, C, D based on the guideline set by the university.

FSS states that the methods of teaching and learning are supposed to take into account the diversity of students and their needs, aiming at enabling flexible learning paths. The lecture process in the four study programmes is carried out 16 times face-to-face per semester, not including the final semester exam, and can be done with two methods at the beginning, namely by blended learning, or in full e-learning modus. Students are required to attend lectures for each subject in one semester with a minimum rate of at least 75%. The absence

of a student due to illness or carrying out tasks accompanied by a certificate or permit that can be accounted for is counted as attendance.

The faculty uses three learning methods for the Bachelor's programmes which are cooperative learning, problem based learning, and project based learning. In the four study programmes, learning strategies in scheduled face-to-face lectures include: (1) exposition by lecturers, (2) presentations by students, (3) interaction and discussion between students and lecturers and students with students, and (4) providing feedback by lecturers.

The targets for assessing student competency achievement in theoretical, practical, and field subjects include: 1) knowledge, skills, and behaviour, 2) student participation/performance, 3) work results in the form of writings/reports. The targets of the assessment of student competency achievement in working on assignments for a course include: 1) mastery and utilisation of knowledge, skills, and behaviour in carrying out assignments, 2) depth of content, use of language and structure of report writing, 3) work results in the form of writings/reports.

The SER states that a process for formal appeal is available to students. As described by the university, students can request an appeal in terms of the final grade assessment given by the lecturer if the student feels he should get a better grade, by contacting the course lecturer and asking the relevant lecturer for a final grade assessment, the lecturer must be able to provide data related to the student lecture process then describes how the final score is assessed.

### Experts' evaluation

In general, the panel of experts confirms that the learning and teaching methods can contribute to a student-centred learning environment. However, a certain incongruence can be identified: on the one hand, the university/the faculty wants to promote "independence", but, on the other hand, the full independence of students is disregarded, e.g., by providing parents access to the students' progression in their studies. However, the experts are fully aware that this comes from cultural differences. Overall, the variety of methods and its flexibility (induced and fostered by the pandemic) seems to motivate students to actively engage in the learning process. The university might consider offering more options for elective courses in which students can broaden their horizon and develop their personality independently (**Finding 17**).

Due to the compulsory "community service", students are trained and supported to transfer the knowledge to situations outside the university context. Furthermore, based on the provided SER and the study programme's curriculum, the experts conclude that in all sport related study programmes theoretical and practical teaching and assessment formats are nicely interwoven. However, as stated above, the components of practical teaching and assessment should be clearly stated in the course descriptions (**cf. Finding 2a**).

The general assessment regulations and procedures are defined and accessible for students on the university's website. Students are informed about the timing of the exams through the course syllabus, respectively. They are informed about the exam period through the academic calendar. As stated in the SER, FSS UNI manages the exam management with active communication and reminders to students regarding deadlines and the times for collecting test scores. Based on the interviews the experts summarize that the requirements for the students' assessment in all four study programmes fulfil their expectations. The students get the syllabus in the beginning each class and are informed of what is expected to pass a class.

A variation of theoretical and practical examinations is offered to students. The panel of experts finds the examinations to be corresponding to the course content and to the intended learning outcomes. For example, for the course "Sepak Takraw" pre-tests (listening and observation), mid-tests (improvement of skills), and post-tests (movement) are conducted. For example, in the course for futsal the practical skills are tested twice in a semester: first, basic skills are assessed in the pre-test, and then second, the competence to apply the skills is checked in the post-test (e.g., a teaching simulation in which a student takes on the role of the teacher).

The final thesis for the study programme is assessed by two to three lecturers. The students are allowed to use the facilities for training and the preparation of their assessments.

Each course includes several tests: Pre-test, mid-test when applicable, and a post-test. This gives students the opportunity to still pass a class in case one of the tests were not good and to show their individual development. Besides the activity-related tests, the didactical competences and teaching abilities are tested by using "peer teaching" a method.

Formal procedures for appealing of results are in place as described in the SER provided. The procedure was confirmed by staff and students in group talks. Furthermore, students confirmed that they can retake exams in case of failure. In case of a second failure, there is the possibility to repeat the course again. There are regulations in place if students are ill. For example, a documented illness does not count as absence in practical courses.

### Conclusion

The criterion is fulfilled.

## 4. Student admission, progression, recognition and certification

### Bachelor's degree

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

[ESG 1.4]

### Description

The faculty states that the admission of new students is based on national guidelines. For the four programmes in this cluster, there are seven different ways for admission which the university explains on the faculty's website. Admission to the programmes at FSS has special requirements (skill portfolio, colour vision and height requirements). For the four study programmes in this cluster combined, in 2021 a total of 721 students (783 in 2020) out of 3363 applicants (4294 in 2020) were accepted. In more detail: BPEHR accepted 264 (313) students out of 1569 (2026) applicants; BSCE accepted 119 (226) students out of 856 (1046) applicants; BSS accepted 122 (59) students out of 641 (515) applicants; and BPSPE accepted 136 (185) students out of 477 (707) applicants.

The faculty states that the evaluation of learning progress is carried out with the purpose of measuring the achievement of the learning outcomes. The evaluation is carried out in the first three semesters (phase 1) and the second three semesters (phase 2) for the undergraduate programmes. In phase 1, the evaluation of the learning progress is conducted to identify whether there are difficulties faced by students and whether students have achieved the minimum target of 45 ECTS with a minimum GPA of 2.5 (out of 4). The evaluation results are sent to the students concerned, academic advisors, and students' parents. Phase 2 evaluation of learning progress serves to determine whether students can continue their studies or are declared unable to complete their studies. During this phase the university requires students to have completed 90 ECTS with a minimum GPA of 2.5.

Students' parents and lecturers can monitor the progress of students' academic achievement during the length of study through the SIAKAD system.

As stated above, the university implemented the national MBKM programme in 2021. The university also has formal agreements for student mobility and staff exchange programmes.

FSS offers the recognition of Past Learning (RPL) obtained through formal, non-formal, informal education, and/or work experience into formal education. Prospective participants can come from community members who graduated from high school/equivalent or who previously studied in a diploma, Bachelor's, or Master's programme but for some reason did not have time to complete it and have worked for at least two years.

Upon graduation, students receive a diploma and also a transcript of grades showing the learning achievements of these students.

### Experts' evaluation

Each student has an academic advisor to support him or her during the study years and to reflect on the individual progression. The panel of experts gained the impression that this support for students works well and helps them to progress successfully in the study programme.

During the site visit, the panel of experts learned that students have the option to graduate from the study programmes in seven semesters instead of eight. This possibility should be visible in the study plan (**Finding 18**). Overall, the panel of experts commends this practice because more professionals are qualified for the job market and the university can accept more students in the long run. However, the quality of the study programmes needs to be maintained. To ensure the quality of the shorter programme, FSS UNY could introduce extra courses to gain more competencies for those who could graduate after seven semesters. Alternatively, another specialization could be offered here instead.

Overall, the panel of experts confirms that the formal regulations for admission of students to one of the study programmes refer and adhere to national requirements. However, the panel of experts raises the following points of concern. FSS UNY should provide a clear documentation to what extent students with a disability study can be accepted to one of the programmes. The experts recommend that a concept should be provided on how the regulations for admission can be adapted to their needs. While the panel of experts understands that the university follows national regulations, they wish to point out that the admission regulations should be revisited and adjusted as criteria and prerequisites such as a certain height or full colour vision should not be reason for exclusion.

### Conclusion

The criterion is fulfilled.

## 5. Teaching staff

### **Bachelor'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]

### Description

FSS states to have 136 teaching staff at the Faculty spread across the four programmes as follows: BPEHR with 40 teaching staff, BPSPE with 22 teaching staff, BSCE 37 teaching staff and BSS 37 teaching staff. Each study programme is led by a coordinator who is tasked with providing instruction and academic assistance to students. There are 56 teaching staff who have doctoral education qualifications and 80 with a Master's degree. As stated in the provided SER, the teaching staff in all four programmes of this cluster work full-time.



As provided in the SER; the average teaching staff workload is at least 12 credits and a maximum of 16 credits. The workload of teaching staff in guiding structured research in the context of preparing theses/final assignments, theses, dissertations, or design works/arts/other equivalent forms is a maximum of ten students per year which is regulated based on the university's academic guidelines.

The minimum requirement for teaching staff recruitment that has been set by the university is a Master's degree for undergraduate programmes. The recruitment of teaching staff is conducted through formalised stages. The selection process includes a basic competency test, an English competency test, and a competency test in the field of expertise with testers who are experts in the scientific field. In case a contract expires, it is stated in the SER that the position will be filled according to the ratio of the number of teaching staff needs and the number of students. FSS states in the SER that there are no part time lecturers in the four study programmes.

FSS states to encourage all teaching staff to continue their studies to the doctoral level for teaching staff with Master's degrees. Staff also has to engage in the *Tri Dharma* of higher education. Teaching staff is obliged to take courses in instructional techniques and applied approach skills, as well as to participate in training/workshops according to their field of expertise. Research development at FSS includes a Research Group (RG) that is tailored to the field of science or teaching staff expertise. Research funds are explained to be obtained from various internal and external schemes.

### Experts' evaluation

The panel of experts confirms that the university provided a full list of all teaching staff involved in the programmes, including their academic qualification, research, and other relevant qualifications. Following the SER, the teaching staff's qualifications at UNY are based on national higher education standards and ministry regulations. The overall number of teaching staff and teaching hours are documented and sufficient. Overall, the ratio of students to staff seems to be good, especially as students are assigned to an academic advisor during their study years. The overall workload of staff (teaching, administration, research) is appropriate for the delivery of each of the programmes under review. Teaching staff and hours are available for the period of accreditation. The teaching staff consists of male and female colleagues. However, the panel of experts took note that the higher number of females decreases with the higher-ranked positions. The university should thus develop a concept that encourages more female staff member to pursue a PhD (**Finding 19**).

Overall, transparent recruitment procedures for teaching staff are in place. If there are associate or guest lecturers involved in the programme, procedures are in place to ensure the qualifications of these lecturers. The university has processes in place to ensure that lecturers are familiar with the requirements of the programme.

The faculty ensures to have qualified staff members who hold at least a Master's degree. The panel of experts commends this as it is a higher qualification of staff than in many other Indonesian universities. Additionally, many teaching staff members are pursuing a PhD. According to the information provided by the university, the aim is to have 80% of the staff members with a PhD within the next two years. It mirrors the high academic standard of the faculty. The experts confirm that the teaching staff is qualified with regards to the intended learning outcomes of the programmes under review. Still, the staff in the study programme for Primary School Education has the least qualified colleagues, meaning comparatively less colleagues that hold a PhD degree. However, some of the staff members in this programme have been working as P.E. teachers in schools which adds to their expertise. Nonetheless, the university should develop a concept to encourage even more staff members of the programme "Primary School Physical Education" to pursue a PhD (**Finding 19**).

The high academic standards are also seen in the fact that it is expected from all staff members to publish regularly. A budget for publication fees is in place to improve the teaching staff's qualifications, ensuring part funding for research articles accepted for publication in a Scopus-indexed journal. The UNY will pay the

publication fees. Persons who publish in an international journal get a financial reward. Also, for research groups and staff members compulsory grants are provided by UNY, and competitive grants are given by the ministry. The panel of experts points out that research papers of staff members should not only be published in national journals, but also in international peer-reviewed journals, if possible, with an impact factor, to spread the findings globally (**cf. Finding 5a**). Additionally, such publications will be beneficial for the career advancement of individual staff members. The research output should be monitored.

In regard to the efforts for internationalization of the study programmes, the panel of experts would like to point out that internationalisation should be fostered to further support the development of the programmes. Currently, most lecturers and professors at UNY have minimal access to international forums and events, which makes it difficult for the study programmes to introduce international topics in research activities and teaching. The university should thus develop an internationalization strategy that supports staff members to pursue and strengthen cooperations for publications and research with international scholars (**Finding 20a**). In this regard, more international staff members from various continents should be invited which would also enrich the international exchange and discourse on certain topics. For example, an active engagement with international associations of sports professions and sports science associations might be essential to provide more robust programmes in the future (**cf. Finding 16**). Furthermore, the internationalization strategy should offer opportunities for the teaching staff to improve their English language skills (**Finding 20b**).

Each professor has an own office and the lecturers from the same department share rooms, but they have their own working places. This gives the opportunity for work-related exchanges.

The concept for staff development, especially in the Sports Science programme, should be enhanced by allowing the teaching staff to take part in further development covering up-to-date scientific and methodological aspects of research. Teaching staff should focus on teaching the students of analytical thinking, methodological versatility, evidence-based decision making, and finally, academic writing (**cf. Finding 13**). A stronger focus could be put on the evaluation and recognition of the scientific reputation of the teaching staff. The experts think it would be beneficial to establish research groups in the study programmes that also work on a “manuscript clinic” (**cf. Finding 5b**).

In regard to the quality of research, the provided research budget of only 3.5 percent (as stated in the SER) seems too small to optimize the quality of scientific work and should be increased accordingly (**Finding 5c**). This could also enhance international scientific collaborations, and thus better the visibility of research outcomes of the institution.

## Conclusion

The criterion is fulfilled.

## 6. Learning resources and student support

### **Bachelor'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]

## Description

According to the SER, the university provides academic and non-academic facilities to students and staff such as classrooms, labs, seminar rooms, and a library with over 290,000 print materials available. In addition, the library provides access to four million electronic materials through the digital catalogue system and international journal subscriptions (SCOPUS, JSTOR, SPRINGER LINK, IEEE EXPLORE, EBSCO). According to the SER, each faculty provides computer labs. Students and staff receive an ID which can be used to log in to student attendance sites, e-learning platforms, academic guidelines, and official announcements.

According to the SER, the faculty's buildings have wheelchair-accessible lanes as well as security and safety features to mitigate disaster risk and vulnerability, such as earthquakes, volcanic eruptions, and wildfires. The university has created the Occupational Safety and Health (OSH/K3) Handbook, which includes sections on earthquakes, erosion, and fire. In addition, it is stated that every laboratory has regulations and guidelines for lab safety, such as how to operate with electrical equipment, dangerous compounds, and chemicals, and how to administer first aid.

According to the SER, various student organisations provide opportunities for students to express themselves and develop their soft skills. The following non-academic and academic services are available to students: 1) a counselling service unit and a career consultation unit; 2) a language centre where students can practise their foreign language skills, take courses and obtain certificates in foreign languages; 3) a library; 4) sports facilities (sports centre, soccer fields, tennis courts, softball courts, badminton courts, swimming pools, and fitness centres); 5) prayer rooms and a mosque; 6) polyclinic and health centre; 7) The UNY Plaza (supermarket, bank); and 8) the UNY Canteen/Food-court.

The university lists different student body organisations at university, faculty and at the department/programme level. Students can also join Student Activity Units (UKM) based on their interest in the areas Reasoning, Sports, Art, and Welfare/Special Sector. The sports sector concentrates on fostering students' interests and hobbies in the field of sports. The goal is to develop organisational skills, leadership, mental health and physical fitness, sportsmanship, discipline, and achievement in various sports. Examples of UKM in Sports are Athletics, Volleyball, Chess, Hockey, Judo, Karate, Archery, Pencak Silat, Swimming, Soccer, Softball & Baseball, Court Tennis, Table Tennis, Tae Kwon Do, Marching Band, Basketball, Badminton, and Sepak Takraw.

New students at UNY can attend the Introduction Programme for New Students for available services at university and faculty level. In addition, the university states that each student is assigned an academic advisor. Academic advisors are supposed to provide guidance (motivating, explaining, directing, advising) for students regarding their academic-related issues and but also regarding their personal, psychological, socio-emotional problems and cultural aspects that may negatively affect their studies. The University Guidance and Counselling Service provides peer tutor training, student study acceleration guidance training, low achievement student counselling, student career guidance training and individual counselling. For international students, the university offers a special programme for foreigners to learn more about Indonesian language and culture.

For the four programmes in the cluster, the faculty states to have cooperations with various partners for internships in various fields of work according to the graduate profile. Students can also organise an internship by themselves.

### **Experts' evaluation**

The virtual site visit revealed very well equipped and modern facilities for the students at the faculty. Many of the sport facilities match international standards, there are indoor and outdoor options, and the indoor sports hall has capabilities for 5000 spectators. These are very good preconditions for study programmes that focus on sport and physical education. Furthermore, the laboratories and the library are also well equipped. The facility management provides opportunity for students to access the facilities to prepare exams or conduct research. The cooperation with local sport associations strengthens the positive efforts to provide learning and

sport spaces for the students. The experts further confirm that the digitalization meets a good standard as well. WIFI is provided to the students in the facilities, and virtual classes are part of the curriculum. The technical equipment in the classrooms has a suitable quality.

The university and faculty care about the well-being and the support of their students. Fully accessible facilities provide inclusive and safe spaces for all students. Recreational spaces, learning spaces and a cafeteria on campus confirm a good balance between work and recreation options for students. Furthermore, there is tight and intense individual support for students by the academic advisor who accompanies the student throughout some years of their academic career.

For the panel of experts, points that can be improved address the internationalisation of all study programmes and opportunities for the students to develop their personality independently. Especially internationalisation was part of the discussion rounds during the virtual site visit and the university and faculty members expressed their efforts to improve international representation and connections. This should particularly embrace opportunities, incentives, and encouragement for the students to take part in exchange programmes. The study programmes should also develop opportunities to better implement attractive opportunities for foreign students to take part in the study programmes discussed (**cf. Finding 8**). Additionally, there could be an increase in elective courses in all study programmes where the students can broaden their horizon and develop their personality independently (**cf. Finding 17**).

Conclusively, the learning resources and student support is examined as appropriate and as strong. The students expressed their satisfaction with the facilities and the support they receive during their studies. Overall, other information gathered based on the provided documents and the virtual site visit the panel of experts can confirm that the facilities and the support are satisfactory.

## Conclusion

The criterion is fulfilled.

## 7. Information

### **Bachelor'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]

### **Description**

The university states in the SER that information from FSS in general and specific information on the programmes under review is published and updated regularly on its website. Furthermore, the faculty offers its own website for each study programme under FSS that provides specific information related to the study programme including the academic calendar, the curriculum structure and module handbook, intended learning outcomes, as well as information on the graduate profile and student workload. FSS states to regularly update information on the four study programmes on the faculty website, on social media platforms, and by sending the latest information via email and short messaging groups.

The general information regarding admission, requirements, and the registration process for new students at UNY are published on a centralised admission website. The special admission requirements for the programmes in this cluster are available online as well.

UNY provides information and services related to diplomas and grade transcripts online through the student accounts. The e-service provides support to students, lecturers, university management, and alumni.

### **Experts' evaluation**

The websites of the university, the faculty, and even each study programme are available in English. However, the experts point out that some documents (e.g., the academic calendar at the faculty's website) and other important information are only available in Bahasa Indonesia. As stated above in the report, the admission regulations are clearly defined, but should also be available on the website in English (**Finding 21**). To make the website in English more functional, it should be ensured that the links and references on the website are in place and work correctly. These small errors should be corrected.

Overall, the panel of experts confirms that interested foreign students and other stakeholders can access all important information on the website. In case of questions, the contact details to the university, e.g., to the international office, are provided.

### **Conclusion**

The criterion is fulfilled.

## V. Recommendation of the panel of experts

---

The panel of experts recommends accrediting the study programmes “Physical Education, Health, and Recreation” (Bachelor in Education), “Sports Coaching Education” (Bachelor in Education), “Sports Science” (Bachelor in Sports Science), and “Primary School Physical Education” (Bachelor in Education) offered by Universitas Yogyakarta with conditions.

Findings:

1. The learning objectives and learning outcomes for the courses in the programme “Physical Education, Health, and Recreation” must be improved, especially regarding the following points:
  - a. The study programme must revisit if the learning objectives and learning outcomes for all courses are achievable for students within the assigned workload and adjust the learning objectives and outcomes to match the workload realistically. The university should hand in a concept on what changes have been made.
  - b. Important competences such as inclusive education and digitization should be part of the classes and should be stated as a learning objective. The learning objectives and learning outcomes should include the social skills and didactical skills that will be learned in each course.
  - c. There should be a possibility to deepen certain topics and/or to connect them to practical training.
2. The provided course descriptions in English must be revised and updated to ensure that they provide the complete information to students, especially with regards to:
  - a. stating the used teaching methods in practical courses.
  - b. The learning objectives and learning outcomes must be included.
  - c. stating the assessment methods.
  - d. clearly indicating the ratio between practical and theoretical parts of all courses.
3. The area of research in humanities in sports (e.g., sport pedagogy, sport sociology and sport philosophy) should be strengthened among students in the study programme “Physical Education, Health, and Recreation” with the according research methods which also include qualitative research approaches.
4. For future further development of the curriculum, options for students to choose a specialization should be included.
5. For internationalization in research, the overall framework for publications should be improved in the following regards:
  - a. The teaching staff should pursue publications in international peer-reviewed journals, if possible, with an impact factor, to spread the findings globally. The research output should be monitored.
  - b. It would be beneficial to establish research groups in the study programmes.
  - c. The provided research budget should be increased to optimize the quality of scientific work, to enhance international scientific collaborations, and to increase the visibility of research outcomes of the institution.
6. More international topics in the areas of public health and recreation should be represented in the curriculum for the study programme “Physical Education, Health, and Recreation”.
7. The opportunities for students to improve their English language skills should be increased.

8. Contacts and opportunities for staff and student exchange with a wider range of partner universities abroad should be established. The study programmes should also develop opportunities to better implement attractive opportunities for foreign students to take part in the study programmes.
9. The course matrix for the programme “Sports Coaching Education” must be revised to include and clearly indicate the key elements for both employment fields. This means, specifically, that the competencies, skills, and knowledge for the work as physical educator should be included in the course matrix.
10. The curriculum for the programme “Sports Coaching Education” should be revised to include further disciplines, such as training and movement science.
11. The intended learning outcomes for the programme level in the study programme “Sports Science” must be specified according to the respective level to increase reliability and transparency for students and external members, especially regarding research direction and respective priorities.
12. The course matrix must be revised to clearly indicate the four routes of specialization. In addition, more programme-related specifications seem necessary in the course matrix.
13. A stronger emphasis should be given by focusing on improving the students’ research competencies in the context of sports science.
14. The range of applied teaching methods should be increased in the programme “Sports Science”.
15. The strong emphasis on entrepreneurial aspects in a programme “Primary School and Physical Education” should be significantly reduced, if not neglected at all.
16. In all four Bachelor’s programmes, it should be considered increasing the number of international staff (overseas guest professors and lecturers, especially from the US and Europe).
17. The university should consider offering more options for elective courses where students can broaden their horizon and develop their personality independently.
18. The option to graduate the study programmes in seven semesters should be visible in the study plans.
19. The university should develop a concept that encourages more staff members to pursue a PhD.
20. The university should develop an internationalization strategy that supports staff members in the following areas:
  - a. Pursuing and strengthening cooperations for publications and research with international scholars.
  - b. Opportunities for the teaching staff to improve their English language skills.
21. The complete admission regulations should be available on the website in English.